The Royal Agricultural University

Programme Specification:

BSc/BA (Hons) Environment and Sustainability

2025-26

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]

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

Section 1 – Material Programme Information

Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Agricultural Science and Practice (ASP)
Entry Award(s)	BSc/BA (Hons) Environment & Sustainability BSc/BA (Hons) Environment & Sustainability with Foundation Year BSc/BA (Hons) Environment & Sustainability with Placement Year
Final Award and exit route(s)	BSc/BA (Hons) Environment & Sustainability BSc/BA (Hons) Environment & Sustainability with Foundation Year BSc/BA (Hons) Environment & Sustainability with Placement Year Diploma of Higher Education Environment & Sustainability Certificate of Higher Education Environment & Sustainability
Programme title	BSc/BA (Hons) Environment & Sustainability
Location(s) of study	Royal Agricultural University, Cirencester
Delivery type	The Royal Agricultural University
Full time study	3 years 4 years with Foundation or Placement Year
Part-time study	N/A
Language of study	English
Programme start month	September
Period of validation	September 2024 to August 2029
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)	GCSE minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications: A-Level: (Example grades BCC) – minimum of 104 UCAS tariff points across three A-Levels or equivalent qualifications – recommended one science subject - C&G Advanced Technical/BTEC – Level 3 Extended Diploma (1080) at Distinction-Merit-Merit - C&G NPTC/C&G Advanced Technical/BTEC – Level 3 Diploma (720), Extended Certificate (360) and 90-Credit Diploma (540) acceptable when accompanied by other Level 3 qualifications - International Baccalaureate: 26 points - Access to Higher Education: 45 credits at level 3, of which 21 must be awarded at Distinction and 15 at

	Merit or higher. (Pass at Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics)
	A period of relevant practical experience is also highly recommended
UCAS Code	L8N1 - BSc / BA (Hons) Environment & Sustainability
	L8N2 - BSc / BA (Hons) Environment & Sustainability (Professional Placement Year)
Quercus Code	ENSZ1F - BSc/BA (Hons) Environment and Sustainability with Professional Placement Year
	ENS1F - BSc/BA (Hons) Environment and Sustainability
HECos Code	100998 – Sustainable Agriculture and Landscape Development
	100381 – Environmental Sciences
QAA Subject Benchmark Statement(s) and other reference points	Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (April 2024).
	Earth Sciences, Environmental Sciences and Environmental Studies (March 2022).
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 or 6
Approval at AQSC	16 May 2024

Section 2 - Programme Structure

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

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

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 0					
0IFY20	Land-use and Management	0	20	Core	1+2
0IFY21	Countryside Evolution and Development	0	20	Core	1+2
0IFY22	Enterprise and Marketing	0	20	Core	1+2
0IFY23	Land-based Data Handling	0	20	Core	1+2
0IFY24	Food and Farming	0	20	Core	1+2

Module code	Module title	Level	Credit value	Core/Optional	Semester
0IFY25	Developing your Skills	0	20	Core	1+2
	Total Credits: Integrated Foundation Year		**120**		

Students enrolled to study the BSc/BA (Hons) Environment & Sustainability with/without placement year will study the following modules:

Module code	Module title	Level	Credit value	Core/Optional	Semester
Level 4					
1445	People & Environmental Change	4	15	Core	1
1451	Species Identification and Ecosystems	4	15	Core	1
1449	Energy, Climate & Waste Management	4	15	Core	1
1440	Academic and Practical Skills	4	15	Core	1
1430	Wildlife Ecology and Survey	4	15	Core	2
1007	Soil and Environmental Science	4	15	Core	2
1446	Ecosystem Services and Human Wellbeing	4	15	Core	2
1044	Agriculture for Land Management	4	15	Core	2
	Total Credits: Certificate of Higher Education Environment & Sustainability		**120**		
Level 5					
2349	The Resilience of Agro-Ecosystems	5	15	Core	1
2361	Habitat Classification and Management	5	15	Core	1
2337	Personal and Professional Development Skills and Employability	5	15	Core	1
2378	Research & Evidence	5	15	Core	2
2348	Society and Food	5	15	Core	2
2317	Industry Placement	5	15	Core	2
2383	Connecting with Land	5	15	Core	2
2136	Landscape Conservation	5	15	Core	2
	Total Credits: Diploma of Higher Education Environment & Sustainability		**240**		

Professional Placement Year (optional after Year 2 of the taught programme)					
PPY	Professional Placement Year	5	120	Core	All year

Students choosing to study the <u>BSc (Hons) Environment & Sustainability</u> route will study the following modules:

Level 6					
3329	Climate Change and Natural Resource Challenges	6	15	Core	1
3098	Countryside and Environmental Management	6	15	Core	1
3300	Research Project/Dissertation	6	30	Core	1 + 2
3342	Geographic Information Systems (GIS) for the Environment	6	15	Core	2
3223	Ecological Consultancy	6	15	Core	2
Plus, one elective module in each semester from the list below:					
3332	Specialist study (Shell module)	6	15	Elective	1
3090	Forestry and Woodland Management	6	15	Elective	1
3337	Sustainable Farm Management	6	15	Elective	1
3330	Technology and Agroecological Innovations	6	15	Elective	2
3323	Food Ethics and Governance	6	15	Elective	2
3331	Food Supply Systems and Policy	6	15	Elective	2
	Total Credits: BSc (Hons) Environment & Sustainability		**360**		
	Total Credits: BSc (Hons) Environment & Sustainability with Professional Placement Year BSc (Hons) Environment & Sustainability with Foundation Year		**480**		

Students choosing to study the <u>BA (Hons) Environment & Sustainability</u> route will study the following modules:

Level 6					
3329	Climate Change and Natural Resource Challenges	6	15	Core	1
3098	Countryside and Environmental Management	6	15	Core	1
3300	Research Project/Dissertation	6	30	Core	1 + 2
3346	Advocacy and Activism in Food and Farming	6	15	Core	2
3347	Sustainability Consultancy	6	15	Core	2
Plus, one elective module in each semester from the list below:					
3332	Specialist study (Shell module)	6	15	Elective	1
3337	Sustainable Farm Management	6	15	Elective	1
3080	Heritage Property	6	15	Elective	1
3090	Forestry and Woodland Management	6	15	Elective	1

3330	Technology and Agroecological Innovations	6	15	Elective	2
3342	Geographic Information Systems (GIS) for the Environment	6	15	Elective	2
	Total Credits: BA (Hons) Environment & Sustainability		**360**		
	Total Credits: BA (Hons) Environment & Sustainability with Professional Placement Year BA (Hons) Environment & Sustainability with Foundation Year		**480**		

Section 3 – Programme overview and Programme aims

The Earth and how it functions are starting to falter, and never has there been a more pressing time to better recognise and address the growing number of environmental issues and problems. These are many and varied and may seem overwhelming at times, but alongside the range of concerns, there are also positive ways forward that can offer up potential environmental solutions.

The BSc/ BA (Hons) Environment & Sustainability is designed to equip students with the knowledge and understanding of the key issues and problems, enabling them to recognise and better pin down the solutions, and more importantly, how these solutions might then be implemented. The complexity and scale of such a challenge is enormous, but harnessing the various factors linked to the environment, people and society and how they interact can make a big difference.

The RAU is very well placed to deliver land-based degrees, having an underlying purpose of 'caring for the land', combined with a 175+ year track record of teaching and research within this sector! Graduates of the BSc/BA (Hons) Environment & Sustainability will therefore gain the necessary skills and attributes that will enable them to make a difference when working in the environmental sector. This is shown in Figure 1 and Table 1, which also explains the distinctions between the BSc and BA threads of this degree and where emphasis is placed around the types of roles a graduate might play.

Broad distinctions between the BSc and BA threads	
BSc Environment & Sustainability	**BA Environment & Sustainability**
How and why systems work, considering the processes and mechanisms which can then be moved forward and be extended and applied[1]. More of an 'abiotic approach'.	A BA provision with a broader view of the 'Environment'[5] as this applies to 'care of the land', evaluating sustainability from 'farm to fork'[6], better integrating people[7] and food production[6]. More of a social/ food dimension[8].
Career pathways*	
Sustainability evaluations[3] encompassing partner groups[4], further research[2],	Policy development, food retail, lobbying/ campaigning supply chain analyses etc. Advocacy and activism elements[8].

monitoring/ surveying systems, advisory/ consultancy[4] etc.	

*whilst there will be inevitable crossover between the BSc and BA graduates, there is distinction between programme structures, delivery mechanisms and subject focus which in turn, allows for distinction in career pathways.

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:

- apply creative, critical and compassionate thinking processes to social and organisational issues

- develop communication abilities using people, ideas, texts, media and technology

- 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

- acquire and apply appropriate management, technical and practical skills and knowledge

- recognise and accept continuing learning as being central to one's capacity to realise potential

- develop, express and be able to defend personal values, beliefs and ethics

- hold a perspective which acknowledges local, national and international issues

- value a citizenship role which is connected to and responsible for the social, environmental, political and economic systems in which we live

Section 4 – Programme Sustainability

The programme content and module detail has been carefully aligned to the 17 Sustainability Development Goals, each of which are addressed throughout. As might be expected there is particular emphasis on the SDG 14 'life on the land, SDG 13 'climate action', SDG 4 'quality education', but other SDGs also strongly feature across the programme content too (see also Section 5 for examples). Students are asked to develop thought processes that evaluate how the things they are taught and are learning about sit within the economic, environmental and social sustainability framework.

Section 5 – Programme intended learning outcomes

On successful completion of the named award, students will be able to demonstrate the following Learning Outcomes (LOs):

	Knowledge and Understanding	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Consider and assess the factors influencing conservation, ecology, climate change, land use, and environmental management in the context of food production and environmental considerations. **The role of advocacy and activism in affecting the above factors.** (SDGs 7,12,13,15,17)	1451, 1446, 3300, 3346, 3098, 3223
2	Assess and evaluate global, national and local food systems in relation to sustainable food supply and consumption. Thinking outside the box, exploring alternative approaches. (SDGs 8,11,12,17)	3329, 3300, 3346
3	Evaluate and apply scientific and technological developments to improve current and future environmental management systems, making these more sustainable. **How people and organisations have a role in change.** (SDGs 1,2,3)	3300, 3329, 3332, 3300, 3342, 3223, 3347
4	Acquire an in-depth knowledge of different farming systems and approaches currently employed on a range of agricultural enterprises. (SDGs 9)	1007, 1446, 3329, 3330, 3332, 3300
	Intellectual, Professional, Key skills	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Evaluate problems, analyse alternatives and think creatively to develop solutions with reference to environmental, ethical, social and economic perspectives.	All
2	Effectively self-manage and become a lifelong learner (independent study, time management & organisation).	1440, 2337, 2317, PPY, 3300, 3098, 3223, 3347
3	Organise themselves and groups of people, demonstrate teamwork skills by participating effectively in a team task.	2337, 3346
4	Apply numerical and statistical techniques, be able to identify problems and find solutions in varying contexts, as well as demonstrate the application of IT, digital and technical skills in their work.	1451, 1440, 2237, 2267, 2361, 3330, 3300, 3342, 3223, 3347
5	Formulate and test concepts and hypotheses in context of environmental management, participatory inclusion and sustainable farming.	2267, 3300
	Programme specific skills	

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1	Design, conduct and interpret an investigative study, linked to the identification of key issues, themes and developments. **Guidance given to distinguish the direction of BSc and BA threads.**	1451, 3300, 3332, 3098
2	Critically analyse and evaluate scientific papers and investigative work.	All
3	Make positive contributions to the environmental, agricultural and food sectors, combining academic with real-world evidence based progressive outcomes. **Recognising and harnessing the role of people in progressing such outcomes.**	2361, 3329, 3330, 3098, 3223, 3347
4	Appraise the value and application of new technologies and science relating to the environment and its sustainable management.	1446, 3332, 3300, 3330, 3329, 3342, 3223, 3347

Section 6 – Approach to Learning and Teaching delivery

The programme is normally of three years duration of full-time study (approximately 30 weeks per year). Study is undertaken at three levels on the FHEQ; Level four, five, and six (one for each year of study). The option with a Foundation Year is normally four years of taught full-time study and the option with a Placement Year is normally three years of taught full-time study with one year based in industry.

Each academic year (Sep-Jun) is based on eight modules per academic year, each of which has a 15-credit allocation, except for the 3300 Dissertation module which is 30 credits and is taught across both semesters at Level 6. The 15 credit modules are split between semesters with 12 weeks teaching periods and 2 weeks of assessment for each. The credit system is used to ensure a balanced workload across the programme, with each credit point requiring approximately of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week for full time. There is currently no part-time option for this programme.

There is now minimal use of exams in the traditional sense, with only a few in-class tests, with more emphasis on a range of coursework type and some practical assessments. The emphasis on a range and diversity of assessment types reflects what happens in the sector (e.g. consultancy reports etc) and therefore better prepares the graduate for the expectations of the employment market. A wide range of assessment techniques will therefore be applied throughout the programme to confirm learning outcomes. These will include:

- Academic research reports
- Professional reports
- Employers reporting on work-based experience
- Case studies
- Essays
- Environmental management plans
- Digital in-class tests
- Oral presentations
- Portfolios/appraisals
- Production of educational/ interpretative/ information materials

Formative feedback is given on a number of modules guiding students at strategic points of the Programme prior to summative assessment submissions. Assessments are normally set at the start of each module with a date for submission before the end of each module. Students are responsible for ensuring that assessments are submitted on time. Any non-submission or non-attendance will be recorded as zero and a note placed against the individual assessment and against the module.

Students will also be expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework/ assignments, case study submissions and preparation of major projects. The use of the RAU's e-library is very important for the effective use of private study time.

Students attempting to shortcut their learning activities may find themselves experiencing difficulties as each module progresses, especially as the level of assumed understanding increases from year to year. Therefore, it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity and ensure knowledge and understanding gradually develop throughout the year in readiness for any end of module examinations and/or assignments.

Section 7 – Approach to Assessment

Assessments are normally set at the start of each module with a date for submission before the end of each module. Students are responsible for ensuring that assessments are submitted on time. Any non-submission or non-attendance will be recorded as zero and a note placed against the individual assessment and against the module.

Students who are unable to complete assessments to the appropriate standard by the due date because of exceptional circumstances (e.g., illness, family bereavement) must submit a request to the RAU Registry for an extension or for a deferral to the next assessment period, together with appropriate supporting evidence. Details of this procedure are available in the Student Info – Examinations and Assessment section on the Gateway VLE (https://gateway.rau.ac.uk/course/view.php?id=2237). Once a claim for an extension has been accepted, work will be assessed without prejudice (as if for the first time) and marks will not be capped at 40%.

Formative feedback is given within modules guiding students at strategic points of the Programme prior to summative assessment submissions. Assessments are normally set at the start of each module with a date for submission before the end of each module. Students are responsible for ensuring that assessments are submitted on time. Any non-submission or non-attendance will be recorded as zero and a note placed against the individual assessment and against the module.

Overall, the programme is assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	27.00%	73.00%	0.00%	8.75%	12.50%	78.75%
Year 2	16.25%	55.18%	28.57%	0.00%	0.00%	100.00%

Year 3 BA*1	18.83%	81.17%	0.00%	0.00%	2.50%	97.50%
Year 3 BSc*2	17.83%	82.17%	0.00%	0.00%	2.50%	97.50%

*1 based on electives: 3332, 3330

*2 based on electives: 3332, 3330

Section 8 – Course work grading and feedback

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

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

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

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

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

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

The Work Placement (2317)
In the second year of the programme, students are required to undertake a 15-week self-employment placement (or in an organisation) between end of March / early April and September of that year.
For students enrolled on the BSc (Hons) with Professional Placement Year students are also required to undertake 120 credits (1200 hours, i.e. 35 weeks with a minimum 35 hrs per week, professional placement year. The Professional Placement Year (Module Code: PPY) is taken between Levels 5 and 6 of the academic programme from September of that year, having competed the placement requirement for 2317.

Approval process

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

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

Criteria for approval will include:
- The nature and function of the placement organisation, in relation to the student's learning programme (considering the student's pathway, for example).
- The placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and responsibilities that students may be expected to undertake during the work-based placement)
- Whether and how the University is able to support students on placements, and;
- The extent to which the placement organisation can fulfil its responsibilities under Health & Safety legislation.

It is in the interests of students, as well as the RAU, in this approval process, if students are able to gain an outline job description indicating the likely content of the job role during the placement, and submit this for approval.
The University must be in a position to assess whether placement providers know what their responsibilities are during the period of placement learning, both in terms of the provision of learning opportunities, and in relation to their role on the assessment of students, and thus have the organisation and prospective job role approved, before any placement commences.

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

Failure to secure a work placement, or to submit a satisfactory report within the time scale laid down (normally mid-October in each academic year), will normally result in a failure in the 15-credit module, and thus a failure in Year 2.

The placement opportunities are generally viewed very favourably by potential employers and provide you with the chance to experience real organisational life at first hand. It is not uncommon, in some situations, for students to find that a placement may also result in a job offer, for take-up after graduation. It is particularly important that students undergoing placements keep alive to the possibility of using their experience as the basis for a research project in Year 3, and thus basing a dissertation on a 'real-life' organisation.

The opportunity is open to wide ranging possibilities of type of organisation, and also country of placement. It is certainly important for students to remember the many types of organisation that may usefully provide opportunities; including those in the public and private sector, the for-profit and not-for-profit organisations, charities, co-operatives, and so on.

The Placement Coordinator is assisted by the subject Academics. Their role is specifically to provide support for students during the search process, and while the placement is underway, and he will be pleased to talk to students about possible placements. It is important for students to give thought to the placement in good time in order to arrange the best possible opportunity.

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

Responsibilities include those:
- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)
- Towards the placement provider; their customers or clients; and to their other employees. In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.
- For managing their learning & professional relationships
- For recording progress and achievements (very important in terms of the final reporting process, as documented in the module handbook and assessment brief)
- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement. In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated tutor.

Students should be aware of their rights;
- To a safe working environment, with all that this entails
- To be treated in accord with the law, for example in relation to discipline and grievance issues, redundancy, and equal opportunities.

Before placements commence, all students will be called to a pre-placement advice session, to begin the process of providing them with appropriate guidance and support in preparation for, during, and after their placements.

During placements
It is important that students keep in touch with University throughout their placement period, and for this purpose all students are allocated a tutor who will provide for liaison, and a point of contact during the placement. This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July.

For the PPY contact will be scheduled as; X3: 1-1 tutorial in person/online with academic teaching team 3 x 30 mins and 3 x 15 mins online interactions by placement team The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both student and placement provider, to counsel all parties if difficulties emerge, and to remind students of the requirements of the reporting process required of students to fulfil the module criteria. In some rare instances no visit will be possible, in which case alternative arrangements will be made to fulfil this function of monitoring.

The student is encouraged to keep in touch with this tutor throughout the placement period, by email or telephone as appropriate, both before and after the visit. If all is going well a weekly email may well be sufficient. Thus, it is crucial that all student email addresses, mobile telephone numbers, etc., that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible. However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Manager, or the Placement Coordinator, if the link tutor is not available at the time. Students must not wait for a visit if the problem is an urgent one.

Section 10 – RAU Graduate Framework

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

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

Open-minded
We are receptive to new ideas and we value the diversity of experiences and skills. We are committed to listening to everyone across the RAU community.
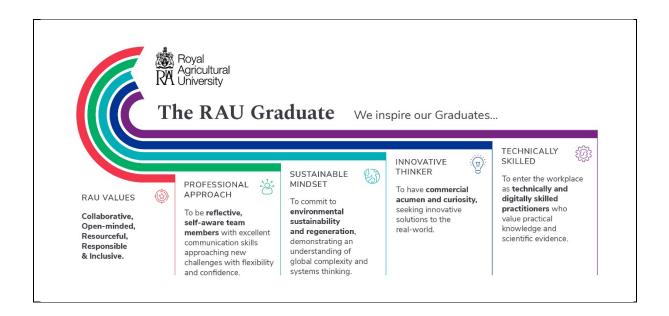
Resourceful
We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

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

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

The RAU Graduate — We inspire our Graduates…

RAU VALUES

Collaborative, Open-minded, Resourceful, Responsible & Inclusive.

PROFESSIONAL APPROACH

To be **reflective, self-aware team members** with excellent communication skills approaching new challenges with flexibility and confidence.

SUSTAINABLE MINDSET

To commit to **environmental sustainability and regeneration**, demonstrating an understanding of global complexity and systems thinking.

INNOVATIVE THINKER

To have **commercial acumen and curiosity**, seeking innovative solutions to the real-world.

TECHNICALLY SKILLED

To enter the workplace as **technically and digitally skilled practitioners** who value practical knowledge and scientific evidence.

Section 11 - Progression

Typically graduates from the BSc-BA Environment and Sustainability Programmes will go on to seek employment in a multitude of roles within the natural sciences and/ or social sciences. The way in which the programmes are structured over the three years allow students to experience the various perspectives linked to environment, food and farming, and for them to determine where their interests and strengths lie.

Examples of those sectors within which graduates may seek employment include:

- Consultancy
- Conservation
- Charity
- Environmental management
- Local or national government
- Education

Typical jobs might include:

- Environmental/ Ecological Consultant
- Waste Management/ Recycling Officer
- Conservation Officer
- Environmental Educator
- Policy Development Officer
- Environmental Lobbyist

The programme has developed strong linkages with a wide number and range of environmental, agricultural and food organisations, along with key people actively working in the sectors whose expertise we can tap into to. This active linkage to industry, better position our graduates in the job market through building their experience and connections with those activities and people working in the various environmental sectors.

The programme also provides a step towards higher-degree study and research such as MSc and PhD, research programmes, and other opportunities in academia.

Section 12 – Student support, wellbeing and counselling

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

Disability & neurodiversity support

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

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

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

Mental health Support

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

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

Academic Support Tutor Programme

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

Section 13 – Enhancing the Quality of Learning and Teaching

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

All programmes are monitored on an annual basis where consideration is given to:
- External Examiner Reports

- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring