Royal
Agricultural
University

The Royal Agricultural University

Programme Specification:

BSc (Hons) Agricultural Business Management

2025-26

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

Section 1 – Material Programme Information

Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Business and Entrepreneurship
Entry Award(s)	BSc (Hons) Agricultural Business Management BSc (Hons) Agricultural Business Management with Foundation Year BSc (Hons) Agricultural Business Management with Professional Placement Year
Final Award and exit route(s)	BSc (Hons) Agricultural Business Management BSc (Hons) Agricultural Business Management with Foundation Year BSc (Hons) Agricultural Business Management with Professional Placement Year Certificate of Higher Education Diploma of Higher Education
Programme title	BSc (Hons) Agricultural Business Management
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	3 years 4 years with Foundation or Professional Placement Year.
Part-time study	N/A
Language of study	English
Programme start month	September
Period of validation	September 2020 to August 2026
Name of Professional, Statutory or Regulatory Body	The University is currently seeking accreditation for the Chartered Management Institute (CMI) Level 5 Certificate in Professional Management and Leadership Practice
Type of Accreditation	Programme accreditation
Accreditation due for renewal	April each year
Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	Minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications: A-Level: (Example grades CCC) – minimum of 96 UCAS tariff points (to include at least two A-Levels or equivalent qualifications) C&G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Merit-Merit-Merit C&G NPTC/C&G Advanced Technical/BTEC - Level 3 Diploma (720), Extended Certificate (360) and 90-Credit Diploma (540) acceptable when accompanied by other Level 3 qualifications International Baccalaureate: 26 points Access to Higher Education: 45 credits at level 3, of which a minimum of 15 must be awarded at Distinction and 15 at Merit or higher (Pass at Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics) Other level 3 qualifications will be considered.

UCAS Code	D4N2, D4N4 (Foundation year), D4N3 (Professional Placement year)
Quercus Code	AGM/ AGMZ/ AGMP
HECos Code	100078 – Business Management, 100517 - Agriculture
QAA Subject Benchmark Statement(s) and other reference points	Business and Management (March 2023)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 & 6
Approval at AQSC	23 March 2020 (Academic Board)
Version	V.1 February 2022: - Removal of elective module 3225, Negotiation Skills and Tactics. Replace with module 3242, Negotiation in Business. - Removal of elective 3314, Strategic Management V.2 Aug22/ Oct AQSC - Removal of module 2232, Entrepreneurship, Intrapreneurship and Small Business Development replaced with 2258, Intrapreneurship and Small Business Development in Urban and Rural Contexts V.3 February 2023: - Replace 3084 with 3315; replace 2349 with 2377 V.4 August 2023: - Withdraw 3324, replace with 3332 as core module V.5 January 2024: - Replace 1400 with 1440

Section 2 - Programme Structure

The structure of all University awards complies with the University's Academic Regulations for Taught Programmes which includes information about the:
- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

Students enrolled to study the programme with the Integrated Foundation Year will study the following modules in their first year of study:

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 0					
0IFY20	Land-use and Management	0	20	Core	1+2
0IFY21	Countryside Evolution and Development	0	20	Core	1+2
0IFY22	Enterprise and Marketing	0	20	Core	1+2

Module code	Module title	Level	Credit value	Core/Optional	Semester
0IFY23	Land-based Data Handling	0	20	Core	1+2
0IFY24	Food and Farming	0	20	Core	1+2
0IFY25	Developing your Skills	0	20	Core	1+2
	Total Credits: Integrated Foundation Year		**120**		

Students enrolled to study the BSc (Hons) Agricultural Business Management with/without professional placement year will study the following modules:

Module code	Module title	Level	Credit value	Core/Optional	Semester
Level 4					
1443	Business Finance and Accounts	4	15	Core	1
1440	Academic and Practical Skills	4	15	Core	1
1415	Global Business Environment	4	15	Core	1
1325	Introduction to the Agri-Food Industry	4	15	Core	1
1414	Principles of Marketing	4	15	Core	2
1236	Entrepreneur in Action	4	15	Core	2
1417	Business Informatics	4	15	Core	2
1418	People and Organisations	4	15	Core	2
	Total Credits: Level 4		**120**		
	Total Credits: Certificate of Higher Education		**120**		
Level 5					
2032	Marketing Management	5	15	Core	1
2258	Intrapreneurship and small business development in urban and rural context	5	15	Core	1
2337	Personal and Professional Development Skills and Employability	5	15	Core	1
2348	Society and Food	5	15	Core	2
2023	Financial Management	5	15	Core	2
2378	Research and Evidence	5	15	Core	2
2317	Industry Placement	5	15	Core	2
2349	The Resilience of Agro-Ecosystems	5	15	Core	2
	Total Credits: Level 5		**120**		
	Total Credits: Diploma of Higher Education		**240**		

Professional Placement Year (studied after Year 2 of the programme)					
PPY	Professional placement year	5	120	Core	1+2

Level 6					
3320	Organising and Organisation	6	15	Core	1
3300	Research Project / Dissertation	6	30	Core	1 & 2
3332	Specialist study	6	15	Core	1

3316	Changing Consumer Behaviour	6	15	Core	2
3323	Food Ethics and Governance	6	15	Core	2
Elective Modules (Choose one in each semester)					
3041	Corporate Finance	6	15	Elective	1
3317	International Marketing	6	15	Elective	1
3325	Rural Entrepreneurship	6	15	Elective	1
3242	Negotiation in Business	6	15	Elective	2
3340	Farm Business Consultancy	6	15	Elective	2
3244	Estate Business Management and Diversification	6	15	Elective	2
	Total Credits: BSc (Hons) Agricultural Business Management		**360**		
	BSc (Hons) Agricultural Business Management with Professional Placement Year BSc (Hons) Agricultural Business Management with Foundation Year		**480**		

Section 3 – Programme overview and Programme aims

The supply chain between the agricultural production of food, trading, processing, packaging, distribution and consumption is used by everyone. The resilience, innovation and security of these supply chains are critical in ensuring a sustainable economy, climate and population. The programme seeks to provide an academic experience with a strong emphasis on development of business knowledge, skills and capabilities appropriate to the global agri-food supply chain business.

The programme aims to develop an enquiring, critical and reflective approach to ideas and issues, enabling successful graduates to contribute proactively to the agri-food industry. This programme aims are to:

1. To offer students a programme of agri-food business and management studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
2. To equip graduates with the broad background and the analytical and conceptual skills, knowledge and understanding of agri-food business administration and management processes required by professional managers in the agri-food sector to understand and address the problems of complex, fast-changing organisations in the sector;
3. To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards innovation and change; and
4. To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop.

Programme Nature and Scope

This programme develops the student's awareness of management of the agri-food supply chain. This management development focuses on the management of Agriculture, horticulture, food science, food technology, nutrition and rural environmental science businesses and industries for the sustainable generation of food using the terrestrial biosphere. This management degree is designed to develop the knowledge and skills of those who are involved in a range of these management activities.

Programme Features

- A focus on the agri-food industry which will provide students with the knowledge and skills they need for a career in wide range of sectors, such as the agriculture, food and associated supply chain sectors;
- Accreditation by the Chartered Management Institute (CMI) gives students a professionally internationally recognised qualification (Level 6 Certificate in Management and Leadership) alongside their degree;
- Accreditation by the Institute of Enterprise and Entrepreneurs (IOEE) gives students a level 6 - Professional Diploma in Entrepreneurship (when taking Entrepreneurship modules at all levels);
- The programme draws on current academic theories and concepts across the portfolio of modules to deliver a student centric curriculum;
- A programme wide developmental approach to the implementation of the UN Sustainable Development Goals and UN Global Compact;
- Throughout the course there are regular opportunities to engage with a range of practising managers, organisations, employers and entrepreneurs and take part in work related experiences and internships;
- Programme of guest speakers which will enhance students' learning and links with the business community;
- Opportunity to study abroad without extending the length of the degree; and
- Use of 'real life' (live) projects in assessments gives practical application of the theory.

Section 4 – Programme Sustainability

UN Sustainable Development Goals

This programme has been designed to foster greater knowledge and awareness of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all" which was set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030, are part of UN Resolution 70/1.

Business has a critical role in achieving these goals and as further leaders of the rural economy, we believe our students should have the opportunity to understand the benefits to business they provide. According to a report by the Business & Sustainable Development Commission (January 2017), the SDGs could generate US$12 trillion in business savings and revenue across four sectors by 2030: energy, cities, food and agriculture, and health and well-being. These goals are mapped to our modules to ensure

that at each stage of the programme we are identifying how these goals can be developed as part of business strategy and managed within a small business.

United Nations Global Compact

The United Nations Global Compact (UNGC) is a United Nations initiative launched in 1999 to encourage businesses worldwide to adopt sustainable and socially responsible policies. The UNGC initiative has around 13000 corporate participants in over 170 countries. The UNGC is a principle-based framework for businesses, stating ten principles in the areas of human rights, labour, the environment and anti-corruption. These ten principles have been embedded into our curriculum and used to inform our teaching material, such as case studies and assessments. The UNGC is mapped to our modules to ensure that at each stage of the programme we are identifying how this initiative ls developed as part of business strategy and management practice.

Principles for Responsible Management Education

As signatories to Principles for Responsible Management Education (PRME), the Business School is committed to integrating corporate responsibility and sustainability within all operations. PRME is a United Nations initiative seeking to inspire and champion responsible management education, research and thought leadership globally. Issues such corporate responsibility, sustainability and ethical behaviour are core to the principles of the Business School and as such are embedded throughout all our programmes.

Section 5 – Programme intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Develop a critical understanding of trends within the agri-food business sector and design business opportunities using a range of tools and techniques.	1325, 1415, 3323
2	Examine the internal and/or external factors, functions and processes of organisations including corporate behaviours and cultures which exist within and between different agri-food organisations.	1418, 2350, 3314
3	Apply key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy in organisations in a agri-food business context.	1325, 3323, 3332
4	Evaluate agri-food organisational performance using a range of business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences.	2378, 3340, 3242
5	Demonstrate awareness and critical analysis of the importance of personal attributes in the agri-food workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.	1418, 2337 3320,

	Knowledge and Understanding	
	Intellectual, Professional, Key skills	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Develop commercial acumen using the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations.	2350, 3314
2	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.	3316, 3332
3	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models	1400, 2350, 3340
4	Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.	1400, 1417, 2337
5	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis.	3300
	Programme specific skills	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Assemble a critical understanding of the characteristics of a business owner in the agri-food supply chain	1236, 2258, 3340
2	Develop an applied knowledge of the management of the agri-food supply chain	1415, 3317
3	Employ business tools in the evaluation of the agri-food supply chain, using current sources and data analysis	1414, 1417, 3340
4	Analyse agri-food business data using statistical and analyses functions and procedures available in spreadsheets and statistical/econometric software packages.	3300, 3340
5	Through an informed insight evaluate the dynamics of agri-food business within a range of interdependent national and international contexts	1415, 2348, 3317

Section 6 – Approach to Learning and Teaching delivery

The programme is normally of three years duration of full-time study (approximately 28 weeks per year). Study is undertaken at three levels on the FHEQ; Level four, five, and six (one for each year of study). However, it is possible to follow the programme on a part-time basis, over a longer time period, by gaining credits for the modules taken and achieved year-by-year. The time limits appropriate to part-time study are indicated in the University Academic Regulations available from the RAU website.

The option with a Foundation Year is normally four years of taught full-time study and the option with a Professional Placement Year is normally three years of taught full-time study with one year based in industry.

Study is in modular units, each typically representing a value of 15 credits, although modules are sometimes grouped in specific cases into larger units (30 credits) according to the subject or the nature of the learning. The overall programme consists of a specific group of these full modules and double modules, with the opportunity for students to pursue, also, an appropriate elective choice in year 3. Each 15-credit unit represents approximately 150 hours of student learning, endeavour and assessment up to a maximum of 40 hours of teaching. Students registered on the programme must choose <u>two</u> electives from Section 2 Programme Structure Elective Modules.

The programme has a number of business subject themes which are developed throughout the degree programme. Students registered on this degree programme follow an identical year one curriculum to students registered on the BSc (Hons) Agricultural Business Management and BSc (Hons) Rural Entrepreneurship & Enterprise degrees. With the approval of the programme manager, interested students may transfer to the other programmes for their second and final year.

Section 7 – Approach to Assessment

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

From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique- oriented assessments are used to test these skills.

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

At every Level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

Work placement learning is assessed through a graded report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

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

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

Overall, the programme is assessed through*:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	**27.00%**	73.00%	0.00%	0.00%	2.50%	97.50%
Year 2	**16.00%**	55.43%	28.57%	0.00%	3.75%	96.25%
Year 3	**17.83%**	82.17%	0.00%	0.00%	2.50%	97.50%

Based on 3317 and 3244 electives

Section 8 – Course work grading and feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

First Class Honours	70% and above
Second Class Honours upper division	60% - 69%
Second Class Honours lower division	50% - 59%
Third Class Honours	40% - 49%
Fail	0% - 39%

In addition to assigning a percentage mark to the work, tutors provide written feedback for all assessments which normally includes the strengths and weaknesses of the piece as well as advice about improving the work. Individual feedback is provided within 20-working days of the deadline for submission. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

Section 9 – Placement module (2317) and Professional Placement Year (PPY)

All our degrees have a 15 - or 52-week placement period to ensure that our graduates develop key technical, operational and management skills that add invaluable long-term benefits to their career and employability. There will be opportunities to connect with one of our many industry partners through work placements across the country and abroad. Students will benefit from between 525 and 1200 hours working and applying knowledge as part of the degree programme – essential work-based skill development that counts as credits towards the degree meaning RAU students will graduate prepared and competitive for employment.

In the second year of the programme, students are required to undertake a 15-week self-employment placement (or in an organisation) between end of March / early April and September of that year. This will be part of the completion of their **Industry Placement** module (2317).

For students enrolled on the **BSc (Hons) with Professional Placement Year**, they are also required to undertake 120 credits (1200 hours, i.e. 35 weeks with a minimum 35 hrs per week, professional placement year. The **Professional Placement Year** (PPY) is taken between levels 5 and 6 of the academic programme from September of that year, having competed the placement requirement for 2317.

Approval process

It is the University's responsibility to ensure that learning opportunities during a placement are appropriate. However, it is at the same time desirable that students secure a self-placement (or in an organisation) which is suitable for their needs as well as amenable to them. For this reason, as well as for others, the **responsibility** for developing and securing a placement rests with the individual student. However, to ensure that the University's responsibilities are carried out, all placements are subject to **approval** by the University, **in advance** of the placement commencing.

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

Criteria for approval will include:
- The nature and function of the placement organisation, in relation to the student's learning programme (considering 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 University is able to support students on placements, and;
- The extent to which the placement organisation can fulfil its responsibilities under Health & Safety legislation.

It is in the interests of students, as well as the RAU, in this approval process, if students are able to gain an outline job description indicating the likely content of the job role during the placement, and submit this for approval.

The University must be in a position to assess whether placement providers know what their responsibilities are during the period of placement learning, both in terms of the provision of learning opportunities, and in relation to their role on the assessment of students, and thus have the organisation and prospective job role approved, before any placement commences.

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

Failure to secure a work placement, or to submit a satisfactory report within the time scale laid down (normally mid-October in each academic year), will normally result in a failure in the 15-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 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.
The Placement Coordinator is assisted by the subject Academics. Their role is specifically to provide support for students during the search process, and while the placement is underway, and he will be pleased to talk to students about possible placements. It is important for students to give thought to the placement in good time in order to arrange the best possible opportunity.

Prior to placement

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

Responsibilities include those:
- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)
- Towards the placement provider; their customers or clients; and to their other employees. In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.
- For managing their learning & professional relationships
- For recording progress and achievements (very important in terms of the final reporting process, as documented in the module handbook and assessment brief)
- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement. In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated 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 the university throughout their placement period, and for this purpose all students are allocated a tutor who will provide for liaison, and a point of contact during the placement. This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July. For the PPY contact will be scheduled as; X3: 1-1 tutorial in person/online with academic teaching team 3 x 30 mins and 3 x 15 mins online interactions by the placement team. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both the 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 tutor throughout the placement period, by email or telephone as appropriate, both before and after the visit. If all is going well a weekly email may well be sufficient. Thus, it is crucial that all student email addresses, mobile telephone numbers, etc., that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible. However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Manager, or the Placement Coordinator, if the link tutor is not available at the time. Students must not wait for a visit if the problem is an urgent one.

Section 10 – RAU Graduate Framework

At the RAU we have chosen five values to underpin our learning community. These are the values which we will all work by and for which we want the RAU to be known for. We aim for our graduates to be:

Collaborative
We believe in the power of working together. We are stronger as a community of practice - inspiring each other, identifying shared goals, and providing reciprocal support leads to greater success.

Open-minded
We are receptive to new ideas and we value the diversity of experiences and skills. We are committed to listening to everyone across the RAU community.

Resourceful
We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

Responsible
Individually and collectively we take accountability for our actions working with integrity to achieve the highest ethical standards.

Inclusive
We acknowledge the fundamental value and dignity of all individuals and are committed to maintaining an environment that seeks to eliminate all forms of discrimination and respects diverse traditions, heritages, and experiences.

Section 11 - Progression

The Royal Agricultural University has a strong reputation for developing highly-skilled, sought-after, employable graduates from within the rural economy and also from a diverse range of backgrounds.

The Agricultural Business Management core modules emphasise themes of: creativity, innovation, using one's initiative, dealing with ambiguity and risk management. We pride ourselves on being able to help our students acquire the skills they need to foster their initiative and creativity as responsible global citizens. Our graduates have gone on to pursue careers within companies worldwide and within the following roles:

- Food Account Manager
- Farm Trader
- Agriculture Manager
- Agri-Food Communications
- Agri-Food Relationship Manager
- Research Manager
- Manager Food and Agriculture

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

Section 12 – Student support, wellbeing and counselling

The [University](#) is offering a wide range of support to all RAU students including practical advice & guidance as well as emotional support.

Disability & neurodiversity support

We support students with a range of disabilities, learning difficulties, and other health and mental health conditions, helping them to access funding via the [Disabled Students Allowance](#) .

When you tell us about a disability, you will be offered support based on your specific needs which can include:

- **Alternative exam arrangements** such as extra time, rest breaks, or a smaller room.
- **Access to support workers** such as study skills tutors, specialist mentors, readers and scribes.

Mental health Support

We are also here to support students with the ups and downs of university life, offering drop-in sessions, providing expert advice and support for students in crisis or with more complex needs, and together the team runs events and campaigns throughout the year to encourage positive wellbeing.

We also can help students to access external counselling sessions and these are generally delivered in collaboration with our long-term partners at Cotswold Counselling.

Academic Support Tutor Programme

Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ATS provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focus on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

Section 13 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:
- External Examiner Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring