

The Royal Agricultural University

Programme Specification:

BSc (Hons) Rural Land & Property Management

**BSc (Hons) Rural Land & Property Management
with Professional Placement Year**

**BSc (Hons) Rural Land & Property Management
with Foundation Year**

2026-27

PROGRAMME SPECIFICATION ACADEMIC YEAR 2026/27

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 specification.

When printed this programme specification becomes an uncontrolled document. Please visit the RAU's website for the most up to date version of the programme specification:

<https://www.rau.ac.uk/courses/undergraduate>

Section 1 – Material Programme Information

Criteria	Detail
Validating body	Royal Agricultural University
Teaching Institution	Royal Agricultural University
Subject Area	Land & Property Management
Entry Award(s)	BSc (Hons) Rural Land & Property Management BSc (Hons) Rural Land & Property Management with Placement Year BSc (Hons) Rural Land & Property Management with Foundation Year
Final Award and exit route(s)	BSc (Hons) Rural Land & Property Management BSc (Hons) Rural Land & Property Management with Placement Year BSc (Hons) Rural Land & Property Management with Foundation Year Diploma of Higher Education Certificate of Higher Education
Programme title	BSc (Hons) Rural Land & Property Management
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	3 Years; 4 Years with Foundation Year or Professional Placement Year
Part-time study	6 Years
Language of study	English
Programme start month	September
Period of validation	September 2026 to August 2031
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	December 2029
UCAS Code	N231 N232 (with Professional Placement Year) N230 (with Integrated Foundation Year)
Quercus Code	D DP (with Professional Placement Year) DZ (with Integrated Foundation Year)
HECos Code	100819 - Land Management, 100517 – Agriculture
QAA Subject Benchmark Statement(s) and other reference points	Subject Benchmark Statement for Land, Construction, Real Estate and Surveying 2024
Academic level on Framework for Higher Education Qualifications (FHEQ)	Levels 4, 5 and 6
Approval at AQSC	11 April 2025, via Chair's Action.
Version	V1

Criteria	Detail
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>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:</p> <ul style="list-style-type: none"> • A-Level: (Example grades BCC) – minimum of 104 UCAS tariff points 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 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) <p>A period of relevant practical experience is also highly recommended.</p> <p>Other level 3 qualifications will be considered.</p>

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.

The BSc (Hons) Rural Land & Property Management programme is normally three years duration of full-time study (approximately 24 weeks per year). Study is undertaken at three levels on the FHEQ; Levels four, five, and six (one for each year of study) and students must accumulate 360 credits, comprising 120 credits at each of the three levels of the programme. In the final year a double module of study (worth 40 credits) is devoted to personal research for a research project. Students will also have the opportunity to choose two further modules from three elective subjects to complement their specialist area of interest. It is possible to follow the programme on a part-time basis, over a longer period, by gaining credits for the modules taken and achieved year-by-year. The time limits appropriate

to part-time study are indicated in the University Academic Regulations available on the RAU website.

The option with a Foundation Year is normally four years of taught full-time study and the option with a Professional Placement Year is normally three years of taught full-time study with one year based in industry.

Students enrolled on the BSc (Hons) with Professional Placement Year are also required to undertake 1200 hours (i.e. 35 weeks @ minimum 35 hours per week) professional placement year. The Professional Placement Year is taken between Levels 5 and 6 of the academic programme.

A credit system ensures a balanced workload across the programme, with each credit point requiring approximately 10 hours of student work. Thus a 20-credit module will require a notional input of 200 hours of work, and a complete academic year of 120 credits will require 1200 hours of work or approximately 35 hours per week.

BSc (Hons) Rural Land & Property Management (360 credits)

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		

Level 4

Module code	Module title	Level	Credit value	Core/ Elective	Semester
4L001	Building Technology and Regulation	4	20	Core	1+2
4L002	Foundations of Law	4	20	Core	1+2
4L003	Property Valuation and Appraisal	4	20	Core	1+2
4B001	Practical Business, Finance and Accounts	4	20	Core	1+2
4A006	Agriculture for Land Managers	4	20	Core	1+2
4M002	Professional, Practical and Study Skills	4	20	Core	1+2
	Total Credits: Certificate of Higher Education		120		

Level 5

Module code	Module title	Level	Credit value	Core/ Elective	Semester
5L001	Land and Property Law	5	20	Core	1+2
5L002	Valuation, Appraisal and Building Pathology	5	20	Core	1+2
5L003	Property Finance, Business & Taxation	5	20	Core	1+2
5L004	Planning & Development	5	20	Core	1+2
5L006	Management of the Natural and Built Environments	5	20	Core	1+2
5M002	Research & Evidence	5	20	Core	1+2
5M001	Industry Engagement	5	0	Core	2
	Total Credits: Diploma of Higher Education		240		

If Applicable

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

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

Level 6

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6L005	Rural Land & Business Management	6	20	Core	1+2
6L002	Utilities and Infrastructure	6	20	Core	1+2
6M001	Research Project	6	40	Core	1+2

Plus Two Electives From The List Below

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6L003	Forestry and Natural Resources	6	20	Elective	1+2
6L004	Advanced Residential Agency	6	20	Elective	1+2
6L001	Commercial Property Management	6	20	Elective	1+2
	Total Credits: BSc (Hons) Rural Land & Property Management		360		
	Total Credits: BSc (Hons) Rural Land & Property Management with Professional Placement Year		480		

Section 3 – Programme overview and Programme aims

The BSc (Hons) Rural Land and Property 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 wanting to join the world of rural land and property management.

This vocational programme provides the foundations to join a profession that is in high demand in a fast-changing world. Land and property is at the heart of everything the world population does or occupies. The complex environment in which we all live and work requires professional advice from advisors who are curious, open minded, technically skilled, innovative thinkers, problem solvers and all whilst having a sustainable mindset. The built environment is at the centre of sustainability and the goal of reduced carbon emissions, the environment and biodiversity gain. The challenges are widespread and this programme prepares students for the real world.

As the RICS say themselves:

1. "As a globally recognised professional body, everything we do is designed to effect positive change in the built and natural environments".
2. "each course is accredited to the professional industry standards. This mean that the successful completion of an accredited RICS degree will be recognised by employers as a benchmark of quality".
3. "Your skills apply across agriculture, rural estate management, landscape, valuation, auctioneering and asset management. You enable the rural economy to flourish not only because of your professionalism and technical expertise, but also because of your business acumen, advocacy and leadership in the rural community."

Consequently, the programme has been designed to follow the RICS Requirements and Competencies guide (August 2018 updated February 2022) linked to the RICS Pathway Guide: Rural (effective August 2021). The programme and the modules have been mapped to the requirements and competencies. A chart mapping these RICS requirements to the modules will be available on the Virtual Learning Environment.

RAU graduates are highly sought after and the programme has an excellent employment record across sectors of this industry. You will be part of an industry-focused network that ensures strong career prospects.

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. On passing the APC you become a member of a globally recognised professional body. Everything it does is designed to effect positive change in the built and natural environments.

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 12 weeks 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.

Throughout their studies, students interact with students from the BSc (Hons) Real Estate programme which allows them to be exposed to a different perspective of the built environment and enables them to share their experiences and to learn from each other.

All modules are led and taught by experienced lecturing staff, including qualified 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 rural land management. It will enable students to manage different clients and stakeholders whilst using resources effectively and efficiently.

It will provide opportunities for students to explore a wide range of disciplines and subjects directly related to industry and subject specific areas of practice, such as law, finance, planning, agency construction and valuation. Students will be able to develop areas of personal interest to themselves as they progress through the programme.

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 instruct 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.

This is a challenging and rewarding programme that sets up students for the workplace and considers many of the contemporary issues facing society at any one time.

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;	4L001, 4B001, 4A006, 4L002, 4L003, 5L001, 5L002, 5L003, 5L004, 5L006 6L002, 6L005
2.	Apply the key concepts, principles and practice influencing activities in rural land and property management;	4L001, 4B001, 4A006, 4L002, 4L003, 5L001, 5L002, 5L003, 5L006 6L002, 6L005
3.	Understand the context, both national and international, in which rural surveying operates;	4M002, 5M001, 6L002, 6L005
4.	Understand the roles of rural surveyors and other professional advisors;	4L001, 4L002, 4L003, 5L004, 5L006, 6L001,
5.	Understand and apply professional ethics and standards and their impact on professional practice;	4M002, 5M002
6.	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;	5M002, 6M001
5.	Apply knowledge and understanding to address multidisciplinary problems within a local and global context;	4L003, 5L003, 5L002, 6L002, 5L006
6.	Demonstrate creativity and innovation;	5L001, 5L006, 6L002, 6L005
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;	4L001, 4L002, 4L003, 4A006, 5L001, 5L002, 5L003, 5L004, 5L006, 6L002, 6L005
8.	Make well considered decisions in complex and unpredictable contexts;	6L002, 6L005
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 leading to 6L002, 6L005
2.	Contribute to the debate about contemporary issues;	4A006, 4L001, 5L001, 5L002, 5L006, 5L004, 6L002, 6L005
3.	Acquire technical skills to operate effectively in a professional capacity;	4L001, 4L002, 4L003, 4B001, 4A006, 4M002, 5L001, 5L002, 5L003, 5L004, 5L006, 5M002, 6L005, 6L002, 6M001
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;	4L001, 4L002, 4L003, 4B001, 4A006, 4M002, 5L001, 5L002, 5L003, 5L004, 5L006, 5M002, 6L005, 6L002, 6M001
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 taught across both semesters.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits. 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.

Academic Support Tutors will provide the guidance throughout your studies to foster the skills of writing, independent thinking, critical analysis and clarity of thought. They will monitor your progress to enhance your employability and graduation. Module leaders will be there to support too, guiding you through the assessments and providing interactive seminars and visits to improve your learning.

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 and property 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.

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 and applied to rural land and property 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.

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.

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.

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.

A variety of student-focused and appropriate assessment methods that are consistent with the learning outcomes are used in the Programme. All 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 development: to their preparedness for the workplace. Different technologies will be used that are relevant to the workplace. This will help the students build their confidence in readiness for when they go into practice.

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	30%	70.00%	0.00%	16.67%	83.33%	0.00%
Year 2	21.28%	52.99%	25.74%*	3.33%	96.67%	0.00%
Year 3	22.33%	77.67%	0.00%	5.00%	94.17%	0.83%

**based on third year electives 6L001 and 6L004*

***placement data includes module 5M001, Industry Engagement (0 credits)*

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 – Industry Engagement (5M001) and Professional Placement Year (PPY)

All RAU degrees, including those with a 52-week Professional Placement Year, feature a 12-week industry placement. Employers have consistently expressed their desire to employ graduates who are able to evidence successful periods of prolonged work experience in relevant positions in agricultural businesses and related allied industries and the ability to reflect on individual skills, their own performance and the decision making and performance of the business.

The ability to reflect on personal and business performance is a key graduate skill required within industry. Many practitioners within the agricultural industry demonstrate their ability to reflect daily on a range of management decisions and business performance but seldom take the time to also reflect on personal performance and career aspirations.

The module enables students to reflect on the skills and experiences they have gained during the time spent in the industry and in higher education.

The 12-week module is assessed through a reflective portfolio of evidence. This module aims to support students to become reflective practitioners in their selected subject area. It builds on the development of knowledge and understanding gained across modules within the applied programme of study to enable the application of theory into practice and reflection of their own and an organisations practices in the workplace.

Students will be required to produce an industry experience portfolio recording progress on your individual role and responsibilities covering 444 hours of work-based engagement. Reflection on personal development should be included within the portfolio and students should draw on knowledge and skills attained throughout their programme of study to help them complete their portfolio. The period of work-based learning will also provide the opportunity for students to critically reflect upon the practical application of knowledge and research gained on their programme of study into a real-world context to enable evaluation of working practices.

The Professional Placement Year is assessed through a reflective portfolio which includes a case study and a professional skill assessment which is undertaken by a nominated supervisor at the placement host organisation.

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 Industry Engagement module and its role in Year 2

The industry engagement 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 their link tutor.

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.

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.

Students are encouraged to keep in touch with their link 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 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

As this programme is accredited by the Royal Institution of Chartered Surveyors, it will equip students with the skills to undertake the wide range of work that characterises the surveying profession.

Assuming that becoming a chartered surveyor is your chosen career path then upon graduation, you will need to find a graduate position to help prepare for the Assessment of Professional Competence (APC), which can only be taken after at least two years in your graduate position.

The University has an excellent employment record supported by its enviable contacts with the rural surveying profession.

As a student, you will have the opportunity to attend regular employer presentations and careers events.

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.

Some of our students choose not to follow a career in surveying. The range of subjects covered by the programme has enabled our graduates to follow many other career options. For example, the army, law and accountancy, as well as the graduate opportunities in industry and business. All options are again supported by the University's excellent networks in related employment fields.

The University's international network of over 15,000 people covering property, agriculture, conservation, equine and the wider world of business, more generally, provides a powerful foundation for our graduates to find employment at graduation or before.

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. ASTs 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 programme 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