

The Royal Agricultural University

Programme Specification:

**INTEGRATED FOUNDATION YEAR**

(For All Programmes Incorporating Integrated Foundation Year)

**2023/24**

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]**

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 with contributions from Cirencester College			
Subject Area	N/A			
Entry Award(s)	N/A			
Final Award and exit route(s)	Degree programmes with an integrated Foundation Year are accessed as an extended programme of study, and students are enrolled on the full integrated degree programme. For a full list of programmes, see Appendix A.			
Programme title	Integrated Foundation Year			
Location(s) of study	The Royal Agricultural University, Cirencester			
Mode of study	Full-time	1 Year	Part-time	2 years
Language of study	English			
Programme start month	September			
Period of validation	September 2019 until August 2025			
Name of Professional, Statutory or Regulatory Body	None currently but individual 3-year degree awards will include accreditation(s) as applicable			
Type of Accreditation	Not applicable			
Accreditation due for renewal	Not applicable			
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)	<p><b>Required:</b> GCSE minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• A-Level: (Example grades EEE) – minimum of 48 UCAS tariff points from level 3 qualifications</li> <li>• C&amp;G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Pass-Pass-Pass</li> <li>• International Baccalaureate: 24 points</li> <li>• Access to Higher Education: Pass course with 45 credits at level 3 (Pass in Functional Skills level 2 are accepted in lieu of GCSE English &amp; Mathematics)</li> </ul> <p><b>Flexible entry</b></p> <p>The University welcomes interest from applicants who may not have the standard entry requirements. A wide range of qualifications and experience are accepted in order to join University degree programmes. The University always considers evidence of personal, professional (APL) and educational experience, (APEL), which show an ability to meet the demands of their intended programme of study.</p>			
UCAS Code	D701: BSc (Hons) Agriculture with IFY DN83: BSc (Hons) Agricultural Business Management with IFY			

	L4EQ: BSc (Hons) Applied Equine Science & Business with IFY W530: BSc (Hons) Bloodstock and Performance Horse Management with IFY N503: BSc (Hons) Business Management with IFY DN43: BSc (Hons) International Equine and Agricultural Business Management with IFY N209: BSc (Hons) Real Estate with IFY N230: BSc (Hons) Rural Land Management with IFY
RAU Quercus Code	N/A
HECoS Coding	N/A
QAA Subject Benchmark Statement(s) and other reference points	The design and development of the IFY has been informed by reference to the subject benchmarks relevant to the discipline to which students enrol and to which they will progress. As the Integrated Foundation Year provision is common to all programmes, the subject specific content will be directed but student-led.  The Integrated Foundation Year is benchmarked to be broadly consistent with level 3 and BTEC equivalents but no credit at that level is awarded.  ECDL and A level frameworks have also been used.
Academic level on Framework for Higher Education Qualifications (FHEQ)	Introductory study to level 4 of Higher Education degree study
Approval at AQSC	June 2019

## 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.

### **Integrated Foundation Year (120 credits)**

The accumulation of credits to include a minimum of 120 credits at Level 6 through the assessment of taught modules as detailed below.

If part time study is adopted, it is intended that students engage in two modules per semester, thus spreading study over two years.

Module code	Module title	Level	Credit value	Core/ Optional	Semester
<b>Level 0</b>					
0IFY1	Managing Landscape	0	15	Core	2
0IFY2	Digital Skills	0	15	Core	2
0IFY3	Rural Business skills	0	15	Core	1
0IFY4	Land Related Studies	0	15	Core	1

OIFY5	Change in the Countryside	0	15	Core	2
OIFY6	Enterprise and Marketing	0	15	Core	1
OIFY7	Environment and Conservation Data Handling	0	15	Core	2
OIFY8	Agriculture and Farming	0	15	Core	1
	<b>Total Credits: Integrated Foundation Year</b>		<b>120</b>		

### Section 3 – Programme overview and Programme Aims

This programme has been designed to engage and prepare students for independent study at Level 4 (first year of undergraduate study).

Undergraduate programmes with the Integrated Foundation Year (IFY) are designed to provide supportive access into the parent undergraduate programme. They are designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter Higher Education. They provide a vehicle for students to study at the University who have missed the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

The IFY specifically aims:

- To provide a common core of academic and study skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- To provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues
- To provide underpinning subject-related skills and knowledge in key areas required for undergraduate study, including Mathematics, Numeracy and IT
- To provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study
- To provide some level of appropriate subject-specific grounding, in terms of research topics and study focus, to support progression into degree level study in the specialist subject area of the intended degree award

Students will be registered across a range of courses as set out above. The underlying provision for the IFY, at least initially, will be common to all programmes and therefore particular care will be taken to ensure that students address areas relevant to their particular programme of choice. This will be facilitated in part by subject-specific content for coursework in some areas, and students will be encouraged to select appropriate topics for study and research in consultation with their programme leader. In addition, students on the IFY will expect to be allocated a personal tutor to support their studies.

Students will have access to the full support programme available to all students. In addition, they will have a Programme Leader and regular course committee meetings relating specifically to the IFY programme will be held. Representation for these will be flexible at first until it is clear how best the students' views can be heard. However, the Programme

Leader will take a close interest in all students and will ensure that students are accessing appropriate support throughout the year.

Programme Quality Management will be assured through the established mechanisms within the RAU. Students will be registered on a programme of study within a subject areas. The IFY programme will hold course committee meetings and its own Programme Board. Subject specific teaching will be provided by subject specialists within schools and those staff will contribute to marking their own students' work. Outcomes will be considered at both course and programme level and external advice will be sought as appropriate.

## Section 4 – 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 Codes
1.	Understand key factors influencing the management of the rural landscape	
2.	Apply ICT and technical skills	
3.	Demonstrate rural business skills and supporting data management	
4.	Understand the role of land utilisation within the rural economy and impact on stakeholders	
5.	Understand factors affecting countryside management and changes in land use	
6.	Understand and apply factors affecting successful enterprises and how to make key marketing decisions	
7.	Apply factors influencing conservation, ecology, climate change and the environment	
8.	Understand the factors influencing agriculture and farming including plant and animal husbandry	

### Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Codes
1.	Undertake planning, conduct assessments and report on the result of investigations	
2.	Identify key issues themes and development in areas of interest and concern	
3.	Analyse, evaluate and interpret data and information with reference to fundamental concepts and principles that underpin future study	
4.	Apply different approaches to problem solving in a range of disciplines	
5.	Demonstrate skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence	
6.	Demonstrate core academic study skills as they relate to professional practice	
7.	Apply safe working in laboratory conditions	

8.	Undertake map-reading and analysis	
9.	Apply specific subject-based generic skills	
10.	Demonstrate time management and organisational skills	

### **Programme specific skills**

<b>LO no.</b>		<b>Module Codes</b>
	On successful completion of the named award, students will be able to:	
1.	Apply core academic study skills such as study methods, research, analysis, academic writing and presentation skills	
2.	Work independently, showing initiative	
3.	Work collectively as part of a wider team	
4.	Apply numerical and statistical techniques	
5.	Understand the value of a reflective approach to intellectual and personal development	

### **Section 5 – Learning and Teaching Approach**

Core content is delivered via a mix of lectures, seminars, workshops and practical exercises. The emphasis is on active learning using case studies and current issues and a focus on the development of student skills. The development of a supported, independent learning culture with the opportunity to apply discipline content to sector specific tasks to ensure students are able to make the transition to higher education.

Module content and activities will support students in the development and modification of their approaches to solving problems through a combination of directed and practical learning, and reflection. Support from the 'parent' School will be key, as will be the personal tutor system.

The programme will develop transferable skills. The focus will be on participation, review and reflection to support academic study.

### **Section 6 – Assessment Approach**

Each module includes opportunity for formative assessment where students are given feedback on tasks and activities to ensure that they understand the module content. Each module has formal assessments and the year has been designed to include a range of assessment types.

There is an intention to provide as wide a variety as possible of assessment types. Each Semester to include different assessment types with alternative assessments available for retakes wherever possible. Non-submission of summative assessments, without the application of RAU approved extenuating circumstances, will normally result in the student being required to submit the assessment with the mark being capped at 40%. Students who submit their assessments by the required submission date but who do not achieve a pass mark may be asked to improve their submission and re-submit it with a short additional element that identifies the changes and reflects upon the improvements made. If this reflective element is not suitable, for example a student with extenuating circumstances unable to complete a group element, then adjustment to, for example, a shorter individual presentation will be permitted. The alternative arrangements for resubmission are detailed in the module reference sheets.

## Section 7 - 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, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

## Section 8 – Employability

Not applicable due to progress into other degree programmes.

## Section 9 – 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's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives
- Annual Programme Monitoring