

## Programme specification

### 1. Overview / factual information

<b>Programme/award title(s)</b>	FD Rural Business Management
<b>Teaching Institution</b>	University Centre Kingston Maurward
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	April 2024
<b>Date of latest OU (re)validation</b>	n/a
<b>Next revalidation</b>	n/a
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	D403
<b>HECoS Code</b>	1000078, 1000517
<b>LDCS Code (FE Colleges)</b>	n/a
<b>Programme start date and cycle of starts if appropriate.</b>	September 2024
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject benchmark statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019) QAA Subject Benchmark Business and Management (2023)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	n/a
<b>Professional/statutory recognition</b>	n/a
<b>For apprenticeships fully or partially integrated Assessment.</b>	n/a
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT, PT, face to face
<b>Duration of the programme for each mode of study</b>	2 years FT, 4 Years PT

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

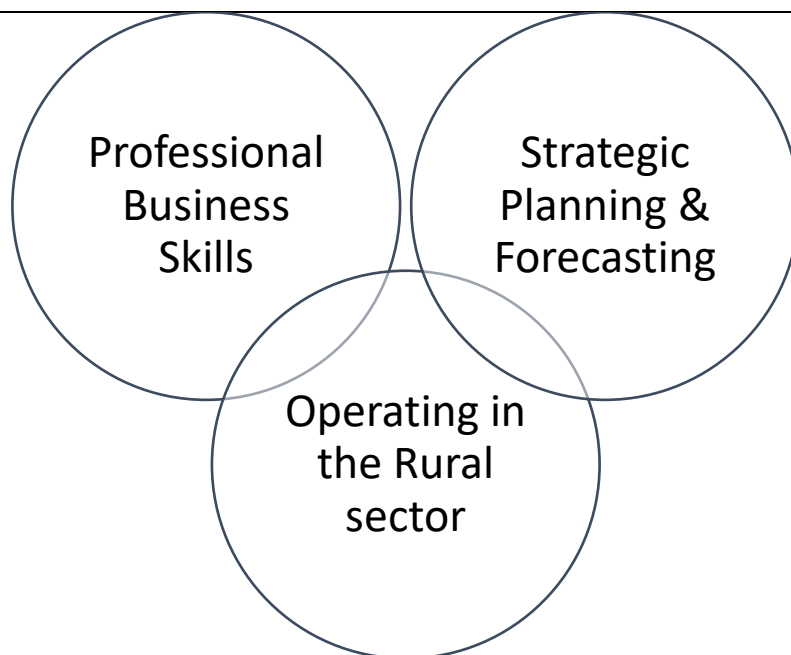
<b>Dual accreditation (if applicable)</b>	n/a
<b>Date of production/revision of this specification</b>	4

## **2. Programme overview**

### **2.1 Educational aims and objectives**

This course aims to provide business skills at Level 4 and 5 that also incorporates scope for learners to gains skills specific to business need e.g. agriculture, equine, tourism and strategic goals for business development and change.

The programme will provide graduates with a diverse range of skills to effectively administrate and manage rural businesses and enterprises. Farm or rural business management uses good core skills in business management with more technical skills in the agriculture sector to respond to supply and demand. The course links three key thread together for effective rural business management practice as shown below:



At Level 4 the programme will develop core business skills alongside other key areas such as organisation and accounting. To support the more specialist nature of farm or rural enterprise, it incorporates understanding of the data requirements to support operational decisions and ensuring farm practice meets legislation and compliance.

At Level 5, the programme will develop skills in strategic business planning and continuity, procurement and managing employees. It also allows development in understanding diversification in rural business and planning for change.

The programme is also designed for progression to BSc (Hons) Rural Business Management Top Up.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

*This programme allows for progression to the BSc (Hons) Rural Business Management Top Up at UCKM.*

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Work-related Learning runs through both Level 4 and Level 5 to meet the expected specific characteristics of a foundation degree. In Level 4, learners undertake industry placement through the 20-credit Professional Industry Skills Development module. Further work-related learning is gained through other modules (see table 1 for a breakdown of notional credits and hours):

- Introduction to Business Skills (L4)/ Strategy and Planning in Rural Business (L5)/ Business Continuity in Rural Enterprises (L5) – development of valid business plans, use of planning tools, evidence of strategic planning
- Introduction to Accounting and Business Finance (L4) – demonstration of applicable accounting compliance
- Compliance and Legislation (L4) – development of industry-related protocols to meet expected requirements
- Sustainable Resource Management (L5) – demonstrating skills to supervise and delegate to others
- Specialist Research Project – learners have the opportunity to work with industry to complete projects through data collection and data analysis

*Table 1. Notional Work-Related Hours (WRL) from modules on the programme.*

Module	Proportion of module towards WRL	Notional hours/ credits towards WRL
Professional Industry Skills Development	100%	20cr/50 placement hours
Introduction to Business Skills	25%	5cr
Strategy and Planning in Rural Business	50%	20cr
Business Continuity in Rural Enterprises	50%	10cr
Compliance and Legislation	50%	10cr
Introduction to Accounting and Business Finance	25%	5 cr
Sustainable Resource Management	25%	5cr
	Total	75cr

#### 2.4 List of all exit awards

*HE Certificate in Rural Business Management*

*FD in Rural Business Management*

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Introduction to Marketing	20			Y	1
Introduction to Accounting and Business Finance	10			Y	2
Introduction to Business Skills	20			Y	1
Economic Issues in the Rural Sector	20			Y	1
Compliance and Legislation	20			Y	2
Professional Industry Skills Development	20			N	2
Study and Research Skills	10			Y	Both

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Apply key economic theories, concepts and principles at the local, regional and global level.</p> <p><b>A2</b> Show detailed knowledge of legislation and aspects of compliance in agribusiness and rural enterprise.</p> <p><b>A3</b> Demonstrate skills in accounting and budgeting including the use of software and applications.</p> <p><b>A4</b> Show a detailed knowledge of the underlying principles of rural business structure and management.</p> <p><b>A5</b> Apply knowledge and understanding of marketing concepts and strategies aligned to the rural business sector.</p> <p><b>A6</b> Identify, evaluate and cite appropriate sources of information from research.</p>	<p>The two key modules, Introduction to Business Skills and Introduction to Accounting and Business Finance, aim to link together to meet A3 and A4. A1 will be developed in Economic Issues in the Rural Sector but also links to Introduction to Business skills and Introduction to Marketing. A5 will be developed in Introduction to Marketing, but some principles of this will be applied in other modules.</p> <p>Study and Research Skills will prepare students for suitable sources to use in assessments for A6, as well as data handling skills applicable to other modules.</p> <p>Compliance and Legislation will be integral to all modules to demonstrate good industry practice in this area, but will link particularly to A2.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	Assessments will be based on ‘authentic’ principles for design with tasks expected to represent industry-based outcomes such as protocols, business planning and practical tasks. Opportunity will be taken for learners to relate assessments directly to their own industry practice whether employment or internship in the industry.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Analyse financial performance to inform business decision making.</p> <p><b>B2</b> Evaluate marketing strategies applicable to the rural enterprise sector.</p> <p><b>B3</b> Analyse and evaluate the impact on rural businesses of changes at a macro and micro economic level.</p> <p><b>B4</b> Seek out, analyse, synthesise, summarise and evaluate information from academic literature and other sources of information.</p>	<p>Introduction to Business Skills, alongside Introduction to Accounting and Business Finance will develop B1. Economic Issues in the Rural Sector developing B3. Study and Research Skills will meet B4 and B6. Introduction to Marketing will develop B2 with application in other modules such as Introduction to Business Skills. Compliance and Legislation will cover B5, although it will also be applied in Introduction to Business Skills and Introduction to Accounting and Business Finance.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>



<b>3B. Cognitive skills</b>	
<p><b>B5</b> Analyse compliance requirements to develop effective operational plans.</p> <p><b>B6</b> Demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment.</p>	<p>Modules will use a range of assessment methods including timed presentations, written reports, practical tasks. Some assessments will be conducted in time controlled conditions.</p> <p>The majority of tasks will aim to frame the assessment within an industry relevant, authentic scenario. Examples of these are the development and application of business assessment tools, accounts analysis, writing protocols and proposals that could be applied in industry settings, using standard structure for reports such as welfare or business policies and protocols.</p> <p>All assessments will include the need for clear referencing and citations to demonstrate evidence of research. Some assessments include the task of a providing an annotated bibliography to show evaluation of sources.</p> <p>The applied nature of many assessments within the programme requires the use of an multidisciplinary approach. This includes the application of compliance in the context of business health assessment, exploring business issues with compliance, viability and diversification, and application of skills in workplace settings.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Plan, conduct and present skills for business such as organisation, conduct and professionalism.</p> <p><b>C2</b> Demonstrate skills and understanding of wider economic factors to inform problem solving in rural business.</p> <p><b>C3</b> Demonstrate effective techniques in marketing for rural products or services.</p> <p><b>C4</b> Show the application of management accounting systems, using appropriate processes and applications.</p> <p><b>C5</b> Plan for operational and business activities within compliance and regulatory guidelines.</p> <p><b>C6</b> Interpret and present data and results in a logical manner using tools for data visualisation and reporting techniques.</p>	<p>C1 will be developed in Introduction to Business Skills, with links to C4 alongside Introduction to Accounting and Business Finance. Economic Issues in the Rural Sector will meet C2. C3 will ve developed in Introduction to Marketing with links also within Introduction to Business Skills. C5 will be met by Compliance and Legislation. Tasks within the Study and Research Skills module linked to the statistics logbook assessment will meet C6.</p> <p>Introduction to Business Skills will develop skills in this area and assess them within specific tasks. Within other modules, learners will also apply business and presentation skills as well as principles to directly relate to industry to form part of responses to assessment.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p> <p>Learners will complete statistitcal analysis using a range of resources. Statistical analysis is possible using on line platforms - Stats Kingdom (<a href="http://www.statskingdom.com">www.statskingdom.com</a>) and Stats Cloud (<a href="http://www.statscloud.app">www.statscloud.app</a>) without subscriptions or licences. All students have access to Office 365 and can use the Data Analysis Add-on in Excel as part of this application. Access to Office 365 also</p>

<b>3C. Practical and professional skills</b>	
	<p>provides access to microsoft analytics such as PowerBI and Fabric</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessment on the use of these skills. Introduction to Business Skills will also specifically develop these skills and principles within delivery and assessment</p> <p>Some modules will involve active investigations in either industry-based or field settings to perform key business management tasks, use and collect data, and using methods and equipment in both formative and summative assessment. The accuracy of record keeping is essential within this learning. The application of these investigations will be to present, interpret and analyse results appropriately.</p> <p>Assessments are designed to be 'authentic' where possible and linked to industry. Examples include business plans, protocols, data reports and meeting industry standards.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate teamwork and interpersonal skills to work with others, including those within a placement setting.</p> <p><b>D2</b> Reflect on own progress and skills assessment on the programme and within a placement setting.</p> <p><b>D3</b> Demonstrate time management and organisational skills to meet deadlines and expectations.</p>	<p>Professional Industry Skills Development is the main module that meets this criteria through placement searches, application and completion. However, other modules will develop these skills, particularly D4 and D5 in creating documents for a range of audiences and incorporating sustainability and ethics within planning.</p>

<b>3D. Key/transferable skills</b>	
<p><b>D4</b> Use a range of methods to communicate effectively with others.</p> <p><b>D5</b> Incorporate sustainability and ethics within planning and practice.</p>	<p>Module delivery will support the use of group discussion, presentations and practical activities with scope for peer learning and feedback.</p> <p>Introduction to Business Skills and Introduction to Marketing will consider models and methods of communication, as well as expectation for business and industry professionalism.</p> <p>Learners will be expected to meet deadlines for assessments throughout the programme and communicate with teaching and technical staff as appropriate. Time management, organisation and communication will also be key to successful placement activity and assessment for this will ask for provider feedback on these areas.</p>

**[Certificate Higher Education Rural Business Management]**

Compulsory modules	Credit points	Semester runs in	Optional modules	Credit points	Is module compensatable?	Semester runs in
Sustainable Resource Management	20	1			Y	
Specialist Research Project	20	both			Y	
Business Continuity in Rural Enterprises	20	2			Y	
Rural Diversification	20	Both			Y	
Strategy and Planning in Rural Business	40	Both			N	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1</b> Apply an effective use of data to inform operational and business decisions.</p> <p><b>A2</b> Demonstrate a clear ability to make strategic decisions to diversify in rural business for business continuity.</p>	<p>A1, A4 and A5 are developed in the module of Strategy and Planning in Rural Business. A2 forms the basis of Business Continuity in Rural Enterprises, although this will also develop A4 and A5. Rural Diversification will also develop A2 and apply A1. Sustainable Resource Management will meet A3 and links to A5.</p>

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3</b> Explain cost and benefits of sustainable resource management to ensure productivity and meet industry and organisational expectations.</p> <p><b>A4</b> Apply underlying principles of business and management to strategic business decision-making and planning.</p> <p><b>A5</b> Use principles of procurement, sales and marketing effectively to increase income and reduce costs.</p>	<p>The theme of research projects may link to any of these criteria depending on the focus of project outcomes.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p> <p>Assessments will be based on ‘authentic’ principles for design, with tasks expected to represent industry based outcomes such as protocols, business planning and operational plans. Opportunity will be taken for learners to relate assessments directly to their own industry practice whether employment or internship in the industry.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Critically evaluate impacts on business decisions and continuity planning.</p> <p><b>B2</b> Critically analyse strategies for diversification in rural enterprises.</p>	<p>Business Continuity in Rural Enterprises will principally develop A1 with links to B2 and B3. Rural Diversification targets B2, but this may also develop B3 and B4. Sustainable Resource management will meet B4 but may link to B1 and B3. Strategy and Planning in Rural Business will meet B1 and B3 and also apply B2 and B4. The Specialist Research Project allows learners to explore B5 and B6 through its objectives for an individual investigative project.</p>

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<p><b>B3</b> Analyse sales, procurement and market research data to inform business strategy and planning.</p> <p><b>B4</b> Assess staffing and resource management practices to inform business strategy using ethical and sustainable practice.</p> <p><b>B5</b> Integrate lines of evidence from a range of sources to formulate and test hypotheses.</p> <p><b>B6</b> Demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment.</p>	<p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p> <p>Modules will use a range of assessment methods including timed presentations, written reports, practical tasks. Some assessments will be conducted in time controlled conditions.</p> <p>The majority of tasks will aim to frame the assessment within an industry relevant, authentic scenario. Examples of these are the development and application of business plans, magazine articles, marketing proposals and writing protocols that could be applied in industry settings, using standard structure for reports such as business improvement action plans.</p> <p>All assessments will include the need for clear referencing and citations to demonstrate evidence of research. Some assessments include the task of a providing an annotated bibliography to show evaluation of sources.</p> <p>The applied nature of many assessments within the programme requires the use of an multidisciplinary approach. At Level 5 learners will be expected to apply prior learning in a range of subjects across modules, for example application of business skills to all areas linked to business development across the programme.</p>

Learning Outcomes – LEVEL 5	
<b>3A. Knowledge and understanding</b>	
	The Specialist Research Project will support the use of hypotheses to be tested during the project. The project will also require considerable literature review as part of proposal and article phases of the project.
<b>3C. Practical and professional skills</b>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1</b> Design effective business plans and contingencies to support resilience in rural enterprises.</p> <p><b>C2</b> Apply risk assessment and management techniques to support business continuity.</p> <p><b>C3</b> Identify opportunities for diversification using tools such as market analysis and trends.</p> <p><b>C4</b> Create solutions to improve business performance using procurement, sales and market research data.</p> <p><b>C5</b> Critically analyse the impact of regional and local supply chains and networks on sustainability in rural business enterprises.</p>	<p>Business Continuity in Rural Enterprises will meet C1 and C2 but may use skills from C4 and C5. Strategy and Planning in Rural Business principally meets C4 and C5, but may also develop C1, C2 and C3. Rural Diversification targets development in C3, as Sustainable Resource Management does with C5.</p> <p>The Specialist Research Project will develop and assess skills in independent research and project management. Within other modules, learners will also apply research skills as well as principles to collect data and will form part of assessment. The presentation and interpretation of data in the project will develop C6.</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessment on the use of these skills. The Specialist Research Project module will require the application these skills to undertake a suitable level of literature searches for a project.</p>



<b>3C. Practical and professional skills</b>	
<p><b>C6</b> Interpret and present datasets in a logical and effective manner.</p>	<p>Several units will involve active investigations in either industry settings to collect data, such as example business accounts/ plans, in both formative and summative assessment. The accuracy of record keeping is essential within this learning. The application of these investigations will be to present, interpret and analyse results appropriately.</p> <p>Learners will complete statistical analysis using a range of resources. Statistical analysis is possible using on line platforms - Stats Kingdom (<a href="http://www.statskingdom.com">www.statskingdom.com</a>) and Stats Cloud (<a href="http://www.statscloud.app">www.statscloud.app</a>) without subscriptions or licences. All students have access to Office 365 and can use the Data Analysis Add-on in Excel as part of this application. Access to Office 365 also provides access to microsoft analytics such as PowerBI and Fabric</p> <p>Assessments are designed to be 'authentic' where possible and linked to industry. Examples include HR protocols, marketing proposals, analysis of sales performance and meeting industry standards.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Evaluate their own skills set and performance in practical and academic skills.</p> <p><b>D2</b> Demonstrate a responsible approach to time management and organisational skills to meet deadlines and expectations.</p> <p><b>D3</b> Communicate effectively to audiences in written, graphical and verbal forms.</p> <p><b>D4</b> Understand and be able to apply professional codes of conduct within in industry settings or scenarios.</p> <p><b>D5</b> Integrate wider goals such as sustainability and social equity through business planning.</p>	<p>The Strategy and Planning in Rural Business module will cover criteria on skills applied for professionalism in business and using interpersonal and communication skills (D1, D3 D4). The range of tasks within modules such as Business Continuity in Rural Enterprises, Rural Diversification and Specialist Research Project will enable the practice of writing and presenting to different audiences (D3). The Sustainable Resource Management module clearly develops D5, but this is also developed in other modules.</p> <p>Module delivery will support the use of group discussion, presentations and practical activities, with scope for peer learning and feedback.</p> <p>Learners will be expected to meet deadlines for assessments throughout the programme, and communicate with teaching and technical staff as appropriate. Time management, organisation and communication will also key to successful placement activity, and assessment for this will ask for provider feedback on these areas (D2).</p> <p>Some module assessments will use logbooks and portfolios to evidence skills by learners on meeting industry standards in their work.</p> <p>At Level 5, there is increasing emphasis on business professionalism in conduct, level of writing and cogency of plans or projections.</p>

**[FD Rural Business Management]**

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The key feature of this programme is its industry focus and aim to provide skills for rural and agribusiness that meets future demands of production and the rural economy.

Key distinctive features of the programme are the practical nature of some modules, and the use of 'authentic' assessments. These features prepare graduates for entry into the rural business sector with experience of both practical elements of the subject and experience of industry standard documentation or formats. Examples include:

- Business protocols
- Business Plans
- Licence applications
- Management accounts
- Applying statistical analysis to inform business decisions

Several modules promote and assess skills in business and management. These activities include:

- Development of business plans and business continuity
- Analysis of direct data collections, including statistical testing
- Operational planning for workforce organisation
- Planning for business change and diversification

Work-related learning is considered of crucial importance in this Foundation Degree, and a total of 50 hours is advised to be undertaken during the first (Level 4) year as part of the Professional Industry Skills Development (PISD) module.

Students will be encouraged to undertake work placements *en bloc* with local farm and rural businesses. These may be county-wide but there is opportunity for learners to take placement opportunities nationally and abroad. The College's own working farm is able to offer placement hours, but for wider experience, students are encouraged to gain other external placements.

Students may undertake their work-based learning at their current workplaces, if they receive an appropriate level of training, during the term days not attending College or during vacations. A workplace mentoring scheme would be organised with the employer under these circumstances to ensure that suitable developmental learning opportunities are provided for the student.

An agreed job specification will form part of the module to ensure a beneficial work-based learning placement for both the provider and student and that the employer will undertake to provide the learner with new experiences and learning opportunities.

A work-based learning handbook will be provided for both student and employer to follow agreed procedures for the work-based learning unit.

All students receive formal teaching sessions as part of the PISD module. These sessions cover a range of topics including the importance of work-based learning; reflective learning; personal development plan; CV; cover letter writing; and performance management strategies. All students receive pre-placement briefings as part of the PISD module and the tutorial system.

Support whilst on placement is available via the Programme Leader and PISD Module Leader through e-mail, telephone and face-to-face communication. Both students and employers present a signed feedback sheet prior to the commencement of the placement. In addition, completion of placements requires sign-off by employers to confirm that the required number of hours has been worked, and there is a section for employers to comment on the student's performance throughout the placement. An interim work experience review form is also used to monitor progress. Students are encouraged to approach lecturers with any issues that may arise, but the College is also keen to investigate ways of increasing the number of visits for purposes of monitoring, possibly by making use of non-HE staff that are involved with Level 3 Industry Experience inspections.

PISD is formally assessed in the form of a reflective portfolio and a seminar presentation to fully reflect the importance attached to experiential learning in the course. A satisfactory report from the work-based learning provider is also required. A visit at the placement(s) by a member of the teaching team may be carried out wherever practicable, but given the growing number of students undertaking overseas placements this is becoming increasingly less likely. Where visits cannot be undertaken, continued contact between the College and student will be maintained via suitable communication channels.

Several of the other taught modules also provide work-related learning as outlined in section 2.3. Learners additionally have opportunity to base assessments on placements or employment if relevant. For example, this could include elements of assessment in Introduction to Business Skills, Compliance and Legislation, Sustainable Resource Management and Specialist Research Project based on work in industry, or liaising with a business or employer for access to developments proposals and data to evidence meeting criteria alongside evidence from the College collection.

### **5. Support for students and their learning**

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

Kingston Maurward College has a dedicated Student Support team which provides help and advice on personal, emotional and / or practical problems and can also provide a confidential counselling service. Access to specialist support services, such as sex health services, community police, chaplaincy and drug and alcohol services are also available either on campus or in the local community.

We encourage students to contribute to the running of the College and have a very active and influential Student Council which includes HE representatives and an HE student ambassador.

We are proud of our commitment to equality and diversity, supporting students of all abilities and from all backgrounds.

The careers library at the College includes computer packages which students can use to explore ideas about different occupations and skills such as writing applications.

Additionally, students will be able to access careers-related resources through the Royal Agricultural University as validating HEI. The college employs a careers advisor and students can book appointments for advice and guidance at any time.

The College is fully committed to widening access and improving the quality of the support offered to students with Additional Learning Needs (ALN's). They offer help in accessing the Disabled Students' Allowance from Local Education Authorities and in obtaining exam concessions within the College. They also give advice on assessments for dyslexia and offer individual tuition sessions as well as liaison with Local Education Authorities, academic and support staff and

other organisations. Additionally, there are specially designed classrooms for 1:1 tutoring which are equipped with software such as Claro Read, Text Write and Inspiration.

Students can be assessed for eligibility for exam access arrangements (EAA) such as extra time, readers, scribes, rest breaks and IT support.

Pastoral support, help and advice is offered through the College 1-2-1 student support services. They provide information in relation to a variety of issues and details of relevant agencies and counselling services as applicable. Students studying on the FD Rural Business Management may also raise academic matters with the Programme Manager, First Year Tutor, Student Services Manager or HE Coordinator as well as individual module leaders.

Part-time students are also fully eligible to access support from student services and are expected to engage in pastoral support such as tutorials as full-time students are. There may be a need for flexibility with this to reflect the hours in college expected for a part time student to attend based on modules selected in an academic year.

The College's HE Team offers international student advice on the following issues:

- Immigration
- Fee status
- Money matters
- Health matters
- Welfare issues
- Academic issues

## **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

These regulations conform to the principles set out in the current version of the College's Academic Policies, Regulations and Procedures.

In addition, applicants should confirm their ability to study on a Foundation Degree by presenting evidence of:

- a) 48 new UCAS tariff points – normally one A-Level (Grade C or above) in, for example Business Studies, Mathematics, Economics or PPP grade at Level 3 in a BTEC Extended Diploma in Business. Additionally, all candidates will normally be

expected to present passes at Grade 4 or above in at least 4 subjects at GCSE level or equivalent. Passes at 4 or above will normally be expected in English and Mathematics.

Mature entry is actively encouraged and relevant work experience will be considered in place of formal qualifications.

International students required to meet IELTS (Academic) 6.0 or above (with minimum 5.5 in each component)

b) Potentially suitable students may be interviewed so that their interest, motivation and academic suitability can be assessed.

#### **7. Language of study**

*English*

#### **8. Information about non-OU standard assessment regulations (including PSRB requirements)**

#### **9. For apprenticeships in England End Point Assessment (EPA)**

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

*n/a*

#### **10. Methods for evaluating and improving the quality and standards of teaching and learning**

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold



academic standards within autonomous higher education institutions. The role of the External Examiner will include meeting with delivery staff and students to discuss the structure, delivery and quality of the programme. This may include recommendations to adapt and improve the programme further during re-validation opportunities.

Each programme has a Programme Board which meets at least twice a year to discuss, inter alia, the student experience (including feedback) but may also discuss programme design and planning. The SEG includes representatives of each level/ year of each programme, programme leaders and the Head of Higher Education, as well as a senior manager to discuss student feedback. Any actions and the minutes of these meetings will be presented within the Higher Education Academic Board where necessary, particularly where feedback or other matters need consideration by the board such as changes to programme structure or delivery, or wider cross college impact.

Student feedback both qualitative and quantitative is collected for each module studied through internal surveys (Student Unit Evaluation SUE). In addition, the University Centre actively engages in the National Student Survey (NSS) and publishable data from this survey also informs quality improvement actions.

The Head of Higher Education completes an annual Self-Assessment Review of provision that is reviewed and ratified by the College Governing body Quality and Standards committee. This report is informed by programme reports completed by Programme Leaders to review performance of programmes. As part of the exam board process there will be a module review board where unit tutors will review outcomes to 3-year trends and benchmarks. The department SAR also includes an annual Quality Improvement Plan (QIP) which feeds into the overall College SAR and QIP.

Other measures to monitor, evaluate and improve programme delivery include graded lesson observation of teaching staff, regular professional development opportunities and the College appraisal process.

UCKM has an Ethics and Research Policy and process. This requires students that are planning to undertake research projects/ dissertations, or projects that may include data collection and analysis, to submit an ethical review of their proposal via their module tutor or project supervisor. The Ethics and Research Review panel (ERRP) will consider proposals. This may include co-opted panel members, for example the manager of the College Animal Park collection, to advise the panel on the suitability of proposals. The aim of the panel is not necessarily to stop projects going ahead but to advise students to adjust project proposals to fit within ethical and research guidelines. Projects should not be initiated unless projects have been approved by the ERRP to go ahead.



10. Changes made to the programme since last (re)validation

Annexe 1: Curriculum map

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																							
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
4	Introduction to Business Skills				✓			✓				✓		✓	✓							✓		✓	
	Introduction to Accounting and Business Finance			✓												✓							✓		✓
	Economic Issues in the Rural Sector	✓								✓						✓								✓	
	Introduction to Marketing					✓			✓								✓						✓	✓	✓
	Compliance and Legislation		✓									✓						✓					✓		✓
	Professional Industry Skills Development																				✓	✓	✓	✓	
	Study and Research Skills						✓					✓		✓					✓			✓	✓	✓	

Level	Study module/unit	Programme outcomes																						
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
5	Specialist Research Project	✓									✓	✓	✓				✓	✓	✓	✓	✓			
	Strategy and Planning in Rural Business	✓			✓	✓	✓		✓				✓		✓	✓	✓	✓			✓			
	Sustainable Resource Management			✓						✓							✓						✓	✓
	Business Continuity in Rural Enterprises		✓		✓		✓						✓	✓										✓
	Rural Diversification		✓					✓							✓						✓			

