The Royal Agricultural University

Programme Specification:

BSc (Hons) Rural Land Management

BSc (Hons) Rural Land Management (Professional Placement Year)

BSc (Hons) Rural Land Management (Foundation Year)

[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 they take 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 Specifications.

Section 1 – Material Programme Information

Criteria	Detail
Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Land and Property Management (LPM)
Entry Award(s)	BSc (Hons) Rural Land Management BSc (Hons) Rural Land Management with Professional Placement Year BSc (Hons) Rural Land Management with Foundation Year
Final Award and exit route(s)	BSc (Hons) Rural Land Management BSc (Hons) Rural Land Management with Professional Placement Year BSc (Hons) Rural Land Management with Foundation Year Diploma of Higher Education Certificate of Higher Education
Programme title	BSc (Hons) Rural Land Management
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	3 years
Part-time study	6 years
Language of study	English
Programme start month	September
Period of validation	September 2019 – August 2025
Name of Professional, Statutory or Regulatory Body	The programme is accredited by the Royal Institution of Chartered Surveyors (RICS). As a graduate of the programme you would be required, as a trainee with a firm of chartered surveyors, to undertake a two-year Assessment of Professional Competence (APC) in one of the specialist areas of practice to qualify as a Chartered Surveyor
Type of Accreditation	Professional Accreditation
Accreditation due for renewal	2024
Entry requirements for the BSc (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)	**Required:** 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 (points to be across three A-Levels or equivalent qualifications) • 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 minimum of 21 must be awarded at Distinction and 15 at Merit or higher. (Pass in

	Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics) Other level 3 qualifications will be considered.
UCAS Code	N231
Quercus Code	D1F, D1P
HECos Code	100819 - Land Management, 100517 - Agriculture
QAA Subject Benchmark Statement(s) and other reference points	Land, Construction, Real Estate and Surveying (April 2024)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 and 6
Approval at AQSC	5 July 2019
Version	

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:

Level 0

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

*Full details about the Integrated Found Year (IFY) can be found on the IFY Programme Specification.

BSc (Hons) Rural Land Management (360 credits)

Students enrolled to study the BSc (Hons) Agricultural Business Management with/without professional placement year will study the following modules:

Level 4

Module code	Module title	Level	Credit value	Core/ Elective	Semester
1016	Valuation 1 (pre-requisite to 2037)	4	15	Core	1016
1320	Fundamentals of Land and Property	4	15	Core	1320
1443	Business Finance and Accounts	4	15	Core	1443
1440	Academic and Practical Skills	4	15	Core	1440
1014	Building Technology (pre-requisite to 2334 & 2336)	4	15	Core	1014
1044	Agriculture for Land Management (pre-requisite to 2336)	4	15	Core	1044
1015	Law 1 (pre-requisite to 2030)	4	15	Core	1015
1321	Land and Property Economics	4	15	Core	1321
	Total Credits: Level 4		**120**		
	Total Credits: Certificate of Higher Education		**120**		

Level 5

Module code	Module title	Level	Credit value	Core/ Elective	Semester
2334	Surveying, Inspection and Measurement	5	15	Core	1
2336	Agricultural Business Systems and Farm Buildings	5	15	Core	1
2337	Personal and Professional Development Skills and Employability	5	15	Core	1
2030	Law 2	5	15	Core	1+2
2037	Valuation 2	5	15	Core	1+2
2066	Business and Property Finance and Taxation	5	15	Core	2
2333	Planning Law and Practice	5	15	Core	2
2335	Forestry, Land and Resources	5	15	Core	2
	Total Credits: Level 5		**120**		
	Total Credits: Diploma of Higher Education		**240**		

Professional Placement Year (studied after Year 2 of the programme)

Module code	Module title	Level	Credit value	Core/ Elective	Semester

Module code	Module title	Level	Credit value	Core/Elective	Semester
PPY	Professional placement year	5	120	Core	1+2

Level 6

Module code	Module title	Level	Credit value	Core/Elective	Semester
3341	Contemporary Issues in Land, Property and Society	6	15	Core	1
3245	Infrastructure and Compulsory Purchase	6	15	Core	1
3033	Agricultural Law and Valuation	6	15	Core	2
3300	Research Project / Dissertation	6	30	Core	1+2
3244	Estate Business Management and Diversification	6	15	Core	2
3080	Heritage Property	6	15	Elective	1
3090	Forestry and Woodland Management	6	15	Elective	1
3007	Commercial Property Management	6	15	Elective	1
3215	Advanced Residential Agency	6	15	Elective	2
3246	Development and Development Appraisal	6	15	Elective	2
3316	Changing Consumer Behaviour	6	15	Elective	2
	Total Credits: BSc (Hons) Rural Land Management		**360**		
	Total Credits: BSc (Hons) Rural Land Management with Professional Placement Year		**480**		

Section 3 – Programme overview and Programme aims

The BSc (Hons) Rural Land Management degree is one of a suite of programmes provided by the Royal Agricultural University that are within a partnership agreement with the Royal Institution of Chartered Surveyors (RICS) which recognises the University as one of the accredited providers of surveying education in the UK.

The programme is directed at students want to join the world of land and rural property.

Consequently, the programme has been designed to follow the RICS Requirements and Competencies guide (August 2019) linked to the RICS Pathway Guide.

As a graduate of the programme students will be able to register for the Assessment of Professional Competence (APC) which culminates in the award of MRICS following a minimum of two years of professional training and experience. The programme has a good employment record, with many graduates taking up APC training positions when they leave University.

All students are encouraged to become junior members of the RICS and CAAV (Central Association of Agricultural Valuers).

The programme benefits from close collaboration between the University, the programme team and firms of rural surveyors who sponsor prizes, provide case study sites and contribute to the teaching and assessment. Many firms also provide vacation internships and work experience. All students will be required to complete a minimum of 70 hours work experience and are strongly encouraged to build a larger portfolio of work experience, in agriculture and the rural surveying profession, during vacations within the three years of study.

Modules have been chosen to provide coherence through Levels 4, 5 and 6. Level 4 modules are about Knowledge and Awareness; Level 5 modules teach the skills required to apply the Knowledge; and Level 6 modules are about the Integration of Knowledge and Skills. The Electives in Level 6 provide the opportunity to study in relevant areas of interest to the students.

In the first year of studies 7 of the 8 modules are shared with Real Estate, in the second year 6 of the 8 modules are shared and in the third year the 4 core modules belong to this programme only.

All modules are led and taught by experienced lecturing staff, including Chartered Surveyors with professional practice experience.

The programme will ensure students have a clear understanding of ethics relating to the public interest, and also to contemporary professional and business standards relating to property / real estate and it will enable students to manage personal and corporate activities and resources effectively and efficiently.

It will provide opportunities for students to explore a wide range of disciplines and subjects in the earlier stages of the programme, and to develop areas of personal interest to themselves, enabling specialism later in the course.

The programme will assist students in the pursuit of excellence in the development of intellectual, practical, vocational, managerial and communication skills; and will provide an academic foundation suitable for progression to postgraduate studies.

The programme will inculcate habits of original and innovative thought; and enable students to assess the ethical, equality and inclusion consequences of human activities to optimise community and environmental sustainability.

As stated, the academic work will incorporate opportunities to see the practical application of the subjects studied and, particularly in Year 3 (Level 6), to integrate the subject matter across the different modules. Frequent contact with Chartered Surveyors and other professionals, both on the academic staff and from outside the University, will provide an understanding of the diverse nature of professional work. This, together with work experience, will help students to decide on the type of work they would most enjoy in their future career.

Section 4 – Programme Sustainability

The BSc (Hons) Rural Land & Property Management programme has been designed to foster greater knowledge and awareness of the UN Sustainable Development Goals. Where applicable, the Sustainable Development Goals (SDGs) are also embedded within the

Intended Learning Outcomes (ILOs) of all modules. These are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all" which was set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030, are part of UN Resolution 70/1 - https://sdgs.un.org/goals

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.	Understand the relevance and application of the subject;	All Modules
2.	Apply the key concepts, principles and practice influencing activities in rural land and property management;	All modules
3.	Understand the context, both national and international, in which rural surveying operates;	All modules particularly 3341
4.	Understand qualitative and quantitative approaches to information, including research methodologies and their application in practice.	All modules
5.	Understand the roles of rural surveyors and other professional advisors;	All modules particularly 2337
6.	Understand and apply professional ethics and standards and their impact on professional practice;	All modules particularly 2337
7.	Consider the rapid and continuing change and development of the subjects and their context.	All modules

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critically analyse, synthesise and summarise information from a variety of sources;	All modules
2.	Recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects;	All modules
3.	Collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis;	All modules
4.	Plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition;	3300
5.	Apply knowledge and understanding to address multidisciplinary problems within a local and global context;	All 3rd Year Modules
6.	Demonstrate creativity and innovation;	All modules

7.	Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence;	3300
8.	Make well considered decisions in complex and unpredictable contexts;	All modules
9.	Understand the importance of academic and professional integrity.	All modules

Programme specific skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Appraise and analyse rural land and property holdings taking into account physical, legal, health and safety, and financial factors in order to provide advice to owners, occupiers and their advisors within the wider context of the national and international economic, legal, fiscal, environmental, and public policy framework;	All modules
2.	Contribute to the debate about contemporary rural land management issues;	All modules particularly 3341
3.	Acquire technical skills to operate effectively in a professional capacity;	All modules
4.	Understand the needs, perspectives and character of individuals and organisations that currently own and occupy rural land and property, and be able to assist in identifying and articulating their future land and property requirements;	All modules
5.	Write for a variety of audiences, including the preparation of papers, letters and reports	All modules
6.	Acquire programme-specific practical and professional competencies	All modules

Section 6 – Approach to Learning and Teaching delivery

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. The modules are mainly taught in one or other of the semesters with a few modules having the teaching spread over two semesters.

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. 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, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits, for at least 3 hours per week, totaling

36 hours per module over a 12-week period. Thus, 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/in-class tests; will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus, 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 develops throughout a module in readiness for any end-of-module/semester examinations/in-class tests.

The Course consists of a three-year full-time programme with three levels of study which, at Level 4 and 5 comprises eight 15 credit modules and in Level 6 comprises six 15-credit modules plus one 30 credit module (the dissertation/research project). For the award of BSc (Hons) students must accumulate 360 credits, comprising 120 credits at each of the three levels of the programme. Part-time study is possible, in accordance with the normal teaching schedule. Some modules may be available for study by blended learning (distance learning supplemented by attendance on campus for block teaching sessions) for students who are already in employment. In the final year a double module of study (worth 30 credits) is devoted to personal research for a dissertation or report/research project. Students will also have the opportunity to choose two further modules from a range of elective subjects to complement their specialist area of interest.

The programme option with the Foundation Year is normally four years in duration of full-time study and the option with Professional Placement Year is normally three years of taught full-time study with the other year spent on placement. The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules.

The curriculum is designed to enable students to acquire and develop knowledge and understanding of the subject, intellectual/ thinking, practical/ professional and key transferable skills at three levels. As students' progress through the levels of the programme they will be encouraged to expand their understanding and critical appreciation of key rural land management topics and issues. For example, case study material becomes more complex and challenging throughout the programme as students learn to integrate the subject matter studied in different modules. Students' learning is helped through case studies supplied by practicing surveyors from their own portfolios of work.

Due to the particular requirements of this programme, students who are vision impaired and mobility impaired are advised to contact the Student Support Services to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any learning difficulty or other disability to the RAU Disability & Inclusive Learning Advisor as soon as possible so that the appropriate support may be provided.

For students enrolled on the BSc (Hons) with Professional Placement Year students are also required to undertake 1200 hours (ie 35 weeks @ minimum 35 hrs per week) professional

placement year. The Professional Placement Year is taken between Levels 5 and 6 of the academic programme.

A carefully planned and diverse programme of teaching and learning, guided by the explicit aims and identified learning outcomes of the programme, will be used in rural land management. Your workload will be challenging but manageable. You will:

- attend lectures, participate in seminars and tutorials, undertake case studies and carry out practical work both in class and out in the field, for example on farm and estate visits;

- be given directed learning tasks both in class and for private study time to help increase your knowledge and understanding of topics and issues covered in class;

- be encouraged to engage in and take responsibility for your own learning enabling you to work as an independent self-directed learner;

- have the opportunity to participate in group work, for example in case studies, to develop your ability to work co-operatively with others as a member of a team.

Section 7 – Approach to Assessment

The marks students receive in their first year (level 4) of study in assessments will not contribute to their final degree award. The first year is effectively a qualification year, which must be passed to allow entry into the second year. Many of the second-year modules require an understanding of the first-year material for the second and third year of study. However, second year (level 5) marks will contribute 30% towards students' final overall degree award, whilst third year (level 6) marks will contribute 70% to a students' final degree marks.

Learning, teaching and assessment are guided by explicit learning outcomes within the various modules of the programme. Student workloads are challenging but manageable, and students engage in a range of learning activities from lectures to independent study. Students are encouraged to actively engage in and take responsibility for their own learning.

A variety of student-focused and appropriate assessment methods that are consistent with the learning outcomes are used in the Programme, all of which will enable students to demonstrate their achievements and understanding of issues to the highest level, along with their ability to use specialist study as well as other key skills acquired during their academic studies. Students will experience a good balance between formal assessment activities, for example, essays, examinations/in-class tests, multiple-choice tests, oral presentations, group or individual reports, alongside non-assessed tasks and experiences which together contribute to their overall development. Reasonable adjustments will be made, where necessary and appropriate, to accommodate the needs of disabled students. Assessment criteria are designed to be clear and specific for both students and teaching staff (see RAU marking guidelines). Assessment is addressed as an integral part of the programme design, is reviewed regularly by the Programme Management Group and is subject to confirmation

by the University's Academic Quality and Standards Committee and ratification by Academic Board.

Overall, the programme is assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Coursework	Practical
Year 1	**26.00%**	74.00%	0.00%	0.00%	97.50%	2.50%
Year 2	**25.00%**	75.00%	0.00%	0.00%	100.00%	0.00%
Year 3*	**20.75%**	79.25%	0.00%	0.00%	98.57%	1.43%

*Based on Elective modules 3090 and 3246

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 116– 124).

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)

All RAU degrees, including those with a 52-week Professional Placement Year, feature a 12-week industry placement to ensure that our graduates develop key technical, operational and management skills that add invaluable long-term benefits to their career and employability. There will be opportunities to connect with one of our many industry partners through work placements across the country and abroad. Students will benefit from between 525 and 1200 hours working and applying knowledge as part of the degree programme – essential work-based skill development that counts as credits towards the degree meaning RAU students will graduate prepared and competitive for employment.

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. This will be part of the completion of their **Industry Placement** module (2317).

For students enrolled on the **BSc (Hons) with Professional Placement Year**, they 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** (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 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 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 the 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 the placement team. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both the 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 the 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, with the Programme Leader, 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.

Section 11 – Progression

Studying this programme will equip students with the skills to undertake the wide range of work that characterises the surveying profession.

The University has an excellent employment record supported by its enviable contacts with the rural surveying profession. Although the economic climate continues to have an impact on employment, students seeking graduate employment in the profession continue to be successful. As a student, you will have the opportunity to attend regular employer presentations and careers events at University in your final year of study. Recent job opportunities have included APC training posts with national, regional and local firms of chartered surveyors, auctioneering firms, private estates and other large landowners such as the National Trust.

If you choose not to follow a career in surveying, you will have many other career options open to you, for example, in law or accountancy, as well as the normal graduate

opportunities in industry and business, options which are again supported by the University's excellent networks in related employment fields.

Section 12 – Student support, wellbeing and counselling

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

Disability and Neurodivergent support

We support disabled & neurodivergent students and students with long-term health conditions. These disabilities include dyslexia, mental health diagnoses, ADHD, autism, mobility challenges, sensory impairments and many more. Students are encouraged to make contact with Student Services as early as possible by emailing: studentservices@rau.ac.uk . 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.

- Access to assistive technology (AT), which helps remove barriers to learning, communication and participation. The AT can help students who face difficulties with taking notes, organisation and time management.

Mental Health Support

Student Services has a dedicated team who are here to support you with the emotional challenges that can crop up during university life. They take a wide-ranging approach to mental health support, and the team ensure they are available for informal chats as well as providing in-depth support for students with emerging or existing mental health conditions.

The team also offer mental health support in the form of daily drop-in sessions, weekly group Time to Talk sessions, mental health workshops, awareness and campaign days and 1:1 confidential meetings for when students face challenges to their wellbeing.

Student Services can also refer students for counselling sessions with an external agency if they are required. They can also signpost you to our Student Assistance Programme, providing 24/7 care, support and advice.

Academic Support Tutor Programme

All 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 who are 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 (in line with the AST Handbook). Individual support focuses on continuation 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