



ROYAL AGRICULTURAL COLLEGE, CIRENCESTER

# Programme Specification

## **BSc (Hons) Business Management suite of courses**

- N 200 - B Sc (Hons) Business Management**
- DN 62 - B Sc (Hons) Business Management  
(International Food and Agri-business)**

**I Guide – October 2011**



**ROYAL AGRICULTURAL COLLEGE, CIRENCESTER**  
**PROGRAMME SPECIFICATION**

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**N 200      B Sc (Hons) Business Management**

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Food and Agri-business)**

**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 College.*

*The information contained herein is correct at the time of going to print, but the College 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.*

**Bob Taylor – Programme Manager**

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<b>1. Awarding Institution</b>	Royal Agricultural College
<b>2. Teaching Institution</b>	Royal Agricultural College (School of Business)
<b>3. Final Award Titles</b>	B Sc (Hons) Business Management  B Sc (Hons) Business Management (International Food and Agri-business)
<b>4. UCAS Codes</b>	N 200 Business Management DN 62 Business Management (International Food and Agri-business)
<b>5. Relevant QAA Subject Benchmark Statements and other reference points, e.g. FHEQ, FD qualification benchmark</b>	Reference has been made to the General Business and Management Benchmarking Group, and in relation to DN 62, to the Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (in part)
<b>6. Details of accreditation by a professional/statutory body</b>	
<b>7. Mode of study</b>	Normally full-time, but may be undertaken on a part-time basis.
<b>8. Language of study</b>	English
<b>9. Date of production/revision</b>	VALIDATED 2007. Document revised September 2011
<b>10. Educational Aims of the Programme</b>	

### **Educational aims of the programme:**

The programme aims of this course are to:

1. Develop the learner's interest, knowledge and understanding of business management.
2. Promote the critical study of organisations, their management, and the changing 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

In the case of the BSc (Hons) Business Management (International food and agribusiness) degree, many of the above aims have to be understood as having a significant, but not exclusive, focus on the food industry.

N.B. "Organisations", above, and throughout this Specification (in addition to the module descriptors attached) 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.

## **11. Intended Learning Outcomes**

### **i. Knowledge and Understanding of:**

- A1 Financial, economic and accounting principles relating to corporate and small and medium enterprises (SME).
- A2 The creation of value in organisations through the acquisition and development of human resources and marketing skills.
- 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 Management decision making as a 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.

A4 will be largely addressed for the BSc (Hons) Business Management (International food and agribusiness) degree pathway only.

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 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 College 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 tutor-led tutorials, student and tutor-led seminars, directed learning, student portfolio, problem based and experiential, learning scenarios and case studies, and a practical placement period in an organisation.

## 12. Programme Structure and requirements

### **Programme structures and requirements, levels, modules, credits and awards:**

The B Sc business management at the Royal Agricultural College is offered in two distinct, but complementary, pathways. There is a 'pure', or generic, business management pathway with no particular specialisation; and in addition there is an international food and agri-business pathway within the programme, giving the opportunity for interested students to specialise and apply learning to that particular field.

The programme is normally of three years duration of full time study (30 weeks per year) although there is the possibility of an intercalated year between the second and final years; so that the whole programme would in the latter case last four years. Study is undertaken at three levels on the FHEQ/ NQF framework; 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 College Regulations (see Intranet).

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 5**, 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 programmes, showing each pathway, and elective choices where appropriate, can be found in **Appendix 3**.

### **Pathways**

The attention of students is drawn in particular to the composition of each specific pathway referred to above in Appendix 3 (the degree title). In each year of study certain modules of study are specifically appropriate to each pathway, and not to the other. Students registered on a pathway must follow the modules as indicated, appropriate to their chosen pathway.

In particular, in Year 3, the elective choices are unique, taken as a whole, to each pathway. Students registered on the Business Management programme must choose two electives from the list shown in **Appendix 3** appropriate to their programme. Those registered on the business management (International Food and Agri-business) programme, however, may choose either two electives from the list shown there, appropriate to their programme, or alternatively, one module from that list, and one other module from appropriate cross-college modules for which they are qualified for entry, with the approval of the programme manager.

### **Language Tuition**

In Years 1 & 2 all UK students, on both pathways, are expected to undertake one of the three single modules, which involve study of a modern foreign language. The modules are arranged at three distinct levels of language tuition (beginners, intermediate and advanced), and the determination of the appropriate module for each student will depend on previous experience and qualifications. On arrival at the college, students are subjected to a short screening process to confirm ability and determine the appropriate level. Each student will be allocated to a module by the module leader, after discussion concerning their previous experience and attainment, and taking account of the students' wishes, as far as resources allow.

The languages on offer are French, German and Spanish (in 2011 the intake for beginners' language will probably be confined to Spanish and French), and students will normally follow the learning programme in a language with which they have prior familiarity. 'Native' or fluent second language speakers (e.g. those whose first language is for example German, or French) may, however, be expected to choose an alternate language (e.g. Spanish) at the appropriate level.

At beginners levels (in both years one and two), students are expected to attain entry level of the National Language standards by the end of Year one, and level one of the same standards, by the end of year two.

At intermediate levels (again in both years one and two), students are expected to attain level one of the National Language standards by the end of year one, and level two by the end of year two).

At advanced levels (Years one and two), students are expected to attain level two of the National Language standards by the end of Year one, and level three by the end of the year 2 language module.

As paragraph 14 (below) on admission standards makes clear, Overseas Students (non-UK) who have attained an IELTS score of approximately 6 only, may be required to undertake the level four or level five module (as appropriate), 'English for Academic Purposes', in the place of the study of a modern European language in each of the appropriate year. Overseas students who have achieved an IELTS score or equivalent at level 6.5 or above will be expected to study a foreign language additional to their mother tongue, and excluding English, exactly as UK students do, at an appropriate level. Where there is any doubt about the English capability of the student, acceptance onto modules will be at the discretion of the module leader and programme manager.

### **13. 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 Cirencester Counselling Services
11. Opportunities for overseas placements

#### **Useful Information to help you to get the best from the course.**

##### **The Student Handbook:**

This is a key student resource and contains the important things to be aware of as a student at the College. 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 course:**

The Programme Manager is Bob Taylor and the Year Tutors are John Nixon (Yr 1), Claire Ryder (Yr 2), and Luis Aguiar (Yr 3). These three Tutors all have offices on the first floor of the Garner Lecture Block.

They can be found in the following locations and email addresses:

Bob Taylor: Room 34 , [Bob.taylor@rac.ac.uk](mailto:Bob.taylor@rac.ac.uk)

John Nixon: Room 30, [John.nixon@rac.ac.uk](mailto:John.nixon@rac.ac.uk)

Claire Ryder: Room 29, [Claire.ryder@rac.ac.uk](mailto:Claire.ryder@rac.ac.uk)

Luis Aguiar: Room 36, [Luis.aguiar@rac.ac.uk](mailto:Luis.aguiar@rac.ac.uk).

Dr Jonathan Turner is the Dean of the School of Business and is just along the corridor from the above three, at the top of the main stairs of the Garner Lecture Block. The School Secretary is Paula Iley, and she is a very important link in the communications for the School. If you are unsure about administrative things, Paula is a good starting point. Her office is also on the first floor of the Garner Lecture Block, next to the Dean's office.

Other members of staff you may meet in your first year are:

Steve Thomas – Finance and Accounting  
Wyn Morgan – Finance and Accounting  
Mike Slark - Economics and Business  
Louise Manning – the Business of Food  
Steve Chadd – Agriculture and Nutrition  
Paul Davies – Agriculture and Technology  
Richard Baines – Quality Assurance and Food Safety  
Rosemary Scott-Smith – Foreign Languages  
Ted Carter – English for Academic Purposes

**Other members of the Programme Management Team:**

Nigel Bridges – Operations Management and Managing Organisations  
Yaqub Murray – Organisation Behaviour, Critical Theory, Post-Modern Approaches  
Federico Topolansky – Business Strategy  
Ian McPhee – Entrepreneurship  
Peter Morris – Business Law

**Course Notice-board:**

The course notice-board is on the first floor landing of the Garner Lecture Block, situated outside Room 35. (Year One notice-board is outside Room 30) It is intended that this notice-board will provide a focal point for information about the course and about business in general. Of course a great deal of information is posted online (Gateway) and students are expected to access the site regularly.

**Confidential Counselling Service:**

This is a completely confidential service, and has no organisational connection with the College. It is based in Cirencester and the Personal Tutor, or Programme Manager, or the Student Welfare Officer, can all give students the contact number.

**14. Criteria for admissions**

**Criteria for admission**

Candidates must be able to satisfy the general admissions requirements of the Royal Agricultural College 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 College, 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 Bacculaureate.
3. The International Bacculaureate.
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 College 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 College. Those students who have attained an IELTS level of 6, only, may be required to undertake the year one and year two modules (as appropriate), 'English for Academic Purposes' (see above, Section 12). 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.

## **15. Teaching, learning and assessment**

### **Forms of Teaching used on the course:**

#### **Lectures:**

Lectures are a general exposition of the syllabus content of the course 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 course.

Attendance at lectures is not normally monitored (although it may be recorded) but 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 course assessments.

#### **Tutorials:**

All School of Business students participate in the First Year Tutorial Programme based around the Personal 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 course 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 short (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).

**Honours Dissertation:**

The Honours dissertation subject in year 3 is chosen by the student in consultation with the dissertation supervisor, although of course it is essential that the choice of topic is one which is relevant to the nature and title of the degree. It 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 School of Business 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 School.

The School 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 School 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, of course, 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.

**Study Tour:**

As part of module 2027 in Year 2, students on the business management pathway are expected to participate in a short study tour, normally involving a trip of a few days away from College, either in the UK, or overseas. This may involve visits to educational institutions, businesses (including supermarkets, suppliers, etc), governmental and non-governmental agencies involved in international trade. In addition to being an opportunity for what ought to be an enjoyable leisure experience, as well as a chance to learn something about yourself and others in a group setting, there is an important educational objective, and students will be asked to complete an assessment activity shortly after the tour.

It is possible that some unforeseen event may occur which might prevent the tour going ahead as planned, (an 'Act of God', for example, in terms of flood, earthquake, riot, or revolution, etc). In that case, if some event arises, which

is sufficiently serious as for example to jeopardise the safety or security of staff and/ or students, and for which alternative arrangements can not be made within sufficient time, then the tour will of necessity be postponed. It is planned in that case that the tour would be deferred to Year 3 of the programme instead.

The College is also very alert to the equal opportunities dimensions to the concept and practice of a study tour, and if there are issues affecting individuals about, say, disability, race or gender which have the effect of making a tour impractical, students are asked to bring these to the attention of the Dean, the programme manager, or one of the programme team as soon as possible. Where that is the case, then individuals may be excused the tour element, and other equivalent assessment activities will be set to address the learning outcomes.

### **Assessment Strategies:**

#### **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 3031 Management Learning and Personal Development Skills). 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 *par excellence* 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 course, 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 course. 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. A note on writing and assessment is included here and can be seen as an **Appendix (1)**

It is vital that students learn and get to know how to do well in these various assessments in the course. The College's Criteria for Assessment of Projects, Essays and Examination Scripts is included here as **Appendix 1** and 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 College Marking guidelines (see Appendix 1). The percentage marks correspond to the final degree classification as follows:

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

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

All assessment decisions are subject to internal moderation and external scrutiny but 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 College's Regulations; students who wish to see the full regulations may simply ask the Programme Manager, and they are also available on the intranet.

### **Diversity**

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

This Programme Specification has been drawn up with the College's [Part 10: Inclusive Practice](#) of the **Teaching Quality Handbook** in mind.

## 16. Work-based learning

### The Work placement

In the second year of the programme, students are required to undertake a short (minimum 20 weeks) placement in a relevant 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. In any event, it is also possible, after the approved 20 week minimum, to then take an intercalated year (year out), working in an organisation for an extended period.

### **Approval Process**

It is the College'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 College's responsibilities are carried out, all placements are subject to **approval** by the College, **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 (see below) and programme manager. Students must submit relevant details of their desired placement on the appropriate form (including dates, name of organisation, outline job description, and so on) well in advance of the placement commencing, and at least by the date laid down, to ensure that checks can be carried out, and in case subsequent difficulties emerge.

Criteria for approval will include:

- The nature and function of the placement organisation, in relation to the student's learning programme (taking into account the student's pathway, for example).
- the placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and

responsibilities that students may be expected to undertake during the work-based placement)

- whether and how the College 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 RAC, 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 College 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 chosen pathway of study, and thus, for example, it is especially important that those students registered on the Business Management (International Food and Agri-business) degree programme **must** secure a placement with an organisation, or in an environment, and/ or job role, relevant and appropriate to that degree

### **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-college, and the specific practical work-based experience and organisational reality to which they often ultimately relate. Its 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, 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, (Room 28); 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.

### **Exceptions**

Notwithstanding the above, the College is aware of the possibility that in unusual and/ or extreme circumstances a work placement may be either inappropriate for the individual student, or impossible to achieve in a given context. The College is, for example, alert to the equal opportunities dimensions of the concept and practice of a work placement, and if there are issues affecting individuals arising from, say, disability, race or gender, issues which have the effect of making a work placement impractical, or inadvisable, students are asked to bring these to the attention of the Dean, Programme Manager, or one of the programme team as soon as possible after the commencement of studies. Where that is the case, individual students may be excused the placement element, and other assessment activities will be set to address the learning outcomes. The decision as to whether the placement can be excused is in all cases one for the College to make.

### **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 College 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 College to any problems experienced during the placement. In the latter case, the expectation is that students maintain an ongoing communication with the College, 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 College 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 College 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.

## **17. Quality Assurance Procedures**

### **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 College respond to student concerns and views by participating in this vital feedback mechanism. The results are reported to the College'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 college-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.

However, in addition to simply completing a 'tick-box' form, many other opportunities exist to engage in a communication process with the College. The Programme is fundamentally for the student, and it is important that they engage with it, participate, speak up if concerned or anxious, and raise matters that cause disquiet. No one gains from students feeling or thinking that there is a problem, but failing to speak about them.

### **Feedback to the Programme Team:**

The College 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 College 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 classroom 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 course begins, to discuss progress on the course 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 Course Committee Meetings, convened by the Programme Manager, and usually held at least in November and in March. Each year of the course 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 Team 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-College) and the course 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 courses, or perhaps student life and facilities generally.

### **Annual Report**

Each year, the Programme Manager produces an Annual Programme Report which gives the College Academic Quality process a document explaining how the course has developed throughout the year. Included in the Report are the Minutes of the Course Committee Meetings and the Programme Manager is expected to present a response, in that report, to each of the main points that have been raised there. These are always available on the intranet.

The Annual Report also examines the career path of previous graduates, and attempts to measure the extent to which graduates have been successful in their search for suitable employment after their studies.

### **External Examiner:**

The programme has an External Examiner, 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 College's Academic Quality and Standards Committee. It is usual for the External Examiner to meet with some members of the course in the final year, either as a group, or in informal interviews. The External Examiner's report is included in the Annual Programme Report.

### **School of Business Advisory Council:**

One important mechanism for quality enhancement is a system for engaging with (primarily) employer opinions. The School has an Advisory Council, 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.

## 18. Marking Guides and Assessment Regulations

### ***Support Documentation***

All guidance concerned with assessment (coursework and examinations), marking criteria and regulation documents are available from the handbooks section of the Student Resources Intranet site URL:

<http://www.rac.ac.uk/index.php?id=2411>

### Modified assessment regulations

The College's Academic Board has made substantial revisions to the Regulations; these apply to all (level four, five and six) undergraduate programmes from October 2010.

The following basic principles apply from October 2011:

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. Students are required to achieve a minimum module mark of **25%** to be eligible for a referral. Marks below this will require re-registration.
3. Maximum referrals students that are permitted to take are set at 40 Credits for all undergraduate levels.

The College's marking criteria for Coursework, Oral Presentations, and Examinations can be found in **Appendix 2**

## 19. Ownership of programme specification

The Business Management degree programmes are the responsibility, in terms of internal management, of the School of Business.

## 20. Curriculum Map

A Curriculum Map, showing how the modules relate to, and deliver, the programme learning outcomes, can be found in **Appendix 4**.

## 21. Career prospects

Information on the career progression of most recent graduates can be found in the Annual Programme Report, which is located on the intranet

Students are advised to make early contact with the Careers Advisory Service (located in IC1, close to the College Library) at the earliest available opportunity for careers advice and guidance, and especially in Year 3 of their programme.

## 22. Further information

More detailed information on many aspects of the programme can be obtained from Module Leaders (whose names can be found on the module reference sheets, and in the list in **Appendix 5**), Programme Manager, and the Dean of the School of Business. 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.

## 23. Module Reference Sheets

Compulsory and elective modules for these programmes are shown in **Appendix 3**

Module reference sheets, for all modules studied on the course, are available on the College website.

## Appendix 1

### A note on writing, assessment, and receiving feedback

When you write, be it for an assignment, an exam, to influence, or simply for personal satisfaction, you are in the situation of being responsible for establishing and defining the relationship that you have with the reader of your work. This can be quite 'scary' at first. It takes a little practice to develop a sense of 'audience' - who your reader will be, and a distinctive writing 'voice' - establishing who you are. Everyone experiences these dilemmas, so you will not be alone.

Unless you are an especially gifted individual, it is unlikely that you will be able to arrive in your 'zone of comfort' as a writer without some practice. It may well take several attempts before you produce something you feel satisfied with. When you do produce a piece of writing that you feel comfortable with, how are you going to get some feedback on it? There are a surprising number of ways that you can get feedback on your writing if you look for them. Friends are the obvious one to start with, and you may have the opportunity to read their work too. Think about what feedback you want for your work - do you want comment on the style of writing, the quality of the argument, the perspective of the piece, the suitability for a particular audience etc? Do not be afraid to guide your reader as to the kind of feedback you are wanting.

Another source of feedback on your work is your tutor. This may be your Personal Tutor, the Programme Tutor or a Subject Tutor. The tutorial sessions mentioned above are perfect opportunities for you to get feedback on your writing. Working in this way allows you develop and 'fine-tune' your own Standards of Judgement so that you are able to set yourself appropriate learning goals.

Your writing can be incorporated into a Portfolio of Evidence of your progress and development throughout the course, and used to help to support job applications in the future.

Timed, unseen examinations are used at times in the course. Some students think that exams are simply there to 'test knowledge' or perhaps to see how the students reacts 'under pressure', however the reality is a little different. It is true that exams *do* test student's knowledge, and they *do* put students under pressure but that is only a part of what they are potentially capable of doing. Exams are very good at helping you to 'pull the Programme together' in that they introduce a 'deadline' for you to reflect on what you have engaged with in your learning journey. In the same way, writing essays and reports will help you to pull ideas together as your Programme progresses and so can be very helpful in your revision process. That is why so many students get great help from tackling old exam questions as part of their revision. (You may then see how the different elements of the course, lectures, tutorials, seminars, presentations, all fit together and help you to expand and develop your knowledge as a business.)

Of course exams do put pressure on you. Northedge (1990), believes this provides a *performance* element to your business as a student, inviting you to

"think on your feet". Northedge argues that this pressure is "...potentially a very creative force." which can bring out the best in you.

Northedge, A., (1990), *The Good Study Guide*, Open University

## Appendix 2

### Undergraduate (Levels 4-6) Coursework marking criteria

**The generic marking guidelines below outline the quality of work expected for the award of a mark within the percentage band ranges.** In determining marks, tutors will need to interpret these generic criteria in the context of the learning outcomes for the module and the specific marking criteria for the piece of work as specified in the assessment brief. The descriptors are not seen as the minimum criteria, which must be met in all respects in order to gain a particular mark, but rather as being indicative of the general standard of work provided. **These guidelines must not be used for dissertations since each School has its own set of dissertation marking criteria.**

The overall threshold pass mark is 40%.

<b>90-100%</b>	<b>An exceptional answer</b> which is excellent in every respect, showing full knowledge and understanding of the subject, and related theories and concepts. An outstanding ability to analyse, synthesise and evaluate in the context of the brief. Demonstrates insight, originality and independent critical thinking. Compelling arguments developed. Very extensive range of sources used and applied in an insightful way. Excellent presentation and fluently and stylishly written.
<b>80-89%</b>	<b>An outstanding answer</b> which is excellent in almost all respects and clearly focused on the brief. Demonstrates extensive knowledge and understanding of the subject and related theories and concepts. Clear evidence of excellent analysis, synthesis and evaluation. Demonstrates insight, critical thinking and some originality. Clear and thoughtful arguments developed. Evidence of extensive reading and study beyond the course content and thorough discussion of sources. Very well written, logically structured and excellently presented.
<b>70-79%</b>	<b>An excellent answer</b> in most respects, showing evidence of extensive knowledge and understanding of the subject and related theories and concepts in the context of the brief. Very good analysis, synthesis and evaluation. Demonstrates insight, critical thinking and, possibly, originality. Well-constructed arguments. Evidence of substantial reading and study beyond the course content. Very well written, logically structured and well presented.
<b>65-69%</b>	<b>A very good answer</b> showing evidence of wide knowledge and understanding of the subject and related theories and concepts in the context of the brief. Clear evidence of outside reading and study. Good evidence of analysis, synthesis and evaluation. Logical arguments developed, but lacks some of the qualities of a first-class answer. May lack insight or originality. Well written, logically structured and well presented for the most part. Correctly referenced.

60-64%	<p><b>A good answer</b> showing broad knowledge and understanding of the subject and related theories and concepts in the context of the brief. Based predominantly on the course content but with clear evidence of outside reading and study. Sound evidence of analysis and evaluation, but may display weaknesses in ability to synthesise. Balanced arguments developed covering the majority of salient points, but not in sufficient depth. Mostly accurate but may contain occasional errors. Well written, logically structured and well-presented but may contain minor flaws. Correctly referenced.</p>
55-59%	<p><b>A competent answer</b> showing sound knowledge and understanding of the subject and some related theories and concepts. Mainly relevant to the brief. Some evidence of outside reading but mainly reliant on key texts, with some minor errors in referencing. Insufficient analysis and evaluation. Arguments present but not fully developed. May contain errors and omissions. Adequately written, structured and presented.</p>
50-54%	<p><b>An adequate answer</b> showing a reasonable knowledge of the subject, but lacking depth of understanding. Insufficient focus on the brief. Limited evidence of outside reading and heavy reliance on key texts, with some errors in referencing. Mainly descriptive and lacking in analysis. Superficial arguments. May contain errors and omissions. Satisfactorily written but may have some weaknesses in organisation and presentation.</p>
45-49%	<p><b>An acceptable answer</b> showing some knowledge and understanding of the subject, but bearing limited relevance to the brief in places. No evidence of outside reading and study beyond the core material. Significant errors in referencing of key texts. Purely a descriptive account containing no analysis. Incomplete and unbalanced arguments; some important points are missed. Contains some errors and omissions. May be poorly expressed, loosely structured, short or incomplete.</p>
40-44%	<p><b>A bare pass</b> showing superficial knowledge and understanding of the subject. Mentions some relevant points, but lacks focus on the brief. No evidence of outside reading or study beyond the core material. Incorrect referencing of key texts. Heavy reliance on limited knowledge at the expense of development of argument, analysis or discussion. Contains errors and omissions. Weak presentation and structure, poorly written and not always clear or easy to follow.</p>
35-39%	<p><b>A near fail</b> which demonstrates little knowledge and understanding of the subject and marginal relevance to the brief. Covers the basic material, with some attempt to construct an argument, but with substantial omissions and errors. Poorly presented and clumsily expressed.</p>
25-34%	<p><b>A poor fail</b> lacking substance and understanding, but with some grasp of the subject. Lacks relevance to the brief, with extensive errors and omissions. Limited attempt to construct an argument, but significantly flawed. Inadequate presentation and disjointed structure.</p>
15-24%	<p><b>A very poor fail</b> which misinterprets the brief. Little evidence of thought or effort and minimal knowledge displayed. Contains</p>

	fundamental errors and misunderstandings. Very poor standard of presentation, lacking coherence, confused and rambling.
<b>10-14%</b>	<b>An exceptionally poor fail</b> which is either limited to a paragraph or two, with only a hint of subject knowledge, or virtually no relevance to the brief. Not a serious attempt.
<b>1-9%</b>	A few lines of barely relevant material.
<b>0%</b>	Zero is reserved for no relevant material.

## Undergraduate Oral presentations Marking Criteria

The generic marking guidelines below outline the quality of work expected for the award of a mark within the percentage band ranges. In determining marks, tutors will need to interpret these generic criteria in the context of the learning outcomes for the module and the specific marking criteria for the oral presentation as specified in the assessment brief. The descriptors are not seen as the minimum criteria, which must be met in all respects in order to gain a particular mark, but rather as being indicative of the general standard of work provided.

The overall threshold pass mark is 40%.

<b>90-100%</b>	<b>An exceptional presentation</b> which is excellent in every respect and entirely relevant to the brief. Time limits observed. Shows full knowledge and understanding of the subject, including discussion of new ideas. Evidence of thorough research and preparation. Well structured, with arguments set out in a concise and persuasive manner and key points emphasised. A confident and engaging presentation, which is appropriately paced, clearly audible and delivered with enthusiasm. Positive body language and eye contact maintained with little or no reliance on prompts. Creative use of visual aids. Questions responded to with courtesy and authority. Little scope for improvement.
<b>80-89%</b>	<b>An outstanding presentation</b> which is excellent in almost all respects and clearly focused on the brief. Time limits observed. Shows extensive knowledge and understanding of the subject, including discussion of some new ideas. Clear evidence of research and preparation. Well structured, with arguments set out in a concise and persuasive manner and key points emphasised. A confident and engaging presentation, which is appropriately paced, clearly audible and delivered with enthusiasm. Positive body language and eye contact maintained with little reliance on prompts. Successful use of visual aids. Questions responded to with courtesy and authority. Scope for minor improvement on one or more points.
<b>70-79%</b>	<b>An excellent presentation</b> in most respects showing evidence of wide knowledge and understanding of the subject, which may include discussion of some new ideas, in the context of the brief. Time limits observed. Clear evidence of research and preparation. Well structured, with arguments set out in a concise and persuasive manner and key points emphasised. A confident and engaging presentation, which is appropriately paced, clearly audible and delivered with enthusiasm. Positive body language and eye contact maintained with little reliance on prompts. Successful use of visual aids. Questions responded to with courtesy and authority. Scope for some improvement in certain areas.
<b>60-69%</b>	<b>A good/very good presentation</b> showing evidence of broad knowledge and understanding of the subject, in the context of the brief. Time limits observed. Evidence of research beyond core material and sound preparation. Mostly accurate but may contain occasional errors. Well structured, with logical and convincing arguments and key points covered. A generally confident and engaging presentation,

	which is appropriately paced and clearly audible. Use of prompts while maintaining eye contact and suitable body language. Well-chosen visual aids. Informed and courteous answers to questions.
<b>50-59%</b>	<b>An adequate/competent presentation</b> showing evidence of reasonable knowledge and understanding of the subject, mainly relevant to the brief. Some slippage in adherence to time limits. Evidence of limited research beyond core material and satisfactory preparation. May contain errors, some key points missed and arguments not always fully developed. Structure generally adequate, but material could be better organised in places. Delivery lacking in confidence at times and sometimes fails to maintain the interest of the audience. Pace and/or audibility may not be appropriate throughout. Use of prompts detracts from the maintenance of eye contact. Selection and use of visual aids generally satisfactory. Competent answers to most questions.
<b>40-49%</b>	<b>A bare pass/acceptable presentation</b> showing some evidence of knowledge and understanding of the subject, but lacking focus on the brief. Slippage in adherence to time limits. Little evidence of preparation and heavy reliance on core material. Contains errors, many key points missed and arguments superficial and/or unbalanced. Weak structure, not always clear or easy to follow. Delivery lacking in confidence and mostly fails to maintain the interest of the audience. Pace and/or audibility not always appropriate. Mainly reads from notes. Selection and use of visual aids could be improved. Flawed answers to some questions.
<b>25-39%</b>	<b>A failed presentation</b> which demonstrates little knowledge and understanding of the subject and marginal relevance to the brief. Poor adherence to time limits. Inadequate preparation and reliance on basic material only. Contains substantial errors, most key points missed and arguments poorly constructed and incomplete. Disjointed structure and clumsily expressed. Unconvincing delivery which fails to engage the audience. Pace and/or audibility often not appropriate. Reads from notes with insufficient eye contact. Little thought given to visual aids. Inability to deal with questions adequately.
<b>15-24%</b>	<b>A very poor fail</b> which misinterprets the brief. Little evidence of thought or effort and minimal knowledge displayed. Time limits ignored. Contains fundamental errors and misunderstandings. Very poor standard of presentation, lacking coherence, confused and rambling. Unable to answer questions.
<b>10-14%</b>	<b>An exceptionally poor fail</b> with only a hint of subject knowledge, or virtually no relevance to the brief. Not a serious attempt.
<b>1-9%</b>	Some barely relevant material.
<b>0%</b>	Zero is reserved for no relevant material.

## Undergraduate Examinations Marking Criteria

The generic marking guidelines below outline the quality of work expected for the award of a mark within the percentage band ranges. In determining marks, tutors will need to interpret these generic criteria in the context of the learning outcomes for the module and the requirements of the examination question. The descriptors are not seen as the minimum criteria, which must be met in all respects in order to gain a particular mark, but rather as being indicative of the general standard of work provided.

The overall threshold pass mark is 40%.

<b>90-100%</b>	<b>An exceptional answer</b> which is excellent in every respect, showing full knowledge and understanding of the subject, and related theories and concepts. An outstanding ability to analyse, synthesise and evaluate in the context of the question. Demonstrates insight, originality and independent critical thinking. Compelling arguments developed. Very extensive range of sources used and applied in an insightful way. Excellent presentation and fluently and stylishly written.
<b>80-89%</b>	<b>An outstanding answer</b> which is excellent in almost all respects and clearly focused on the question. Demonstrates extensive knowledge and understanding of the subject and related theories and concepts. Clear evidence of excellent analysis, synthesis and evaluation. Demonstrates insight, critical thinking and some originality. Clear and thoughtful arguments developed. Evidence of extensive reading and study beyond the course content and thorough discussion of sources. Very well written, logically structured and excellently presented.
<b>70-79%</b>	<b>An excellent answer</b> in most respects, showing evidence of extensive knowledge and understanding of the subject and related theories and concepts in the context of the question. Very good analysis, synthesis and evaluation. Demonstrates insight, critical thinking and, possibly, originality. Well-constructed arguments. Evidence of substantial reading and study beyond the course content. Very well written, logically structured and well presented.
<b>65-69%</b>	<b>A very good answer</b> showing evidence of wide knowledge and understanding of the subject and related theories and concepts in the context of the question. Clear evidence of outside reading and study. Good evidence of analysis, synthesis and evaluation. Logical arguments developed, but lacks some of the qualities of a first-class answer. May lack insight or originality. Well written, logically structured and well presented for the most part.
<b>60-64%</b>	<b>A good answer</b> showing broad knowledge and understanding of the subject and related theories and concepts in the context of the question. Based predominantly on the course content but with clear evidence of outside reading and study. Sound evidence of analysis and evaluation, but may display weaknesses in ability to synthesise. Balanced arguments developed covering the majority of salient points, but not in sufficient depth. Mostly accurate but may contain occasional errors. Well written, logically structured and well-

	presented but may contain minor flaws.
<b>55-59%</b>	<b>A competent answer</b> showing sound knowledge and understanding of the subject and some related theories and concepts. Mainly relevant to the question. Some evidence of outside reading but mainly reliant on key texts. Insufficient analysis and evaluation. Arguments present but not fully developed. May contain errors and omissions. Adequately written, structured and presented.
<b>50-54%</b>	<b>An adequate answer</b> showing a reasonable knowledge of the subject, but lacking depth of understanding. Insufficient focus on the question. Limited evidence of outside reading and heavy reliance on key texts. Mainly descriptive and lacking in analysis. Superficial arguments. May contain errors and omissions. Satisfactorily written but may have some weaknesses in organisation and presentation.
<b>45-49%</b>	<b>An acceptable answer</b> showing some knowledge and understanding of the subject, but bearing limited relevance to the question in places. No evidence of outside reading and study beyond the core material. Purely a descriptive account containing no analysis. Incomplete and unbalanced arguments; some important points are missed. Contains some errors and omissions. May be poorly expressed, loosely structured, short or incomplete.
<b>40-44%</b>	<b>A bare pass</b> showing superficial knowledge and understanding of the subject. Mentions some relevant points, but lacks focus on the question. No evidence of outside reading or study beyond the core material. Heavy reliance on limited knowledge at the expense of development of argument, analysis or discussion. Contains errors and omissions. Weak presentation and structure, poorly written and not always clear or easy to follow.
<b>35-39%</b>	<b>A near fail</b> which demonstrates little knowledge and understanding of the subject and marginal relevance to the question. Covers the basic material, with some attempt to construct an argument, but with substantial omissions and errors. Poorly presented and clumsily expressed.
<b>25-34%</b>	<b>A poor fail</b> lacking substance and understanding, but with some grasp of the subject. Lacks relevance to the question, with extensive errors and omissions. Limited attempt to construct an argument, but significantly flawed. Inadequate presentation and disjointed structure.
<b>15-24%</b>	<b>A very poor fail</b> which misinterprets the question. Little evidence of thought or effort and minimal knowledge displayed. Contains fundamental errors and misunderstandings. Very poor standard of presentation, lacking coherence, confused and rambling.
<b>10-14%</b>	<b>An exceptionally poor fail</b> which is either limited to a paragraph or two, with only a hint of subject knowledge, or virtually no relevance to the question. Not a serious attempt.
<b>1-9%</b>	A few lines of barely relevant material.
<b>0%</b>	Zero is reserved for no relevant material.

## APPENDIX 3 Business Management Programmes; Pathway Modular Structure

### Year One

Pathway 1 <b>B Sc(Hons) Business Management (International Food and Agri-business)</b>	<b>Core (compulsory for all students on both pathways)</b>	Pathway 2 <b>B Sc (Hons) Business Management</b>
	1003 Business Environment (15 Credits)	
	1004 Communication and Information (15 Credits)	
	1013 Business Management (30 Credits)	
	1033 Business Finance (15 Credits)	
	1034 Personal Development Planning (15 Credits)	
	<u>Languages</u> <b>One</b> of the following: 1036 Languages for Beginners (15 Credits) 1037 Languages Intermediate (15 Credits) 1038 Languages Advanced (15 Credits) 1039 English for Academic Purposes (15 Credits)	
1035 International Food Business (15 Credits)		1012 Business of Food (15 Credits)

Year 2

Pathway 1 <b>B Sc(Hons) Business Management (International Food and Agri-business)</b>	<b>Core (compulsory for all students on both pathways)</b>	Pathway 2 <b>B Sc (Hons) Business Management</b>
	<u>Languages 2</u> <b>One</b> of the following: 2080 Languages for Beginners (15 Credits) 2081 Languages Intermediate (15 Credits) 2082 Languages Advanced (15 Credits) 2083 English for Academic Purposes (15 Credits)	
	2032 Marketing Management (15 Credits)	
	2067 People Management and Organisation (15 Credits)	
	2035 Approaching the Research Project and Dissertation (7.5 Credits)	
	2023 Financial Management (15 Credits)	
2077 International Business (Agricultural Trade) (15 Credits)		2027 International Business (15 Credits)
Distinct focus	2036 Placement (30 Credits)	Distinct focus
2068 Economic Applications for Rural Business (food and agri-food business) (7.5 Credits)		2094 Business and Company Law (7.5 Credits)

**Year 3**

Pathway 1 <b>B Sc(Hons) Business Management (International Food and Agri-business)</b>	<b>Core (compulsory for all students on both pathways)</b>	Pathway 2 <b>B Sc (Hons) Business Management</b>
	3004 Making Management Decisions (15 Credits)	
	3031 Management Learning and Personal Development Skills (15 Credits)	
	3029 Business Strategy (15 Credits)	
	3066 Dissertation (30 Credits)	
3030 International Agri-food Issues (15 Credits)		3082 International Business Issues (15 Credits)
<b>2 Electives, choice from:</b> 3011 Rural Business Diversification (15 Credits) 3034 Marketing Communication (15 Credits) 3039 Strategic Human Resource Management (15 Credits) 3084 Entrepreneurship (15 Credits) 3041 Corporate Finance (15 Credits)  3040 Management Accounting (15 Credits) 3089 Operations Management (15 Credits) 3081 Consumer Behaviour (15 Credits) 3096 Wine Industry (15 Credits)		<b>2 Electives, choice from:</b> 3038 Critical issues in Organisation and Management (15 Credits) 3034 Marketing Communication (15 Credits) 3039 Strategic Human Resource Management (15 Credits) 3041 Corporate Finance (15 Credits) 3084 Entrepreneurship (15 Credits) 3040 Management Accounting (15 Credits) 3081 Consumer Behaviour (15 Credits) 3089 Operations Management (15 Credits) 3096 Wine Industry (15 Credits)

## Appendix 4: Curriculum Map (Intended Learning Outcomes)

<p><b>Knowledge and Understanding</b></p> <p>A1 Financial, economic and accounting principles relating to corporate and small and medium enterprises (SME).</p> <p>A2 The creation of value in organisations through the acquisition and development of human resources and marketing skills.</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 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.</p> <p><b>Intellectual Skills</b></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>B5 Utilise problem solving and decision-making skills and apply to a range of business situations.</p>	<p><b>Practical Skills</b></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><b>Transferable skills</b></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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## Curriculum Map for BSc(Hons) Business Management

<b>Year One</b>	A1	A2	A3	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
1003 The Business Environment	x		x			x											x					
1013 Business Management		x	x			x	x					x	x									
1012 The Business of Food					x	x										x						
Languages (1036/1037/1038/1039)						x										x				x		
1004 Communication & Information				x	x	x	x									x	x					x
1033 Business Finance	x					x											x					x
1034 Personal Devpt. Plan				x		x	x					x		x	x	x		x	x		x	
<b>Year Two</b>																						
2027 International Business			x		x	x	x			x						x			x		x	
2067 People Management and Organisation		x		x		x		x				x	x									
2023 Financial Management	x		x	x		x	x	x		x		x				x	x					x
2032 Marketing Management		x				x	x			x		x				x						
Languages(2080/2081/2082/2083)			x			x										x				x		
2094 Business & Company Law			x																			
2035 Approaching Res Project & Dissertation						x	x	x				x				x			x			x
2036 Placement			x	x		x	x	x			x	x	x		x	x		x				
<b>Year Three</b>																						
3066 Res Project & Dissertation						x	x	x	x			x		x		x	x		x	x		x
3029 Business Strategy			x	x		x		x		x					x			x				
3004 Making Mgt Decisions		x	x	x		x				x		x		x		x	x	x				x
3031 Management Learning and Personal Devpt Skills		x								x		x	x	x		x		x				x
3082 Inter Business Issues					x	x	x	x		x						x		x				

<b>ELECTIVES (2)</b>	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
3084 Entrepreneurship	x		x						x		x		x				x	x	x	x			
3089 Ops Management					x						x							x		x		x	
3041 Corporate Finance	x		x		x						x							x					x
3040 Management Accounting	x										x							x					x
3038 Critical issues in Organisations & Management		x	x				x		x					x	x				x				
3039 Strategic HRM		x	x					x															
3081 Consumer Behaviour		x	x					x	x								x						
3034 Marketing Communications		x	x			x		x									x					x	

### Curriculum Map for BSc (Hons) Business Management (*International food and agribusiness*) degree

#### 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 Business Management		x	x				x	x					x	x									
1035 International Food Business				x		x	x										x						
Languages (1036/1037/1038/1039)							x										x		x		x		
1004 Communication & Information					x	x	x	x									x	x					x
1033 Business Finance	x						x											x					x
1034 Personal Devpt. Plan							x	x					x			x	x		x	x		x	

#### Year Two

2077 International Business (Ag Trade)			x	x		x	x	x			x						x			x		x	
2067 People Mgt & Org		x			x		x		x				x	x	x		x						
2023 Financial Management	x		x				x	x	x		x		x				x	x					x
2032 Marketing Management		x		x			x	x			x		x				x						
Languages(2080/2081/2082/2083)							x										x		x		x		
2068 Econ App (food)	x			x	x		x	x									x	x					
2035 Approaching Res Project & Dissertation							x	x	x				x				x		x				x
2036 Placement			x		x		x	x	x			x	x	x		x	x		x		x		

#### Year Three

3066 Dissertation				x			x	x	x	x			x		x	x	x		x	x			x
3029 Business Strategy			x	x	x		x		x		x					x			x				
3030 International Agri-food Issues				x		x	x	x	x				x				x	x				x	x
3004 Making Mgt Decisions		x	x		x		x				x		x		x		x	x	x			x	
3031 Management Learning and Personal Devpt Skills		x									x		x	x	x	x	x		x			x	

**Curriculum Map for BSc (Hons) Business Management (*International food and agribusiness*) degree pathway**

<b>ELECTIVES (2)</b>	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
3084 Entrepreneurship	x		x		x				x		x		x				x	x	x	x			
3081 Consumer Behaviour		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
3096 Wine Industry			x			x	x	x					x										

## APPENDIX 5:

### Modules Studied Year 1

For Module Reference Sheets, see: <http://gateway.rac.ac.uk/course/view.php?id=450>

H.E. Level	Module Code	Module Name	Credit	Outcome Code	Module Leader	Link to Gateway Page
4	1003	The Business Environment	15	A1, A3, B1, D3	B. Taylor	<a href="http://gateway.rac.ac.uk/course/view.php?id=19">http://gateway.rac.ac.uk/course/view.php?id=19</a>
	1004	Communication and Information	15	A5, A6, B1, B2D2, D3	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=221">http://gateway.rac.ac.uk/course/view.php?id=221</a>
	1012	The Business of Food	15	A4, A6, B1, D2	L. Manning	<a href="http://gateway.rac.ac.uk/course/view.php?id=113">http://gateway.rac.ac.uk/course/view.php?id=113</a>
	1013	Business Management	30	A2, A3, B1, B2, C2	L. Aguiar	<a href="http://gateway.rac.ac.uk/course/view.php?id=142">http://gateway.rac.ac.uk/course/view.php?id=142</a>
	1033	Business Finance	15	A1, B1, D3	S. Thomas	<a href="http://gateway.rac.ac.uk/course/view.php?id=58">http://gateway.rac.ac.uk/course/view.php?id=58</a>
	1034	Personal Development Planning	15	A5, B1, B2, C2, C4, D1, D2, D4, D5, D7	B. Taylor	<a href="http://gateway.rac.ac.uk/course/view.php?id=340">http://gateway.rac.ac.uk/course/view.php?id=340</a>
	1035	International Food Business	15	A4, A6, B1, D2	L. Manning	<a href="http://gateway.rac.ac.uk/course/view.php?id=341">http://gateway.rac.ac.uk/course/view.php?id=341</a>
One of	1036	Languages for Beginners	15	B1,D2, D4	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=342">http://gateway.rac.ac.uk/course/view.php?id=342</a>
	1037	Languages Intermediate	15	B1,D2, D4	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=343">http://gateway.rac.ac.uk/course/view.php?id=343</a>
	1038	Languages Advanced	15	B1,D2, D4	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=344">http://gateway.rac.ac.uk/course/view.php?id=344</a>
	1039	English for Academic Purposes	15	B1,D2, D4	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=345">http://gateway.rac.ac.uk/course/view.php?id=345</a>

## Year 2

HE Level	Module Code	Module Name	Credit	Outcome Code	Module Leader	Link to Gateway Page
5	2023	Financial Management	15	A!, A3, B1, B2, B3, B5, C2, D2	S. Thomas	<a href="http://gateway.rac.ac.uk/course/view.php?id=128">http://gateway.rac.ac.uk/course/view.php?id=128</a>
(I2 only)	2027	International Business	15	A3, A4, A6, B1, B2, B5, D2, D5	L. Aguiar	<a href="http://gateway.rac.ac.uk/course/view.php?id=171">http://gateway.rac.ac.uk/course/view.php?id=171</a>
	2032	Marketing Management	15	A2, A4, B1, B2, B5, C2, D2	C. Ryder	<a href="http://gateway.rac.ac.uk/course/view.php?id=193">http://gateway.rac.ac.uk/course/view.php?id=193</a>
	2035	Approaching the Research Project and Dissertation.	7.5	B1, B2, B3, C2, D2, D4	N. Bridges	<a href="http://gateway.rac.ac.uk/course/view.php?id=174">http://gateway.rac.ac.uk/course/view.php?id=174</a>
	2036	Placement	30	A3, A5, B1, B2, B3, C1, C2, D1, D2, D4	S. Thomas	<a href="http://gateway.rac.ac.uk/course/view.php?id=130">http://gateway.rac.ac.uk/course/view.php?id=130</a>
	2067	People Management and Organisation	15	A2, A5, B1, B3, C2, D2,	Y. Murray	<a href="http://gateway.rac.ac.uk/course/view.php?id=192">http://gateway.rac.ac.uk/course/view.php?id=192</a>
(IA2 only)	2068	Economic Applications for Rural Businesses (Food businesses)	7.5	A1, A4, A5, B1, B2, D2, D3	L. Manning	<a href="http://gateway.rac.ac.uk/course/view.php?id=108">http://gateway.rac.ac.uk/course/view.php?id=108</a>
(IA2 only)	2077	International Business (Agricultural Trade)	15	A3, A4, A6, B1, B2, B5, D2, D5	L. Aguiar	<a href="http://gateway.rac.ac.uk/course/view.php?id=359">http://gateway.rac.ac.uk/course/view.php?id=359</a>
One of	2080	Languages for beginners	15	B1, D2, D4, D6	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=364">http://gateway.rac.ac.uk/course/view.php?id=364</a>
	2081	Languages Intermediate	15	B1, D2, D4, D6	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=363">http://gateway.rac.ac.uk/course/view.php?id=363</a>
	2082	Languages Advanced	15	B1, D2, D4, D6	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=365">http://gateway.rac.ac.uk/course/view.php?id=365</a>
	2083	English for Academic Purposes	15	B1, D2, D4, D6	J. Nixon	<a href="http://gateway.rac.ac.uk/course/view.php?id=366">http://gateway.rac.ac.uk/course/view.php?id=366</a>
(I2 only)	2094	Business and Company Law	7.5	A3	P. Morris	<a href="http://gateway.rac.ac.uk/course/view.php?id=539">http://gateway.rac.ac.uk/course/view.php?id=539</a>

### Year 3 (Core)

HE Level	Module Code	Module Name	Credit	Outcome Code	Module Leader	Link to Gateway Page
6	3004	Making Management Decisions	15	A2, A3, A5, B1, B5, C2, D2, D3, D4	N. Bridges	<a href="http://gateway.rac.ac.uk/course/view.php?id=102">http://gateway.rac.ac.uk/course/view.php?id=102</a>
	3029	Business Strategy	15	A3, A4, A5, B1, B3, B5, D1, D4	F. Topolansky	<a href="http://gateway.rac.ac.uk/course/view.php?id=164">http://gateway.rac.ac.uk/course/view.php?id=164</a>
<b>(IA3 only)</b>	3030	International Agri-food Business Management	15	A4, A6, B1, B2, B3, C2, D2, D3	J. Turner	<a href="http://gateway.rac.ac.uk/course/view.php?id=251">http://gateway.rac.ac.uk/course/view.php?id=251</a>
	3031	Management Learning and Personal Development Skills	15	A2, B5, C2, D1, D2, D4	Y. Murray	<a href="http://gateway.rac.ac.uk/course/view.php?id=67">http://gateway.rac.ac.uk/course/view.php?id=67</a>
	3066	Honours Research Project & Dissertation	30	B1, B2, B3, B4, C2, D1, D2, D4, D5	N. Bridges	<a href="http://gateway.rac.ac.uk/course/view.php?id=23">http://gateway.rac.ac.uk/course/view.php?id=23</a>
<b>(I3 only)</b>	3082	International Business Issues	15	A6, B1, B2, B3, B5, D2, D4	L. Aguiar	<a href="http://gateway.rac.ac.uk/course/view.php?id=356">http://gateway.rac.ac.uk/course/view.php?id=356</a>
		Elective 1	15	(see following page)		
		Elective 2	15			

### Year 3 (Continued) Electives

<i>Electives from the School of Business:</i>						
<b>HE Level</b>	<b>Module Code</b>	<b>Module Name</b>	<b>Credit</b>	<b>Outcome Code</b>	<b>Module Leader</b>	<b>Link to Gateway Page</b>
<b>6</b>	3011	Rural Business Diversification	15	A1, A3, A5, B2, B5, D2, D3, D4	S. Thomas	<a href="http://gateway.rac.ac.uk/course/view.php?id=44">http://gateway.rac.ac.uk/course/view.php?id=44</a>
	3034	Marketing Communications	15	A2, A3, A4, B3, D2, D7	L. Aguiar	<a href="http://gateway.rac.ac.uk/course/view.php?id=214">http://gateway.rac.ac.uk/course/view.php?id=214</a>
	3038	Critical Issues in Organisation and Mgt.	15	A2, A3, B1, B3, C3, C4, D4	Y. Murray	<a href="http://gateway.rac.ac.uk/course/view.php?id=82">http://gateway.rac.ac.uk/course/view.php?id=82</a>
	3039	Strategic Human Resource Management	15	A2, A3, B3	Y. Murray	<a href="http://gateway.rac.ac.uk/course/view.php?id=163">http://gateway.rac.ac.uk/course/view.php?id=163</a>
	3040	Management Accounting	15	A1, B5, D3, D8	W. Morgan	<a href="http://gateway.rac.ac.uk/course/view.php?id=243">http://gateway.rac.ac.uk/course/view.php?id=243</a>
	3041	Corporate Finance	15	A1, A5, B2, B5, D3	S. Thomas	<a href="http://gateway.rac.ac.uk/course/view.php?id=224">http://gateway.rac.ac.uk/course/view.php?id=224</a>
	3081	Consumer Behaviour	15	A2, A3, B3, D2, D7	C. Ryder	<a href="http://gateway.rac.ac.uk/course/view.php?id=325">http://gateway.rac.ac.uk/course/view.php?id=325</a>
	3084	Entrepreneurship	15	A1, A3, B3, B5, C2, D2, D3, D4, D5	I. McPhee	<a href="http://gateway.rac.ac.uk/course/view.php?id=358">http://gateway.rac.ac.uk/course/view.php?id=358</a>
	3089	Operations Management	15	A5, B5, D3, D5, D7	N. Bridges	<a href="http://gateway.rac.ac.uk/course/view.php?id=482">http://gateway.rac.ac.uk/course/view.php?id=482</a>
	3096	Wine Industry	15	A3, A6, B1, B2, C2	S. McCraith	<a href="http://gateway.rac.ac.uk/course/view.php?id=536">http://gateway.rac.ac.uk/course/view.php?id=536</a>