



ROYAL AGRICULTURAL COLLEGE, CIRENCESTER

Programme Specification

**BA (Hons) Applied
Business
Management
UCAS Code N201**

IT1 Guide



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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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1. Awarding Institution	Royal Agricultural College
2. Teaching Institution	Royal Agricultural College (School of Business)
3. Final Award Title(s)	BA Honours, Applied Business Management
4. UCAS Code(s)	N201
5. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FHEQ, FD qualification benchmark	Reference has been made to the General Business and Management Benchmarking Group (in part), and the Foundation Degree qualification benchmark statement (in part)
6. Details of accreditation by a professional/statutory body	N/A
7. Mode of study	Normally full-time, but may be undertaken on a part-time basis.
8. Language of study	English
9. Date of production/revision	September 2008
10. Educational Aims of the Programme	

Educational aims of the programme:

The programme aims of this programme are to:

1. Develop the learner's interest, knowledge and understanding of business management, in particular by use of work-based learning approaches.
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 further for continued employment and potential graduate careers in business management.
5. Enhance and develop the learner's interpersonal skills.
6. Enhance personal development to contribute to society at large

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 Management decision making as a cognate process and the management of knowledge and information to support decision making.
- A5 The drivers for, and the development and consequences of international trade.

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 work-based research project.
- 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 placements/ work based learning.

- C2 Write for different audiences: to prepare essays, reports and a work-based research project, 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 work placements and in College by means including 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 Gain experience in facilitating groups of learners and of being a group member.
- D7 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 programme is notionally of one year of full time study equivalent (30 'academic' weeks), building on previous study for, and achievement, of a foundation degree (or equivalent qualification) in business management (or a closely related field). Study is undertaken at level three of honours degree. (QCA Level 6).

Prospective students who maintain full-time employment are welcomed into the programme, but nonetheless it has to be emphasised that the programme as set out and described here is a full-time one, and the modules taken together assume student effort and time on a notionally average basis of 1200 learning hours in the year (i.e. 30 academic weeks x 40 hours per week).

However, it is perfectly 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 detailed in the College Regulations]. A genuine and feasible alternative to full-time study, for example, would be for students to undertake it part-time, by studying 2 of the classroom-based modules, along with a work-based learning one, in any one year, and then undertaking the remaining three modules the following year. The whole programme may be then readily completed by the student in two years.

Study is in modular units, each representing a value of 15 credits, although modules are sometimes grouped or subdivided in specific cases into smaller or larger units according to the subject or the nature of the learning. In this programme two modules are of 30 credit size, the remainder 15 credits. The overall programme consists of a specific group of these modules and multiple modules. Each 15 credit unit is meant to represent approximately 150 hours of student learning, endeavour and assessment, up to a maximum of 60 hours of teaching.

This programme builds on the students' successful award of 240 Credits for a Foundation Degree (120 credits at each of level 1 and 2), and the award of 120 credits for level 3 achievement entails the granting of an honours degree for the total of 360 credits achieved; the Top-up honours year being taken together with the previous achievement on a foundation degree programme or equivalent.

The table following indicates the modular structure of the top-up programme. Learning Outcome codes refer to the Learning Aims as itemised in the 'Curriculum Map' (see Appendix 1).

BA Applied Business Management Programme; Modular Structure

Top-Up Honours Year Structure

Module Number	Level 3	Title	Credits	Learning Outcomes	Module Leader
3102		Improving Personal Professional Practice	30	B1, B2, B3, B4, B5, C1, C2, C3, C4, D2, D5, D7	B Taylor
3101		Work-Based Research Project.	30	B1, B2, B3, B5, C1, C3, C4, D1, D2, D4, D5	B Taylor
3004		Making Management Decisions	15	A2, A3, A4, B1, B5, C2, C4, D2, D3, D4, D6	N. Bridges
3029		Business Strategy	15	A3, A4, B1, B3, B5, D1, D4	B. Taylor
3084		Entrepreneurship	15	A1, A3, B3, B5, C2, D2, D3, D4, D5	D Newton
3034		Marketing Communication	15	A2, A3, A5, B2, D2, D6	L Aguiar

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.

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 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 programme:

The Programme Manager is Bob Taylor.

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

Bob Taylor: Room 34 , Bob.taylor@rac.ac.uk

Luis Aguiar: Room 36, Luis.aguiar@rac.ac.uk.

Nigel Bridges, Room 35, Nigel.bridges@rac.ac.uk

David Newton, email address available on request

Dr Jonathan Turner is the Dean of the School of Business and is also to be found in the Garner Lecture Block, and may be contacted through the SOB Secretary

Programme Notice-board:

The programme notice-board is on the first floor landing of the Garner Lecture Block, situated outside Room 35.

A site on the RAC Moodle site (“Gateway”) is dedicated to this programme and relevant information can readily be found there. In addition, all modules have sites on “Gateway” and it is important that students access the intranet on a regular basis.

Confidential Counselling Service:

This is a completely confidential service and does not have any connection with the College. It is based in Cirencester and your Personal Tutor, or Programme Manager, or the Student Welfare Officer can give you the contact number.

14. Criteria for admissions

The Top-Up programme is intended specifically for those students who have completed a relevant Foundation Degree, or equivalent (e.g. HND), and who wish to progress into the level 3 of an honours programme in business management at the Royal Agricultural College.

This may well be, then, students graduating from the RAC’s own collaborative provision in the Foundation Degree, Business Management. However, applications are welcomed from students who have completed a relevant Foundation Degree or HND (one based upon a business management or a curriculum deemed equivalent) elsewhere.

In addition to formal qualifications, applicants must be able to demonstrate that they have employed status in an appropriate occupation by programme commencement. Because the programme is one building fundamentally on a work-based learning approach, this requirement is a critical one. The following paragraph clarifies and expands on this admission requirement.

The entry requirement is for students to be engaged in a suitable and approved (i.e. approved by the programme manager) work activity, which might be paid or unpaid employment, prior to commencement of the programme. The expectation is that the applicant will be able to show that they are working under a contract of employment in a job where suitable and appropriate learning opportunities are presented, commensurate with the demands of the Foundation degree. The types of jobs, occupations, industries and services which are appropriate are extremely varied, from traditional business establishments (e.g. retail, financial services, of distribution) to the public sector (e.g. local government, health services) or the voluntary sector (charities, NGOs). What matters is that the student can be seen to be in an environment conducive to learning, and where their employing organisation has embraced the concepts embodied in 'work-based learning'. This should be an area for discussion with the programme manager or her nominee at interview or otherwise at the earliest opportunity before commencement of the programme.

Additional requirements (overseas students)

Students for whom English is not a first language 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.

15. Teaching, learning and assessment

Forms of Teaching used on the programme:

Lectures:

Lectures will take place in most of the classroom –based modules, and 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 provide the main guide to the topic matter in that programme. Not all lecture presentations are by any means the same, either in style or scope, and you must be careful to not make the assumption that the material given to you in a lecture is all that you need to know on the topic. It is generally a framework, which you are enabled to, 'fill in' through reading, activities, private study and coursework, using your textbooks and the library. Lecturers usually welcome student's questions at the end of (and sometimes during) a lecture or alternatively please feel free to seek out the lecturer at other times. You may find it helpful to arrange an appointment to do the latter.

Much information is given during a lecture and it is difficult to capture and recall every idea covered by the lecturer during the lecture itself. You may well need to work quite hard to develop the skill of capturing the main concept themes in the form of short lecture notes. Short lecture notes enable you to listen to the lecturer carefully and then recall the main themes and ideas mentioned. These then need to be reviewed and expanded during periods of private study, adding material from your own reading, library resources and discussions with fellow students.

Attendance at lectures is not normally monitored (although it may be recorded) but you are strongly encouraged to attend them.

Tutorials:

In a number of modules, tutorials will often be arranged to supplement lectures. In the case of the two work-based learning modules, these may indeed be the main teaching form used. It is particularly important that you attend arranged tutorials, perhaps even more so than lectures.

A tutorial can assist and guide in developing critical thinking skills, and ensuring that your general direction is along the right lines.

Seminars:

Seminars are sessions where students will take responsibility for preparing and delivering more formal presentations of ideas and results of their research. Inevitably it is to be expected that you will experience more of these on a level 3 programme, and thus take that much greater responsibility for your own learning as compared with level 1 and 2 programmes. They involve careful preparation in order to make the best of them. In many management positions today, you will find the ability to gather information, discuss its worth and then present it in a structured, compelling way is a key skill. The management of the entire event is usually placed in the hands of students.

The placement:

Throughout the Top-Up programme, it is essential that students have continued employment or work placement experience in an appropriate organisation. More details concerning the placement and its importance can be found below.

Work-Based Research:

The Top-Up programme is characterised by the presence of two large (30 Credits each) modules whose success is based entirely upon the ability to engage with work-based learning. The work-based research module, for example, is one where the subject matter is largely chosen by the student, although in close consultation with the appropriate tutor. To make the report as close to a real business problem as possible, it is desirable also that discussions take place with the “host” organisation, to facilitate access to data and also to ensure co-operation with the enquiry. In producing a project you are presenting the evidence of your claim to have engaged in a learning enquiry in a real-life context. Projects are to be presented to the College according to certain conventions outlined in the Project guide.

The research enquiry and report are used for encouraging your investigational, analytical and presentational skills as well as developing your skills of managing your time to meet required deadlines.

The module Improving Employment Practice is also centred around work-based learning, and in this case will require even greater advance consultation and negotiation with the employer.

Assessment Strategies:

Knowledge and Understanding

Assessment methods are specified in each module guide. In general, most of the classroom-based modules are assessed by some combination of examination and coursework. The nature of the coursework varies from module to module, but for example you may find presentations, group work, and case studies as well as more traditional essays and reports. Assessment in the work-based learning modules is necessarily of a different kind, bridging the academic and the practical.

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. Almost all modules involve the assessment of writing skills to some extent, and many involve verbal presentation. However, the work-based research module 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, as well as to have those skills assessed.

Transferable Skills

As well as acquiring a conceptual knowledge base throughout your programme, you will be given many opportunities to develop skills of a transferable nature. These are developed to assist you when you begin your work career and examples of transferable skills include forms of communications skills as well as managing your time to meet various time constraints. Surveys of potential graduate employers regularly point to the value of these transferable skills in their recruitment decisions. Many of these skills will be useful throughout your time at College and will enhance your chances of obtaining a good class of degree. These skills are assessed through a number of coursework assignments and in the work-based modules.

Assessment methods and writing:

A variety of methods of assessment will be used to assess your progress in this 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, 'open book' ones, and case study forms.

The College marking criteria are available from the College website and contain helpful information about the kind of things that are looked for by examiners.

Handing in coursework:

ALL coursework should be handed in to the School Of Business Office, in the box provided. Make sure that you have properly titled the work and included the module number and title to which it refers - as well as your name. Fill in and attach one of the yellow 'Coursework Submission' sheets, available by the side of the hand-in box, and post it into the box. The School Secretary will send you an electronic receipt for your coursework, and you should keep a copy of the receipt as proof of handing in.

It is important that you are not working to so tight a deadline that an unforeseen problem causes you to miss the deadline. Extensions for coursework deadlines are not normally available. However, in exceptional circumstances, an application can be made, in writing, in advance of the deadline, to the Module Leader, on a 'Coursework Extension' form (available from the intranet) who will then bring this to the attention of the Dean of School and the student will then be advised of the outcome of the request. The College regulations relating to coursework state that work handed in up to one week late, after the deadline, will receive a maximum mark of 40% (assuming it is of satisfactory standard). After that time, the mark recorded is zero and may well result in referral in that element of the module.

It is your responsibility to make sure that you have clear understanding of when the assignment deadlines are, as ignorance of the deadline is not an acceptable excuse. In most cases the work is spaced to give deadlines that provide you with reasonable loadings, but sometimes two deadlines may fall quite close to one another for good reasons, and we expect you to plan ahead to meet them.

Illness:

You should register with the Doctor as soon as you arrive at College. It is not necessary for you to report **brief** illnesses to the School of Business, **unless they affect assessed work or examinations**. If you are ill for a prolonged period, or have to leave campus and miss tuition for any length of time for other reasons, please make sure that the Registrar and the School of Business Secretary are informed. If your illness affects assessed work or examinations, or you are likely to be unable to attend College for a prolonged period, it is essential that you provide the Registrar with a completed 'Mitigating Circumstances' form (available from the intranet), accompanied by a Doctor's Certificate.

Coursework grading and feedback:

When you submit a piece of work for assessment, the tutor will award the work a percentage mark based on the normal College marking criteria.

In addition to assigning a percentage mark to the work, tutors add comments about the work. This feedback will usually be about the strengths and weaknesses of the piece as well as advice about improving it. These comments are of enormous benefit and students are strongly advised to read them and engage with them. This can be a useful starting point for discussions with the Programme Tutor or the Personal Tutor.

Your tutors want students to do well on the programme and will be pleased to talk through the results of work. Students are asked to ensure that they retain all coursework in case the External Examiner wishes to see it.

Looking for evidence of progression:

When, at the end of the year, results are reviewed at the Examination Board, the Board considers all of your marks for that year, to arrive at a recommendation for the award of your degree.

Regulations

All assessment decisions are governed by the College's Regulations available from the College website.

Diversity

In order to meet the requirements of the [Equality Act 2010](#) it is essential that learning, teaching and assessment practices are inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired).

Students are asked to contact the Disability Officer with any accessibility related issues.

16. Work-based learning

The Placement Module and its role in the programme

The compulsory work placement is a very important element of both the work-based learning Foundation degree, and the Top-Up honours year. 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 level 3 programme is reflected in that the placement, or work experience, is the basis of two 30-credit modules in the level 3 programme (i.e. half of the whole year).

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.

The placement:

Throughout the teaching programme, you are expected to maintain a suitable work role, or employment, as the case may be. As a guide, for full-time students it is expected this should be equivalent to a minimum of a minimum of 20 weeks' of normal full-time employment in total during a year of study (i.e. around 100 days). This work placement is an essential component of the Top-Up programme, not merely for the acquisition of practical and transferable skills, and as an essential learning vehicle in its own right, but also to enable the assessment of the learning aims of the programme through your learning in the workplace in certain key modules.

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 (or continue with, for those students who have maintained employment from before the programme commences) 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 must rest 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 programme commencing.

This means that no place on the programme can be confirmed until such time that the placement has been approved by the placement coordinator (see below) and programme manager. Students must submit relevant details of their employment on the appropriate form (including dates, name of organisation, job description, and so on) well in advance. This is to ensure that appropriate checks can be carried out, and in case subsequent difficulties emerge.

Criteria for approval will include:

- The nature and function of the employment in relation to the student's learning programme.
- the placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and responsibilities that students may be expected to undertake during the working day)
- the support and mentoring available to students from the employing organisation, especially given the needs of the two work-based learning modules ("Work-based Research project" and "Improving Employment Practice")
- 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.

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 applicant, 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, you are asked to bring these to the attention of the Dean, Programme Manager(s), or one of the programme team before the commencement of your studies.

Nonetheless, applicants are reminded that work/ employment is essential to a work-based learning programme. Where it is the case that such a placement/ employment is impossible to achieve, it may be necessary to inform individuals that a place on the programme can not be offered.

Prior to Placement

Before placements commence, it is important that students familiarise themselves with the guidance available in the work placement handbook. In particular, students should be aware of their responsibilities and rights

Responsibilities include those:

- As representatives of the Higher Education Institution (as the RAC might well wish to ask the employer to offer equivalent opportunities to other students in future years)
 - Towards the employer; their customers or clients; and to their other employees. In effect students will be acting like all other 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)
 - For alerting both the employer and the Royal Agricultural College to any problems experienced during your placement. In the latter case, our expectation is that students maintain an ongoing communication with the College, in most cases through the designated module leader for the work-based learning modules.

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.

17. 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 SPOCCs & SPAMs; which are simply their acronyms). The survey focuses on a large (around one third) sample of modules, but of all programmes, delivered across the College. These are analysed for trends, discrepancies, and issues. The results are reported to the College's Academic Standards Committee, and discussed in detail in the Annual Programme Report

But in addition to simply completing a 'tick-box' form, there are many other opportunities to engage in a communication process with the College about your learning journey. The Programme is fundamentally for students, and it is important that students engage with it, participate, and speak up when 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 and members of the programme:

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 it has to be said at the outset that for those students who experience problems or difficulties there are many ways in which they bring matters to our attention. 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 will be allocated a Personal Tutor when the programme begins, with whom they may discuss progress on the programme or any other point of concern or interest. The Personal Tutor is helpful in representing student's interests at the Examination Boards, to act as advocate when the Board considers your progress on the programme. It is a good idea to call in to see your Personal Tutor regularly for a chat, and certainly in the first few weeks of the programme, and then to update her or him with the programme is proceeding.

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 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, the point is worth making that 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, for you to read and discuss. They are always discussed at the following meeting to ensure action points are addressed, or at least progress monitored and reasons aired.

As well as the Programme Committee Meetings, there are regular Student Union Management meetings (i.e. cross-College) 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.

Annual Report

Each year, the Programme Manager produces an Annual Programme Report which gives the College Academic Quality process a document explaining how the programme has developed throughout the year. Included in the Report are the Minutes of the Programme 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. For those who would like to read a copy of the report, please contact the Programme Manager; although they are in any event 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 four years. The person appointed is a member of another University and has the job of examining the processes and procedures that go into managing the academic quality of the degree. The External Examiner will have available to her or him for scrutiny all your examination scripts and examples of your 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 programme also, either as a group, or in informal interviews. The External Examiner's report is included in the Annual Programme Report.

School 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. The Dean reports there

on the latest developments, planned changes, and programme results and reviews.

NSS:

In addition to the above mechanisms, students are nowadays also invited to participate in a feedback mechanism which is external to the College, by taking part in a National Student Survey. The survey, commissioned by the Higher Education Funding Council for England, aims to assess student views across the whole country. It is run on behalf of the government, and is entirely independent of the College, but aims to give outsiders, parents, potential students, and other 'stakeholders' some useful picture of the views of students here.

18. Marking Guides and Assessment Regulations

The College Assessment Regulations and marking criteria are available from the College website.

19. Ownership of programme specification

This programme, like all Business Management degree programmes, is 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 1.

21. Career prospects

Information on the career progression of recent graduates from the Business Management degree programme 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) at the earliest available opportunity for careers advice and guidance.

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), the 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 intranet.

23. Module Reference Sheets

Modules for this programme are listed in Appendix 1, the curriculum map. Module reference sheets, for all modules studied on the programme, are available from the College website.

Appendix 1
Curriculum Map (Intended Learning Outcomes)

<p>Knowledge and Understanding</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 Management decision making as a cognate process and the management of knowledge and information to support decision-making.</p> <p>A5 The drivers for and the development and consequences of international trade.</p>	<p>Practical Skills</p> <p>C1 Students will integrate theory with practical skills during the placements/ work based learning.</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>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>B5 Utilise problem solving and decision making skills and apply to a range of business situations.</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 Gain experience in facilitating groups of learners and of being a group member.</p> <p>D7 Develop confident use of information technology.</p>

Curriculum Map for BA (Hons) Applied Business Management

	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	
3101 Work Based Research Project						x	x	x	x	x	x	x	x	x		x				x		x
3102 Improving Personal Professional Practice						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	
3034 Marketing Communications		x	x		x		x									x					x	
3084 Entrepreneurship	x		x					x		x		x				x	x	x	x			