

# The Royal Agricultural University

## Programme Specification:

### **BSc (Hons) Wildlife and Countryside Management (top-up)**

**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			
School				
Entry Award(s)	BSc Honours Wildlife and Countryside Management (top-up)			
Final Award and exit route(s)	BSc Honours Wildlife and Countryside Management			
Programme title	Wildlife and Countryside Management			
Location(s) of study	The Royal Agricultural University			
Mode of study	Full time	1 year	Part-time	2 years
Language of study	English			
Programme start month	September			
Period of validation	2017 - 2023			
Name of Professional, Statutory or Regulatory Body	Not 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)	Foundation Degree or HND qualification within a relevant field			
UCAS Code	D444			
Quercus code	WCT			
HECoS Code	100998 - Sustainable Agriculture and Landscape Development 100864 – Ecosystem Ecology and Land Use			
QAA Subject Benchmark Statement(s) and other reference points	Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016) (2015). Institute of Ecology and Environmental Managers graduate skills (2007)			
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6			
Approval at AQSC	June 2017			
Version	V1 – Feb 2023: remove 3222 (replace with 3333), remove 3017 (replace with 3329), withdraw 3093, 3230, 3207 and 3085			

## 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.

### **BSc (Hons) Wildlife and Countryside Management (top up)(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.

Since the programmes key learning outcomes are met by the core modules, this gives students an opportunity to select their reining elective modules from the wider RAU suite of module offerings. These are broadly grouped as follows:

Group A: Environmental/ conservation elective modules selected by most of our students

Group B: For those students with an interest in estate management and business

Group c: For those students with an interest in the equine industry.

Module code	Module title	Level	Credit value	Core/ Elective	Semester
<b>Level 6</b>					
3098	Countryside & Environmental Management	6	15	Core	1
3223	Ecological Consultancy	6	15	Core	1
3300	Research Project / Dissertation	6	30	Core	1&2
3333	Wildlife Behaviour & Evolution	6	15	Core	2
<b>Elective choice</b>					
3090	Forestry & Woodland Management	6	15	Elective	1
3329	Climate Change and Natural Resource Challenges	6	15	Elective	1
3239	Crop Health and Protection	6	15	Elective	1
3080	Heritage Property	6	15	Elective	1
3330	Technology and Agroecological Innovations	6	15	Elective	2
3331	Food Supply Systems and Policy	6	15	Elective	2
3340	Farm Business Consultancy	6	15	Elective	2
3323	Food Ethics and Governance	6	15	Elective	2
3243	Statutory Valuations	6	15	Elective	2
3314	Strategic Management	6	15	Elective	1
	<b>Total Credits: BSc (Hons) Wildlife and Countryside Management (top up)</b>		<b>120</b>		

## Section 3 Programme overview and Programme Aims

The University intends that the following capability statements will provide an overarching framework for all its graduates, and inform specific course aims and outcomes. Thus the University expects that all graduates will:

- (i) apply creative, critical and compassionate thinking processes to social

- and organisational issues
- (ii) develop communication abilities using people, ideas, texts, media and technology
  - (iii) work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution to the organisation and the wider community
  - (iv) acquire and apply appropriate management, technical and practical skills and knowledge
  - (v) recognise and accept continuing learning as being central to one's capacity to realise potential
  - (vi) develop, express and be able to defend personal values, beliefs and ethics
  - (vii) hold a perspective which acknowledges local, national and international issues
  - (viii) value a citizenship role which is connected to and responsible for the social, environmental, political and economic systems in which we live

In relation to the above general capability statements, the BSc Honours in Wildlife and Countryside Management aims to:

- (a) Develop the learner's interest in and knowledge and understanding of the policies and drivers for change affecting the natural landscape, ecosystems and species, and influencing the businesses, organisations and agencies associated with the management, conservation and utilisation of natural resources
- (b) Provide the opportunity for the individual study of particular interest and for self-expression through the Honours dissertation or work-based equivalent
- (c) Further develop critical learning skills and transferable skills to prepare the learner for graduate employment
- (d) Enhance and develop the learner's interpersonal skills

#### **Section 4 Programme intended learning outcomes and learning, teaching and assessment methods**

##### **Knowledge and Understanding**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	The policies and pressures affecting the landscape	<a href="#">3098, 3332</a>
2.	Appropriate solutions to environmental problems	<a href="#">3223, 3332, 3300, 3222</a>
3.	Sustainability and conservation of environmental resources	<a href="#">3098, 3223, 3330</a>
4.	Ecology of flora and fauna for wildlife management	<a href="#">3098, 3222</a>

5.	The roles and responsibilities of regulatory and advisory bodies	<a href="#">3098, 3223, 3222</a>
<b>Intellectual, Professional, Key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Understand subject-specific theories, concepts and principles	<a href="#">3222, 3332</a>
2.	Apply the skills necessary for academic study and enquiry	<a href="#">3222, 3300, 3300</a>
3.	Critically assemble, evaluate and research a wide variety of types of information and evidence	<a href="#">3222, 3300</a>
4.	Develop and utilise problem-solving skills	<a href="#">3098, 3300</a>
<b>Programme specific skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Plan and execute of an independent research enquiry	<a href="#">3332, 3300</a>
2.	Conduct an environmental assessment	<a href="#">3223, 3222</a>
3.	Develop personal information resources	<a href="#">3098, 3332, 3300</a>
4.	Critically evaluate verbal and written communication to inform decision making	<a href="#">3098, 3332</a>

## Section 5 Learning and Teaching Approach

All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme. Part-time students are required to achieve a 60 credits per year over two years.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work. A complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week for full time, and half of this for part-time.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time. The majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations; will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

## **Learning and Teaching Strategy**

The programme will be taught using a mixture of lectures, seminars, tutorials and practical instruction. It is helpful to make clear distinctions between these methods of teaching and to consider the role and purpose of each.

### **Lectures**

Lectures are not intended to be seen as the founts of all knowledge. Higher education is a partnership between students and tutors. The purpose of lectures is to interest students in a particular subject matter in order that they can research it further.

Lectures are normally presented to a large group of students (often all the students on the same year of a course or module). Usually students listen to the lecturer for most of the session, as the organisation of these sessions, combined with the numbers attending, does not lend itself to generalised debate. There may be question times offered at various intervals.

Lectures can be helpful to study by:-

- Stimulating interest in the subject matter
- Giving information
- Offering different perspectives on a subject
- Explaining difficult concepts and theories
- Showing students how to deepen their knowledge
- Providing an opportunity to listen to specialist guest lecturers

### **Seminars & Tutorials**

Seminars and tutorials are primarily interactive and will only work if students put in some effort. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

Seminars and tutorials can be helpful to study by:-

- Offering the chance for students to express their views
- Allowing academic interaction
- Giving students valuable practice in making presentations
- Facilitating discussions
- Encouraging structured research
- Sharing and diversification of information and experience
- Introducing group work

### **Practicals**

Student practicals, visits and demonstrations will take a variety of forms on field sites, farms and fauna collections. They form an important part of overall course provision and help to reinforce and apply the subject principles received in the lecture room.

## Section 6 Assessment Approach

## 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

Students registering for the BSc Honours in Wildlife and Countryside Management will have the option of completing either a full-time campus-based programme of study or a split programme whereby up to 50% of the credits may be achieved through activities undertaken within their existing working environment. Whilst the former will be more suited to those progressing from more traditional HND and FdSc awards, the latter will appeal to those in relevant employment who have the support of their employer/line manager in raising their academic qualifications.

The work-based learning activities comprise two 30-credit modules. A Work-based Research project which may be completed in place of the more usual BSc Honours dissertation and a professional development module, Improving Personal Professional Practice, which will require students to reflect on their current position and to develop and acquire new or enhanced skills in order to further progress their career path.

Students should discuss their proposed pathway and study approach with the Programme Manager when initially applying for the programme. Those opting for the work-based route will be required to ensure the University is provided with sufficient assurances from their employer or line manager that the planned activities can and will be supported within

the workplace throughout the period of registration.

## **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