

Programme Specification

BSc (Hons) Rural Land Management & BSc (Hons) Rural Land Management with Placement Year

For Students Starting in Year One in Academic Year 2022-23

NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.

The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

William Leschallas - Programme Manager

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BSc (Hons) Rural Land Management v4 March 2022

1. Awarding institution	Royal Agricultural University
2. Teaching institution	Royal Agricultural University
3. School responsible for the programme	School of Real Estate and Land Management
4. Programme Manager	William Leschallas
5. Final award title(s)	BSc (Hons) Rural Land Management BSc (Hons) Rural Land Management with Placement Year
6. Interim Award Titles	N/A
7. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
8. UCAS code(s)	N231
9. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	QAA FHEQ QAA subject benchmark statement: Land, Construction, Real Estate and Surveying http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements Please also refer to the list of other key reference points mentioned under Paragraph 17 Programme Aims and Paragraph 22 Reference Points and Benchmarks, relating to the RAU and RICS
10. Details of accreditation by a professional/statutory 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
11. Mode of delivery	Full-time and part-time learning
12. Language of study	English
13. Academic Board approval date	17 July 2019
14. Validation from	01 September 2020

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15. Valid to	31 August 2025
16. Version	V3 November 2021 Edited in November 2021- Remove 3041 & 3034 and add in 3090 – Forestry etc and 3081 – Consumer behaviour. V4- update to Entry requirements. 07Mar22.

17. Educational aims of the programme

Introduction

This interesting, rewarding and highly regarded programme (sometimes referred to as the D Course) will provide you with an education in Rural Land Management and the disciplines that contribute to it, equipping you for a career in this field. Your programme of study will cover the management of rural land, property and business in the countryside within the context of the relevant national and international legal, institutional and policy framework.

Distinctive features of Rural Land Management at the RAU

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

Consequently the programme has been designed to follow the RICS Requirements and Competencies guide (August 2019) linked to the RICS Pathway Guide for Rural (August 2018) and the RICS Pathway Guide for Land and Resources (August 2018).

As a graduate of the programme you will then 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 is about Knowledge and Awareness, Level 5 is about the Skills Required to Apply the Knowledge and Level 6 is about the Integration of Knowledge and Skills. The Electives in Level 6 give the opportunity to study in relevant areas of interest to the students.

All the modules are led and taught by experienced lecturing staff, the majority of whom are qualified Chartered Surveyors with professional practice experience.

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 Rural 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.

There is a commitment to forming close and supportive staff/ student relationships at all levels of the programme, including assisting you in preparation for the world of work, for example by provision of one-to-one tutorials on completing your curriculum vitae.

The programme has been designed to provide you with:

- a degree meeting the professional requirements of the Royal Institution of Chartered Surveyors (RICS);
- educationally sound and relevant technical content, informed by current and ongoing developments in the land and property profession;
- approaches to teaching, learning and assessment which are varied but well-balanced and relevant to your studies;
- transferable skills, which will be of benefit to you in your academic study, and will assist you in your future career.

Programme aims

The programme aims to:

- Provide students with a sound understanding of the nature, theory and practice of rural land management, with the ability to apply this understanding with a high level of originality, insight and critical discernment;
- Ensure that students understand the economic, social, cultural and environmental impact of the development and management of land and other natural resources;
- Provide students with the skills, knowledge, experience and competence to ensure that they are prepared for a career in rural surveying practice, particularly relating to the RICS 'Rural' and 'Land and Resources' Pathways;
- Enable students to apply effectively, fluently and appropriately, the skills that they have learnt, showing high levels of insight, initiative, creativity, autonomy and leadership;
- Provide students with a suitable academic foundation for progression to postgraduate studies.

In assessing the Educational Aims of the Programme the following documents have been taken into account:

- RAU Pedagogic Framework 17.10.18
- RAU Teaching Quality Handbook Part 10
- RAU Academic Regulations for Taught Programmes 21.09.18
- RAU Sustainability Literacy
- QAA Subject & Benchmark Statement – Land, Construction, Real Estate & Surveying October 2016
- RICS Requirements and Competencies Guide August 2018
- RICS Pathway Guides - Rural (August 2018) and Land and Resources (August 2019)
- RICS Global Accreditation Policy and Processes – January 2019

18. Learning Outcomes of the Programme	
Learning Outcomes	Teaching, learning and assessment strategies
A. Knowledge and understanding	
<p>A knowledge and understanding of:</p> <ul style="list-style-type: none"> • the relevance and application of the subject; • the key concepts, principles and practice influencing activities in rural land and property management; • the context, both national and international, in which rural surveying operates; • the development of integrated, multidisciplinary and interdisciplinary and inter-professional approaches linkages and inter-relationships ; • the roles of rural surveyors and other professional advisors; • professional ethics and standards and their impact on professional practice • consideration of rapid and continuing change and development of the subjects and their context 	<p>Teaching Learning methods and assessment strategies</p> <p>These are set out within the Programme Specification/Module Reference sheets and have been mapped as far as is possible (see Paragraphs 27 and 28 below) to the Teaching Learning and Assessment criteria Paragraph 5 within the QAA Subject Benchmark Statement for Land, Construction, Real Estate and Surveying</p>

B. Intellectual, analytical and data interpretation skills	
<p>Knowledge, understanding and development of skills to:</p> <ul style="list-style-type: none"> • critically analyse, synthesise and summarise information from a variety of sources • recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects • collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis • plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition 	<p>Teaching Learning methods and assessment strategies</p> <p>These are set out within the Programme Specification/Module Reference sheets and have been mapped as far as is possible (see Paragraphs 27 and 28 below) to the Teaching Learning and Assessment criteria Paragraph 5 within the QAA Subject Benchmark Statement for Land, Construction, Real Estate and Surveying</p>

<ul style="list-style-type: none"> • apply knowledge and understanding to address multidisciplinary problems within a local and global context • demonstrate creativity and innovation • 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 • make well considered decisions in complex and unpredictable contexts • understand the importance of academic and professional integrity. 	
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C. Practical / professional skills	
<p>Skills to:</p> <ul style="list-style-type: none"> • 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; • contribute to the debate about contemporary rural land management issues; • acquire technical skills to operate effectively in a professional capacity; • 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; • write for a variety of audiences, including the preparation of papers, letters and reports • acquire programme-specific practical and professional competencies 	<p>Teaching Learning methods and assessment strategies</p> <p>These are set out within the Programme Specification/Module Reference sheets and have been mapped as far as is possible (see Paragraphs 27 and 28 below) to the Teaching Learning and Assessment criteria Paragraph 5 within the QAA Subject Benchmark Statement for Land, Construction, Real Estate and Surveying</p>

<ul style="list-style-type: none"> • appreciate and analyse financial and other management information and use it in decision making 	
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D. Transferable skills	
<p>Skills to:</p> <p>Communication Skills</p> <ul style="list-style-type: none"> • listen and observe attentively, record, evaluate and respond and/or communicate using a wide variety of information sources for example electronic, textual, numerical, verbal, visual/graphical, digital and practical field (site and building) survey based • communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences using a range of formats and employing appropriate scientific and/or professional discipline specific language • contribute constructively to group discussions • consider, appreciate, evaluate and respect the views of others <p>Digital Literacy</p> <ul style="list-style-type: none"> • use the internet in a context which recognises its limitations as a means of communication and a source of information • demonstrate competence in the use of electronic information handling and data processing and analysis software and applications through the use of digital information systems (for example BIM and GIS) • use a range of IT platforms and social media to communicate information to a range of audiences effectively • demonstrate an awareness of legal, effective and safe use of digital and social media • use and interpret digital data and information to inform decision making 	<p>Teaching Learning methods and strategies</p> <p>These are set out within the Programme Specification/Module Reference sheets and have been mapped as far as is possible (see Paragraphs 27 and 28 below) to the Teaching Learning and Assessment criteria Paragraph 5 within the QAA Subject Benchmark Statement for Land, Construction, Real Estate and Surveying</p>

Self-Management and Professional Development Skills

- develop the skills necessary for self-managed lifelong learning and engagement including for example client care, conflict avoidance, management and dispute resolution procedures, working independently, showing initiative and motivation, effective time management, organisational and negotiation skills
- appreciate the need for professional codes of conduct where applicable
- recognise the moral, ethical, social and equality and inclusion issues related to the programme
- assume responsibility for their own actions
- identify and work towards targets for personal, academic and career development
- develop an adaptable and flexible approach to study and work
- demonstrate the competence, behaviour and attitude required in academic and professional working life, including initiative, reflection, leadership, resilience and team skills
- behave in an ethical and responsible manner to ensure the rights of others and the wider environment are respected and protected
- understand the importance of academic, professional and research integrity.

19. Assessment Map

Level	Core Module	Coursework %	Written exam %	Practical assessment %
4	1014	50%	50%	n/a
4	1015	50%	50%	n/a
4	1016	In class tests 40%	60%	n/a
4	1033	60% case study + 40% essay	n/a	n/a
4	1044	Team 40% + Team 40% (2 separate exercises)	20%	n/a
4	1320	100%	n/a	n/a
4	1400	75% portfolio + 25% reflection	n/a	n/a
4	1321	50%	50%	n/a
5	2030	50%	50%	n/a
5	2037	60%	40%	n/a
5	2066	60%	40%	n/a
5	2334	50%	50%	n/a
5	2333	100%	n/a	n/a
5	2335	50%	50%	n/a
5	2336	Group 40% and individual 60% coursework	n/a	n/a
5	2337	50%	50%	n/a
5	PPY			
Core modules:				
6	3005	100%		n/a
6	3033	60% Scheduled in-class mini tests	40%	n/a
6	3300	100%	n/a	n/a
6	3244	80% report + 20% reflection	n/a	n/a
6	3245	Group Case Study 50% Individual Essay 50%	n/a	n/a
Electives:				
6	3007	60%	40%	n/a
6	3215	70% Report 30% MP3 Viva	n/a	n/a
6	3246	70% Report 30% Reflection	n/a	n/a
6	3090	60% Report	40%	n/a
6	3081	60% Essay 40% Poster	n/a	n/a

6	3080	100% Portfolio of entire course	n/a	n/a
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20. Programme structure

Student workload

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; 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.

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) you 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 are also 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. You will also choose two further modules from a range of elective subjects to complement your specialist area of interest.

The option with Foundation Year is normally four years of duration of full-time study and the option with 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 you to acquire and develop knowledge and understanding of the subject, intellectual/ thinking, practical/ professional and key transferable skills at three levels. As you progress through the levels of the programme you

will be encouraged to expand your 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 you learn to integrate the subject matter studied in different modules. Your learning is helped through case studies supplied by practicing surveyors from their own portfolios of work.

This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook, the Equality Act 2010. However, 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 Placement Year students are also required to undertake a 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.

Teaching and learning

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.

Farm, estate and other site visits

A wide variety of study/ site visits are undertaken to local farms, properties and rural estates where owners, occupiers and their professional advisors/ managers provide invaluable insights into contemporary issues arising in the profession of rural land management.

In addition, you will visit the University's own arable and livestock farms and attend briefings by the University's Farm Director, which will provide opportunities to supplement your academic studies with practical demonstrations of a range of farm enterprises, both conventional and organic, together with conservation principles and other property management issues.

Guest/Visiting speakers

Leading professional practices offer support to your programme through the provision of experts who regularly visit the University to provide a contemporary practical framework against which you can reflect your theoretical studies.

Case studies

Your coursework will often be based on case studies which will, again, help you to see practical application of the subjects you are studying. This culminates during the final year of the programme in the module Rural Professional Practice during which case studies are supplied by practicing surveyors from their own existing portfolios of work.

Assessment methods

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 you to demonstrate your achievements and understanding of issues to the highest level, along with your ability to use specialist study as well as other key skills acquired during your academic studies. You will experience a good balance between formal assessment activities, for example, essays, examinations, multiple-choice tests, oral presentations, group or individual reports, alongside non-assessed tasks and experiences which together contribute to your 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 you and the 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.

Marking Criteria and Assessment Regulations

The RAU marking criteria for coursework and examinations and the regulations for assessment and progression are available on the University VLE, Gateway, via the Student One Stop Shop.

Career Prospects

Your studies will equip you 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.

Methods for evaluating and improving the quality and standards of teaching and learning

The Programme Management Group undertake a range of activities to ensure the quality and standards relating to the teaching, learning, assessment, and outcome standards are continually reviewed and improved. Mechanisms for review and evaluation of the programme include:

- Preparation of annual module reviews by module leaders to identify areas of good practice and consider further development of each module in the programme.
- Regular Programme Management Group meetings.
- Submission of annual reports by External Examiners, commenting on the quality and standards of the programme.
- Preparation of an annual programme report by the Programme Manager, which is approved by the Head of the School of RELM and considered by the University Academic Quality and Standards Committee.
- Periodic review and revalidation of the programme on a five year cycle, involving external panel members.
- Regular partnership meetings with the RICS.

Committees with responsibility for monitoring and evaluating quality and standards:

- Programme Committee (including student representation).
- University Academic Quality and Standards Committee (AQSC).
- University Examination Boards (to consider marks, progression and awards).

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student representation at the Programme Committee.
- Student feedback on modules and programme.

Staff development priorities include:

- Institutional staff development courses.
- Attainment by all staff of formal teaching qualification

Stakeholder feedback

Feedback from existing and past students, employers, External Examiners and the School of RELM Advisory Board is regularly received and considered in the annual and periodic review process.

STUDENT SUPPORT

Academic support for you and your learning will be provided by a dedicated programme team, which comprises, the Programme Manager and a Year Tutor for Level 4,5 and 6.

In addition, your learning will be supported by:

- an induction programme when you join University which will introduce your programme of study and the study skills you need to complete it successfully;
- the RAU Student Handbook
- module handbooks (either a separate document or through information provided on Gateway) describing in detail the teaching programme for each module you study;
- extensive library and other learning resources, including study skills packages;
- a personal tutor, whose role is to assist you with the progress of your academic studies as well as advise on pastoral care issues;
- student email and open and personal access to academic staff, including the Programme Manager;
- access to a Student Support Services Manager, Student Welfare Officer (who can provide counselling on personal problems) and the University health centre;
- access to a Disability Officer, who provides assistance and guidance on teaching and learning support for students with dyslexia (or other forms of specific learning difficulties) and other disabilities, including a dyslexia specialist to help you develop your learning skills.

A detailed programme structure table is given below, outlining the study levels modules and associated credits, and interim and final awards.

Level 4 (Theme = Knowledge and Awareness) - Certificate of Higher Education

Modules	Sem*	ML	Progs
1014 Building Technology	2	DH	RE + RLM
1015 Law 1 – pre-requisite to Law 2	2	JH	RE + RLM
1016 Valuation 1 – pre-requisite to Valuation 2	1	MS	RE + RLM
1033 Business Finance	1	KC	RE + RLM +Others
1320 Fundamentals of Land and Property	1	KF	RE + RLM
1044 Agriculture for Land Management	2	MG	RLM
1400 Developing Academic Skills	1	SM	All progs

1321 Land and Property Economics	2	AB	RE + RLM
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Level 5 (Theme = Skills to Apply Knowledge) - Diploma of Higher Education

Modules	Sem*	ML	Progs
2334 Surveying, inspection and measurement	1	DH	RE + RLM
2030 Law 2	1 and 2	PS	RE + RLM
2333 Planning Law and Practice	2	WL	RE + RLM
2037 Valuation 2	1 and 2	JH	RE + RLM
2066 Business, Property Finance and Taxation	2	PS	RE + RLM
2335 Forestry, Land and Resources	2	KF	RLM
2336 Agricultural Systems and Buildings	1	SS	RLM
2337 Personal and Professional Development Skills and Employability	1	NM	RE + RLM

PPY - Optional Placement Year

If you are enrolled on the BSc (Hons) Agriculture with Professional Placement Year then you will undertake your placement year between years 2 and 4 of your programme. You will complete Years 1 and 2, complete the placement year and then return for your final year of the programme. For further details about the Placement Year please see module PPY

Level 6 (Theme = Integration of Knowledge and Skills) - BSc (Hons) Rural Land Management

Core Modules	Sem*	ML	Progs
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3300 30 credit Research Project/Dissertation	1 and 2	MMC	RE + RLM
3005 Contemporary Issues in Rural Land Management	1	KF	RLM
3033 Agricultural Law and Valuation	2	SS	RLM
3244 Estate Business Management & Diversification	1	WL	RLM
3245 Infrastructure and Compulsory Purchase	2	NM	RLM

*Indicative only

Level 6 Electives

Elective Modules	Sem	ML
3007 Commercial Property Management	1	PS
3215 Advanced Residential Agency	2	MS
3246 Development and Development Appraisal	2	MS
3080 Heritage Property	1	AD
3090 Forestry and Woodland Management	1	DL
3081 Consumer Behaviour	2	BH

21. Work-based learning

All students are required to complete a minimum of 70 hours of work experience in an environment consistent with the practice of rural land management. Students will be encouraged to undertake this element of the programme in their second summer vacation, and will be required to keep a log of their work experience and to prepare a reflective practice report that will be assessed as part of the new Level 6 Estate Business Management & Diversification module.

22. Reference Points and benchmarks

In assessing the Educational Aims of the Programme the following documents have been taken into account:

- RAU Pedagogic Framework 17.10.18
- RAU Teaching Quality Handbook Part 10
- RAU Academic Regulations for Taught Programmes 21.09.18
- RAU Sustainability Literacy
- QAA Subject & Benchmark Statement – Land, Construction, Real Estate & Surveying October 2016
- RICS Requirements and Competencies Guide August 2018
- RICS Pathway Guides - Rural (August 2018) and Land and Resources (August 2019)
- RICS Global Accreditation Policy and Processes – January 2019

23. Entry Criteria where these differ from the RAU standard

You will need to satisfy the general admissions requirements of the Royal Agricultural University- A Level: (Example grades BCC) – minimum of 104 UCAS tariff points from three A Levels or equivalent qualifications.

The University and the Programme Manager welcome and are happy to consider applications from students with vocational or other qualifications, including those from overseas, based on their individual merit. The decision about entry is at the discretion of the RAU and Programme manager where the normal UCAS tariff points have not been achieved.

Accreditation of prior learning

Admission with exemptions for accreditation of prior learning may be possible. This will be based on submission of a portfolio of evidence of previous study in a directly relevant subject area, demonstrating that equivalent module learning outcomes at the appropriate level have been achieved.

Pre-University work experience

Although not a pre-condition for entry, you are encouraged to undertake some practical farming experience and professional work experience with a rural surveyor before embarking on your programme of study, perhaps during a gap year. A close understanding of agriculture, from the perspective of a farmer, is fundamental to a future career as an adviser on rural property matters. The Programme Manager will be happy to provide further guidance to you about the type of work experience that would be particularly suitable for your individual circumstances

24. Module reference sheets

The Modules are listed above and the Reference Sheets are attached.

25. Curriculum map Level 4 and 5																			
	Module Title	1014	1015	1016	1033	1044	1320	1400	1321		2030	2037	2066	2334	2333	2335	2336	2337	PPY
A) Knowledge and understanding of:																			
A1 the relevance and application of the subject		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
A2 the key concepts, principles and practice influencing activities in rural land and property management		x			x	x	x						x	x	x	x	x	x	
A3 the context, both national and international, in which rural surveying operates									x							x	x	x	
A4 the development of integrated, multidisciplinary and interdisciplinary and inter-professional approaches linkages and inter-relationships				x							x		x		x	x		x	
A5 the roles of rural surveyors and other professional advisors							x						x					x	
A6 professional ethics and standards and their impact on professional practice		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
A7 consideration of rapid and continuing change and development of the subjects and their context		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	

B) Intellectual Skills:																			
B1 critically analyse, synthesise and summarise information from a variety of sources		x	x	x	x	x		x	x		x	x	x	x	x		x		x
B2 recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects					x			x					x					x	
B3 collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis			x	x	x	x	x	X			x	x	x		x		x		x
B4 plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition																			x
B5 apply knowledge and understanding to address multidisciplinary problems within a local and global context			x	x							x	x			x	x	x		
B6 demonstrate creativity and innovation							x								x			x	x
B7 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																			
B8 make well considered decisions in complex and unpredictable contexts		x	x	x		x					x	x	x	x	x	x	x	x	
B9 understand the importance of academic and professional integrity		x	x	x			x		x		x	x	x	x	x	x	x	x	

C) Subject/Professional/ Practical Skills:																				
C1 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			x	x								x	x	x	x	x		x		
C2 contribute to the debate about contemporary rural land management issues;						x	x	x											x	
C3 acquire technical skills to operate effectively in a professional capacity		x	x	x		x	x		x			x	x	x	x	x	x	x		
C4 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		x	x				x					x	x			x	x	x	x	x
C5 write for a variety of audiences, including the preparation of papers, letters and reports		x	x	x	x		x	x	x			x	x	x	x	x	x	x		
C6 acquire programme-specific practical and professional competencies		x	x	x	x	x	x	x	x			x	x	x	x	x	x	x		
C7 appreciate and analyse financial and other management information and use it in decision making					x	x			x				x			x	x			

D) Transferable Skills and Other Attributes:																				
D1 Communication Skills		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
D2 Digital Literacy		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
D3 Interpersonal and Teamwork Skills		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		
D4 Self-Management and Professional Development Skills		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	

26. Curriculum map Level 6																				
	Module Title	3005	3033	3300	3224	3245		Electives	Electives											
A) Knowledge and understanding of:																				
A1 the relevance and application of the subject		x	x	x	x	x														
A2 the key concepts, principles and practice influencing activities in rural land and property management		X	x		x															
A3 the context, both national and international, in which rural surveying operates		x																		
A4 the development of integrated, multidisciplinary and interdisciplinary and inter-professional approaches linkages and inter-relationships			x		x	x														

A5 the roles of rural surveyors and other professional advisors					x	x													
A6 professional ethics and standards and their impact on professional practice		x	x		x	x													
A7 consideration of rapid and continuing change and development of the subjects and their context		x	x		x	x													
B) Intellectual Skills:																			
B1 critically analyse, synthesise and summarise information from a variety of sources		x	X	x	x	x													
B2 recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects				x															
B3 collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis			x	x	x	x													
B4 plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition				x															
B5 apply knowledge and understanding to address multidisciplinary problems within a local and global context		x	x	x	x	x													
B6 demonstrate creativity and innovation		x		x	x	x													
B7 demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those				x		x													

based on opinion and not supported by sound evidence																				
B8 make well considered decisions in complex and unpredictable contexts		x	x	x	x	x														
B9 understand the importance of academic and professional integrity		x	x	x	x	x														
C) Subject/Professional/Practical Skills:																				
C1 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			x		x	x														
C2 contribute to the debate about contemporary rural land management issues;		x				x														
C3 acquire technical skills to operate effectively in a professional capacity			x		x	x														
C4 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			x		x	x														
C5 write for a variety of audiences, including the			x		x	x														

preparation of papers, letters and reports																				
C6 acquire programme-specific practical and professional competencies			x		x	x														
C7 appreciate and analyse financial and other management information and use it in decision making						x														
D) Transferable Skills and Other Attributes:																				
D1 Communication Skills		x	x	x	x	x														
D2 Digital Literacy		x	x	x	x	x														
D3 Interpersonal and Teamwork Skills		x	x	x	x	x														
D4 Self-Management and Professional Development Skills		x	x	x	x	x														

27. Teaching, learning and assessment map Level 4 and 5

	Module Title	1014	1015	1016	1033	1044	1320	1400	1321		2030	2037	2066	2334	2333	2335	2336	2337				
Teaching and Learning																						
Lectures		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			
Tutorials & Seminars		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			
Student-led seminars																						
Specialist external lectures				x							x	x			x							
Practical classes in and outside laboratory studios and specialist facilities					x	x																
Literature based research		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			
e-learning technologies including the use of virtual learning environments																						
Case studies		x		x							x	x										
Problem solving	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			
Problem based learning	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			
working in multidisciplinary groups and interdisciplinary teams																			x			

on realistic/live projects with external organisations																				
other exercises which require students to integrate information and techniques				X															X	
Directed self-study		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Residential field trips																				
International perspectives and experiences for example study trips																				
Visits to commercial and industrial businesses, consumer organisations, public services, policy making bodies and research organisations						X					X		X	X	X	X				
opportunities for work experience including construction site experience, for example a managed placement, internships or work-based or work-related learning.																				

Assessment																		
Written examinations including:																		
Unseen written examinations		x	x	x		x			x		x		x	x	x		x	
Open book examinations																		
Seen examination papers										x								
Structured examinations such as multiple choice												x						
Coursework assessment including:																		
Essays					x													
online and class test assessments (including multiple choice, short answer tests)				x														
Case studies and open problems										x	x	x					x	
Projects (individual/or/and group)		x	x			x			x				x	x	x		x	
Debates, discussions and oral tests																		
Group and individual presentations							x	video										
Laboratory reports																		

Practical classes in and outside laboratory studios and specialist facilities																			
Literature based research		x	x	x	x	x													
e-learning technologies including the use of virtual learning environments					x														
Case studies			x	x	x	x													
Problem solving			x	x	x	x													
Problem based learning			x	x	x	x													
working in multidisciplinary groups and interdisciplinary teams on realistic/live projects with external organisations						x													
other exercises which require students to integrate information and techniques		x		x	x	x													
Directed self-study		x	x	x	x	x													
Residential field trips																			
International perspectives and experiences for example study trips		x																	
Visits to farms, estates, commercial and industrial businesses, consumer organisations, public			x		x	x													

services, policy making bodies and research organisations																				
opportunities for work experience including construction site experience, for example a managed placement, internships or work-based or work-related learning.					X															
Assessment																				
Written examinations including:																				
Unseen written examinations			X																	
Open book examinations																				
Seen examination papers																				
Structured examinations such as multiple choice																				
Coursework assessment including:																				
Essays						X														
online and class test assessments (including multiple choice, short answer tests)																				

Case studies and open problems						X													
Projects (individual or/and group)		X	X		X														
Debates, discussions and oral tests																			
Group and individual presentations																			
Laboratory reports																			
Practical assessments (including surveying-based assessment)					X														
Dissertations, and extended or capstone projects				X															
Portfolios																			
Posters																			