



University of Plymouth

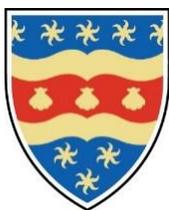
Academic Partnerships

DUCHY COLLEGE (Stoke Climsland)

Programme Quality Handbook

BSc (Hons) Rural Business Management

Academic Year 2020-21



**UNIVERSITY OF
PLYMOUTH**

If you require any part of this Handbook in larger print, or an alternative format, please contact:

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Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION



Programme Title: BSc (Hons) Rural Business Management (Top up) (FT 3632)

Partner Delivering Institution: Cornwall College, Duchy College

State Date: September 2020-21

First Award Date: July 2021-22

Date(s) of Revision(s) to this Document: Updated April 2016, Sep 2018

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education¹. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes².

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¹QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf>, last accessed 28th July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

² If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University Of Plymouth
Partner Institution and delivery site (s):	Duchy College, Stoke Climsland
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full time (1 year)
Final Award:	BSc(Hons)
Intermediate Award:	Ordinary Degree
Programme Title:	Rural Business Management (Top up) FT 3632
UCAS Code:	DN4G
HECOS Codes:	100977, 100079
Benchmarks:	The QAA Subject Benchmark statement: agriculture, forestry, agricultural science, food sciences and consumer sciences (2009) has been used to aid the design of the programme at honours level. Consideration has however also been given to the General Business and Management benchmarks (2007) and Hospitality, Leisure, Sport and Tourism Benchmarks (2000) at honours level. The programme has also adhered to the requirements of the Framework for Higher Education Qualifications (FHEQ) at honours level.
Date of Programme Approval:	30 th June 2007

PS2. Brief Description of the Programme

The BSc (Hons) Rural Business Management progression to Honours year delivers a contemporary curriculum relating to rural business disciplines. The programme has been developed to allow the students to study a range of topics and to choose areas of study that interest them and in which they wish to specialise. This programme will develop the student's existing knowledge to encompass the planning and management skills required to run a successful enterprise and produces graduates who are capable of independent learning and operating in an autonomous manner. It is based on an analytical approach to problem solving and communication.

The programme is highly flexible, allowing the students to study in detail a chosen topic through a research project and a selection of modules which are available in response to student demand. In some of the modules there will be opportunities for students to work closely with industry, businesses and the Rural Business School. Changes and developments in today's business environment mean there are more opportunities to gain projects and effectively run them. Being aware of how to make a business flexible, manage the changes and develop creative ideas to make business sustainable will offer a great experience to enhance future careers.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet:

<https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

This programme will deliver:

1. To develop a thorough understanding of the management of rural businesses.
2. To apply the theories of business management to a range of rural business types and enterprises.
3. To place the issues surrounding the rural environment into a national and international context.
4. To develop a thorough understanding of the impact of economic policy, enterprise, finance and technology on the rural sector.
5. To prepare students to work at a managerial level in a range of rural businesses.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Demonstrate knowledge of the underlying concepts and principles associated with Rural Business Management, and an ability to evaluate and interpret these.
2. Critically evaluate the integration of theory, experiment, investigation and fieldwork and development of those principles into practice
3. Investigate and resolve issues in rural businesses, using knowledge and skill gained.
4. Demonstrate an understanding of the issues of sustainability and environmental impact and an awareness of the risks of exploitation
5. Present, evaluate, and interpret qualitative and quantitative data, develop lines of argument and make sound judgements in accordance with basic theories and concepts of Rural Business Management

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

- Only BSc programme in Rural Business Management nationally.
- Students develop their own academic profile through a range of options and study choices. This not only gives students a high level of autonomy, it allows flexibility in a local employment market subject to fluctuation and change.
- Good mixture of large and small group tuition to give students a range of learning experiences and equipping them for life post education.
- Strong pastoral support from readily accessible academic and support staff which is important for all students but particularly for students progressing from FdSc programmes that have been supported in this way
- Well qualified, research active staff with strong professional and community links.
- Well-resourced college with two owned farms available for student use well equipped machinery and workshop areas for demonstration.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 12

Target student numbers per stage = 20

Maximum student numbers per stage = 36

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

There are currently no formal progression routes associated with this programme.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Foundation Degree in a Rural discipline	E.g. FdSc Agriculture, FdSc Rural Business Management, FdSc Agricultural Business Management, FdA Animal Studies with Management, FdSc Rural Environmental Management
Higher National Diploma in a Rural discipline (Merit and Distinction only)	E.g. HND Agriculture, HND Rural Business. Other suitable qualifications will be considered, where the learning outcomes from the programme are similar to those of rural disciplines based foundation degrees approved by UPC and where sufficient study at level 5 has been completed.
Other HE qualifications / non-standard awards or experiences:	Other Level 4 and Level 5 qualifications will be considered on a case by case basis.
APEL / APCL³ possibilities:	Applications for APCL and APEL will be dealt with in accordance with the Cornwall College and University of Plymouth regulations for APL.
Interview / Portfolio requirements:	An interview may be required for students progressing from outside of the Plymouth University Partnership.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	N/A

³ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

College:	Cornwall College, Stoke Climsland	Programme Title:	BSc (Hons) Rural Business Management (Top Up)		
Academic Year:	2020-2021	Mode of Attendance Course Duration:	Full Time over 1 year		
Plymouth Programme Code:	3632	Total Credits:	120 at Level 6		
FHEQ level: 6 For: Full Time (3632)					
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module	
FT 3	Autumn	Core	40	CORD333 - Honours Project	
FT 3	Autumn	Core	20	CORD334 - Marketing	
FT 3	Autumn	Core	20	CORD312 - Strategic Management Issues	
FT 3	Autumn	Optional	20	CORD308 - Personal Development Planning	
FT 3	Autumn	Optional	20	RBM304 - Agricultural Technology	
FT 3	Autumn	Optional	20	CORD3007 - Environmental Management	
FT 3	Autumn	Optional	20	RBM306 - Funding and Developing Rural Projects	
FT 3	Autumn	Optional	20	RBM309 - International Rural Development	
FT 3	Autumn	Optional	20	RBM310 - Food Manufacturing Technology	
FT 3	Autumn	Optional	20	RBM311 - Managing Animal Performance	
FT 3	Autumn	Optional	20	RBM313 - Managing Leisure	
FT 3	Autumn	Optional	20	RBM316 - Food Processing Systems	
FT 3	Autumn	Optional	20	RBM317 - Controversial Issues in the Food Industry	

College: Cornwall College, Stoke Climsland Programme Title: BSc (Hons) Rural Business Management (Top Up)

Academic Year: 2020-2021 Mode of Attendance: Full Time over 1 year

Course Duration:

Plymouth Programme Code:

Total Credits: 120 at Level 6

FHEQ level: 6 For: Part Time				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
PT 3	Autumn	Core	40	CORD333 - Honours Project
PT 3	Autumn	Core	20	CORD334 - Marketing
PT 3	Autumn	Core	20	CORD312 - Strategic Management Issues
PT 3	Autumn	Optional	20	CORD308 - Personal Development Planning
PT 4	Autumn	Optional	20	RBM304 - Agricultural Technology
PT 3	Autumn	Optional	20	CORD3007 - Environmental Management
PT 3	Autumn	Optional	20	RBM306 - Funding and Developing Rural Projects
PT 3	Autumn	Optional	20	RBM309 - International Rural Development
PT 4	Autumn	Optional	20	RBM310 - Food Manufacturing Technology
PT 4	Autumn	Optional	20	RBM311 - Managing Animal Performance
PT 3	Autumn	Optional	20	RBM313 - Managing Leisure
PT 4	Autumn	Optional	20	RBM316 - Food Processing Systems
PT 3	Autumn	Optional	20	RBM317 - Controversial Issues in the Food Industry
<i>NB: It should be noted that the structure for the PT route is indicative and therefore the modules can be moved around to suit either timetabling or student requirements</i>				

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p><i>Students will be able to demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</i></p>					

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Knowledge of the underlying concepts and principles associated with Rural Business Management, and an ability to evaluate and interpret these. • Critically evaluate the integration of theory, experiment, investigation and fieldwork and development of those principles into practice • Make use of knowledge and skills gained in specialist contexts to investigate and resolve issues in rural businesses • An understanding of the issues of sustainability and environmental impact and an awareness of the risks of exploitation 	<p>Primary:</p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Learning from work experience • Directed independent study and research <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Contemporaneous in class activities • Problem-solving exercises • Consultancy • Case studies • Report writing • UPC Intranet/internet resources • PU student portal • TCCC Intranet/internet resources 	<p>1</p> <p>1,2</p> <p>1,3</p> <p>3</p>	<p>1,2</p> <p>3,4,5</p> <p>1,2,3</p> <p>4,5</p>	<ul style="list-style-type: none"> • Research report • Business Reports • Examinations • Essays • Group and individual presentations • Seminar performances 	<p>CORD333, CORD312, CORD334</p> <p>CORD333</p> <p>CORD333, CORD312, CORD334</p> <p>CORD312, CORD334</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Students will have demonstrated an ability to apply knowledge and understanding skills developed within level 6 of the course to a wide variety of industry related scenarios and will be required to complete a range of assessments in order to demonstrate these skills.</p>					

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Cognitive and Intellectual Skills:</p> <p><i>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied.</i></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Demonstrate familiarity with a wide range of subject-specific facts and principles as well as an awareness of the current limits of theory and applied knowledge. • Understand the provisional nature of information and all for competing and alternative explanations • Exhibit ownership of some aspects of the defining elements of the discipline as a result of in-depth study or research • Tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information and using it creatively 	<p>Primary:</p> <ul style="list-style-type: none"> • Class exercises • Intranet/internet exercises • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc.) <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Class and seminar interactions and feedback 	<p>1</p> <p>1,2</p> <p>1,3</p> <p>3</p>	<p>1,2,3</p> <p>1,2,4</p> <p>2,5</p> <p>2,3,4,5</p>	<ul style="list-style-type: none"> • Essays/projects • dissertations • Examinations • tests • Coursework/group work on practical application questions • Assessed presentations 	<p>CORD333</p> <p>CORD333</p> <p>CORD333, CORD312, CORD334</p> <p>CORD333, CORD312, CORD334</p>

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>and imaginatively to solve problems, suggest innovations and make decisions</p> <ul style="list-style-type: none"> Plan and execute research evaluate the outcomes and draw valid conclusions Demonstrate awareness of legal, moral, ethical and social issues 		<p>4,5</p> <p>1,2,3,4,5</p>	<p>1,2,3,4,5</p> <p>1,2,3,4</p>		<p>CORD333, CORD312, CORD334</p> <p>CORD333, CORD312, CORD334</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Students will have demonstrated an ability to apply cognitive and intellectual skills developed within level 6 of this programme to a wide variety of industry</p>					
<p>Key Transferable Skills:</p> <p><i>Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</i></p>					

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments Literary and information processing Self-management Communication (oral, written, CIT) Numeracy/quantitative skills (reflection, statistics etc.) An ability to work effectively in a group. An ability to plan and manage learning. An ability to self-appraise and reflect on learning 	<p>Primary:</p> <ul style="list-style-type: none"> Library and other research exercises Group work awareness and practice Computer-based learning and assessment <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Class and seminar interactions and feedback 	<p>1,2,4</p> <p>2,5</p> <p>1,2,3,4,5</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> Coursework of all types Examination preparations and completion Group presentation 	<p>ALL Modules</p>

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The Rural Business Management discipline depends on a blend of academic and practical skills, both equally important. It is crucial that students of Rural Business Management commence the development of key transferable skills as soon as possible within the programme of study.</p>					
<p>Employment Related Skills:</p> <p><i>Students will be able to demonstrate an ability to apply subject principles in an employment context; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</i></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Convey the multi factorial nature of Rural Business Management to a wide ranging rural businesses audience Implement appropriate translation of key academic principles/ findings in a variety of rural business contexts 	<p>Primary:</p> <ul style="list-style-type: none"> Project oral presentation Coursework reports Reflective log <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> Discussions with visiting speakers and non-academics 	1,2,3,4,5	1,2,3,4,5	Individual discussion/(Continuous) Professional Development 'plan'	These will be met throughout the programme when

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> • Demonstrate interpersonal and team work skills • Organise a team effectively and contribute effectively to team work through the identification of individual and collective goals • Recognise and respect the views of others and reflect on performance as an individual and team member 					engaging in CPD reflection and activity with the personal tutor and CORD308
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Rural Business Management graduates will be expected to conduct themselves in an appropriate manner within the demanding Rural Business Management industry. The development of employment related skills commences at the outset of the programme.</p>					
<p>Practical Skills:</p> <p><i>A typical graduate will be able to select and apply appropriate techniques and interpret their results in the following contexts:</i></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Planning, conducting, and reporting investigations, including the use of secondary data 	<p>Primary:</p> <ul style="list-style-type: none"> • Field work • Projects • Designated tasks • Learning from work 	1,5	4,5	Ability to display competence Production of reports as appropriate	CORD333 CORD312 CORD334

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<ul style="list-style-type: none"> Collecting and recording information or data in the library, laboratory, or field and summarising it using appropriate 	Secondary/Supplementary: <ul style="list-style-type: none"> Lectures and tutorials 	1,4,5	1,3,4,5		
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Students will have demonstrated an ability to apply fundamental industry-required practical skills in order to increase their proficiency and employability within the programme in a range of industry contexts through delivery and assessment at this level of the programme.</p>					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ Level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Marketing; Strategic Management Issues; Environmental Management; Funding and Developing Rural Projects; Business on the Golf Course</p> <p>(As part of the assessments of the modules. Students approach relevant business and employers and meet the outcomes of the modules learning outcomes)</p>	As stipulated in individual assignment briefs	<ol style="list-style-type: none"> To develop a thorough understanding of the management of rural businesses. To apply the theories of business management to a range of rural business types and enterprises. To place the issues surrounding the rural environment into a national and international context. To develop a thorough understanding of the impact of economic policy, enterprise, finance and 	<ol style="list-style-type: none"> Demonstrate knowledge of the underlying concepts and principles associated with Rural Business Management, and an ability to evaluate and interpret these. Critically evaluate the integration of theory, experiment, investigation and fieldwork and development of those principles into practice Investigate and resolve issues in rural businesses, using knowledge and skill gained. Demonstrate an understanding of the issues of sustainability and environmental impact and an awareness of the risks of exploitation 	<p>Strategic Consultancy Project; Critical reviews Environmental audits; Portfolio: Submit a bid application in liaison with a local organisation; Event Management</p>	<p>CORD334; CORD312; CORD3007; RBM306; RBM315</p>

FHEQ Level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
		technology on the rural sector. 5. To prepare students to work at a managerial level in a range of rural businesses.	5. Present, evaluate, and interpret qualitative and quantitative data, develop lines of argument and make sound judgements in accordance with basic theories and concepts of Rural Business Management.		
<p>An exposition to explain this map: Learners will have demonstrated an ability to discuss and apply practical skills developed within the course to a wide variety of industry representatives and will be required to complete a range of work related skills assessments throughout the related units.</p>					

