Royal Agricultural University

Programme Specification

BSc (Hons) Agriculture

For Students Starting in Year One in Academic Year 2019-20

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.

Chris Brough - Programme Manager

1.	Awarding Institution	Royal Agricultural University
2.	Teaching Institution	Royal Agricultural University
3.	Final Award Title(s)	BSc (Hons) Agriculture
4.	Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 and 6
5.	UCAS Code(s)	D700
6.	Relevant QAA Subject Benchmark Statement(s)	Source: Benchmark statement for Agriculture, horticulture, forestry, food and consumer science http://www.qaa.ac.uk/academicinfrastructure/benchmark/ honours/agriculture09.pdf
7.	Details of accreditation by a professional/statutory body	N/A
8.	Mode of study	Full-time
9.	Language of study	English
10.	Date of production/revision	March 2019 (last edited 26/09/2019)
11.	Educational Aims of the Programme	

The programme aims and intended learning outcomes are in line with the reference points of Part A, Chapter A1 of the UK Quality Code containing the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) for setting the standards of the programme.

The programme and its essential key skills, knowledge and understanding are supported by the QAA Subject Benchmark Statements for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (July 2016), and also Biosciences (November 2015).

This programme is aligned with The Skills Strategy for agriculture and horticulture: Towards a New Professionalism which was commissioned by the AgriSkills Forum and developed by Lantra, NFU and Landex in 2010.

At the end of degree students are eligible (subject to academic performance) to apply for BASIS and / or FACTS training and exams.

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

(i)   apply creative, critical and compassionate thinking processes to social and organisational issues.

(ii)   develop communication abilities using people, ideas, texts, media and technology.

(iii)   work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution to the organisation and the wider community.

(iv)   acquire and apply appropriate management, technical and practical skills and knowledge.

(v)   display an ability to reflect on and learn from one's own experiences.

(vi)   recognise and accept continuing learning as being central to one's capacity to realise potential.

(vii)   develop, express and be able to defend personal values, beliefs and ethics.

(viii) hold a perspective which acknowledges local, national and international issues.

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

In relation to the above general capability statements, the BSc Honours in Agriculture aims to:

(a) To provide students with an opportunity to develop specialised knowledge and understanding of biological and earth sciences directly relevant to production based agricultural systems and applied to problem based scenarios within a technical and enterprise based agricultural environment

(b) To enable students to develop a wide knowledge and understanding of scientific, technical and economic principles and specialisms to further develop critical learning and transferable skills to prepare the learner for professional development, graduate employment or further study and make immediate contribution to the agricultural sector.

(c) To provide the opportunity for the individual study of a particular interest and for self-expression through the Honours research project and gain confidence and clarity in the expression of their own critical and analytical academic skills and professional opinions

(d) To enhance the learner's interpersonal qualities, skills and practice; the key skills required for both autonomous practice and team participation in working life

11. Intended Learning Outcomes

Teaching and Learning strategy (for full details of the assessment map and type please see Appendices 1 and 2):

Knowledge and Understanding

Knowledge and understanding will be acquired through lectures, seminars, visits, guided independent reading and specific group work. This is tested through a variety of assessment mechanisms such as practical workshops (e.g.1006, 1005, 2093, 3300 [diss]), problem based learning using live case studies from our farms and network (e.g. 1054, 2222, 3205), scenario based tasks that test theories and solutions under differing circumstances, exams, and through looking at historic case studies to identify lessons learnt. Tutorials feature heavily as a teaching and learning approach, such as in 1005, 1052, 2222 3205, and 3300. Assessments will be through examinations and coursework, including portfolio building for the industrial work placement, laboratory reports, presentations and completion of the dissertation research project and integrated farm management exercise.

Intellectual Skills

Intellectual skills are developed both through the delivery of dedicated contextualised modules and via the embedding of the skills in the topical modules. An Academic Skills module has been introduced into Level 4 to assist in the development of the core academic skills students require to succeed in higher education, and these are further developed at Level 5. They are practiced, assessed formatively and used within summative assessments. For example critical analysis and evaluation skills feature as a key element of Level 6 assessment but they are developed through the use of staged assessments throughout Levels 4 and level 5. Argument construction, evidence use and reasoning skills are central to this.

Professional Practical Skills

Each module involves opportunities for interactive discussion on key subject topics and incorporate a degree of technology and digital platforms to assist in this. Students are explicitly trained in digital skills through 1400[*developing academic skills*] and 2316[*personal and professional development skills*] and are embedded and used in other modules (for example 1003, 1052, 2004, 2093, 2317[*Industry placement*] and 3205). Live farm management scenarios allow for the development of strong collaborative and communication skills, along with problem solving and analytical skills to be assessed through coursework, orals and written examinations and through modules 2222, 2004, 2236, 2093, 3013, 3205, 3094 and 3300. In addition to formative opportunities for group working, summative group assessment opportunities occur in the core modules 1053, 2316 [*Personal and Professional*

Development Skills], 2222, and 3205. Practical skills are assessed via examinations, coursework, practical competency tests, placement opportunities (for example modules 1005, 1006, 1003, 1052, 2317 [*Industry placement*], 2222, 3209, 3205, 3094 and 3300.

Transferable Skills

Transferable skills such as communication, professionalism, resilience, collaboration and independence are fostered throughout the programme. Opportunities for development occur both formally and informally and formative feedback is given so that students can reflect on their personal skills before summative assessment takes place. The majority of these skills are assessed through the placement modules as students put their learning into practice and then reflect on their progress, however aspects of them are also tested mainly at Level 6 via coursework, particularly those with a peer or self- assessment element (3237, 3239, 3006, 3020, 3034, 3084).

Programme Intended Learning Outcomes

i. Knowledge and Understanding

A1   Underlying scientific principles of biological and earth science applied to crop and livestock production systems.
A2   Management of crop and livestock production systems from a sustainable soil and environmental context
A3   Global production systems and their relevance to world food supply
A4   Management of agricultural buildings and farm machinery
A5   Rural policy and socio-economic factors affecting agriculture production
A6   Land, woodland and environmental management
A7   Agricultural enterprise, financial and human resource management
A8   Agricultural marketing
A9   Current developments in world agriculture

Knowledge and understanding is acquired through lectures, tutorials, seminars, laboratory practicals and industry visits as well as guided independent study. It is assessed by a combination of coursework and seen/unseen examinations.

ii. Intellectual Skills

B1   Application of subject-specific theories, paradigms, concepts and principles within learning and assessment environments.
B2   Critical evaluation of appropriate literature sources to inform study
B3   Information synthesis from a number of sources in order to gain a coherent understanding
B4   Identification of, and finding solutions to, problems
B5   Development and validation of hypotheses
B6   Demonstration of independence of mind and thought

Intellectual skills are acquired through the teaching and learning programme based on progress through the three years of study. Analysis, evaluation and synthesis skills are acquired through problem and experiential based coursework and seminars, culminating in the production of the honours dissertation. These skills are assessed by unseen examination, case study type coursework and the dissertation.

iii. Practical / Professional Skills

C1   Planning and completing an independent research project
C2   Establishing relationships and communicating effectively within the agricultural industry
C3   Drawing up management plans utilising information from a wide variety of sources
C4   Applying initiative and taking on responsibility in a practical working situation
C5   Critically evaluating verbal & written communications from a variety of sources to inform decision making

Professional skills are acquired during the 6 months work experience programme, the production of the dissertation and integrated farm project and through seminars and tutorials.

iv. Transferable Skills

D1   Communicating clearly and effectively
D2   Critically evaluating one's own academic and practical work
D3   Developing numerical skills
D4   Developing skills in time management and prioritisation of work
D5   Developing information management skills including IT
D6   Career planning
D7   Developing & maintaining good working relationships with others

Transferable skills are acquired in a progressive and integrated way throughout the whole course programme.

See appendix 2 for amended curriculum matrix

12. Programme Structure and requirements

The programme is of three years' duration of full time study (30 weeks per year for years 1 and 3 split across two semesters). Year 2 includes a compulsory industrial placement period of 15 weeks following completion of the Easter Term assessments. Students have the option to take a placement year between the years 2 and 3. The programme consists of a specific group of core modules with the opportunity for students to choose one of two electives in the second year and up to three electives in the final year.

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. 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 timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 25 weeks of the year. 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.

For the award of BSc (Hons) a total of 360 credits must be gained with 120 at level 4 (first year), 120 at level 5 (second year) and 120 at level 6 (third year).
Should a student exit after completion of Year 1 they would be eligible for a Certificate of Higher Education with the accumulation of 120 level 4 credits.
Should a student exit after completion of Year 2 they would be eligible for a Diploma of Higher Education with the accumulation of 120 level 4 credits and 120 level 5 credits; 240 in total.

A Curriculum and Assessment Map is included as an **Appendix 2** to this Specification. It attempts to indicate to a student where the list of outcomes in **Section 11** are assessed and evaluated.

Modules outlined in appendix 1 can be found on the website https://www.rau.ac.uk/about/organisation/public-information/academic-policies/module-details these indicate module leaders, contact hours, pre-requisites and co-requisites, module content, module outcomes, assessment details and suggested reading lists.

They **do not** give a detailed analysis of individual lecture schedules, nor do they give details of coursework hand-in dates or dates of examinations. This information (except for examination dates) can be found in the module handbook which is given to students, or is available to them on the relevant Gateway page, at the start of each module. A more comprehensive reading list is also included in each module handbook, as are details of coursework required. Examination dates are published by the Examinations Officer on Gateway and student notice-boards as the exam periods approach.

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 develop throughout the year in readiness for any end-of-module examinations.

The modular structure over the 3 years is shown in **Appendix 1.** The availability of electives to individual students will be dependent on timetabling considerations and on sufficient students electing to take part.

13. Student support services

The Programme Management Group is as follows
Programme Manager: Chris Brough Christopher.Brough@rau.ac.uk (Office room 23 Frank Garner lecture Block)
Industrial Placement Co-ordinator: Chris Brough (Office location room 23 Frank Garner lecture Block)
Dissertation coordinator – Professor David Main David.Main@rau.ac.uk

To assist with the transition into academic life at the RAU, the following is available to all students:
a) Induction programme for orientation and introduction of study skills.
b) Student Handbook (available at the Student One-Stop Shop on Gateway).
c) Online (Gateway) module information and lecture notes.
d) Module Handbooks (these are given to students at the start of each module).
e) Study Skills packages.
f) Library and other learning resources.
g) Email and internet facilities.

In addition to the programme manager and team, students also have access to the following people should they require advice, guidance or assistance of any nature:
a) Student Personal Tutor (to advise on personal and pastoral issues).
b) Module leaders and subject tutors for advice on specific modules.
c) Registry and accounts staff in offices in the main administration corridor.
d) Teaching and Learning Support Services, located in Cedar Lodge.
e) The Student Liaison Officer, whose office is located near to the Tithe Barn.
f) Student counsellor and access to confidential counselling services.

Details of all support services are available from the University website.

14. Criteria for admissions

Candidates must be able to satisfy the general admissions requirements of the Royal Agricultural University in one of the following ways:

<u>School or University Leavers:</u>
A Level: BCC – min.104 UCAS Tariff points (to include at least three A Level passes – Preferably one science or technology subject. For Science subject: Pass in practical element is not required. General Studies & Critical Thinking are not included in the academic offer.)

BTEC level 3 qualifications accepted are:
Extended Diploma (18 Units) and
Combinations of Diploma (12 units) and Subsidiary Diploma (6 Units)
A 9-unit Diploma will be accepted where combined with another 9-unit Diploma or a Diploma or 2 Subsidiary Diplomas
Combinations of level 3 BTEC qualifications must always be equivalent to at least 18 Level 3 units and include at least three 6-unit (or greater) qualifications.

City & Guilds Level 3 Land Based Services
Grade profile: Distinction (Extended Diploma) / Distinction (Diploma) –Distinction (Subsidiary Diploma)/ Distinction (in 3 Subsidiary Diplomas)

NPTC qualifications accepted are:
Extended Diploma
Combinations of Diploma (12 units) and Subsidiary Diploma (6 Units)
A 9-unit Diploma will be accepted where combined with another 9-unit Diploma or a Diploma or 2 Subsidiary Diplomas

Combinations of level 3 NPTC qualifications must always be equivalent to at least 18 Level 3 units and include at least three min 6-unit qualifications.

Scottish Highers
Grade profile: BCCCC
Six subjects to be passed 5 of which must be at Higher level

Irish Leaving Certificate (Higher level)
Grade profile: BCCCC
5 Higher subjects

International Baccalaureate
Achieve IB Diploma with a min. of 26 points overall to include at least 1 Science/tech. subject at Higher Level

European Baccalaureate
Grade profile: 65%+ overall
1 of the elective subjects should be in a Science based subject preferably

Access to Higher Education
Min 21 Level 3 credits @ Distinction and 15 level 3 credits @Merit
Numeracy and Literacy skills @ L2 will be accepted in lieu of GCSE Maths and English Grade C or 4

Advanced Entry – Year 2/3
Foundation Degrees in a cognate discipline -pass
Higher National Diplomas- Merit profile

Other
Candidates with an equivalent standard of education approved by the Royal
Agricultural University.

Consideration of Approved Prior Experiential Learning (APEL) will be given on an
individual basis to mature applicants with experience of agriculture or its related
industries who may lack formal qualifications.

Additional Requirements
Overseas students will require a minimum of level 6 IELTS (British Council Test or
equivalent) to enter year 1. If there is any doubt, students will be required to take the
test and present their results to Admissions.

15. Teaching, learning and assessment

This programme is inclusive of disabled people (e.g. hearing impaired, vision
impaired, speech impaired, dyslexic and mobility impaired) with particular regard to
teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of
the University's Teaching Quality Handbook and the Equality Act 2010. Students are
encouraged to disclose any impairment to the Disability Officer so that the
appropriate support can be provided. Students have the right to request that the
nature of their impairment be treated as confidential.

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

Lectures

The purpose of lectures is to interest students in a particular subject matter in order
that they can research it further. Often they present key theories, concepts or
approaches that are explained and explored during the session. Lectures are
normally presented to a large group of students (often all the students on the same
year of a programme). Usually students listen and take notes for most of the session,
as the organisation of these sessions, combined with the numbers attending, does
not lend itself to generalised debate. There may be question times offered at various
intervals. Often the lecture will end by presenting a problem, question or scenario for
students to consider and research in the time between the lecture and the follow up
seminar/tutorial.

Lectures can be helpful to study by
☐ Stimulating interest in the subject matter
☐ Giving information

☐ Offering different perspectives on a subject
☐ Explaining difficult concepts and theories
☐ Showing students how to deepen their knowledge
☐ Providing an opportunity to listen to specialist guest lecturers

Seminars & Tutorials

Seminars (presentations, discussion and problem based activities) and tutorials (informal tutor sessions) should be primarily interactive and students gain the best experience only if they put in some preparatory work. They provide an opportunity for students to discuss topics with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of an academic.

Seminars and tutorials can be helpful to study by:
☐ Offering the chance for students to express their views.
☐ Allowing academic interaction.
☐ Giving students valuable practice in making presentations.
☐ Facilitating discussions.
☐ Encouraging structured research.
☐ Sharing and diversification of information and experience.
☐ Introducing group work.

Practical Activity

Student practical activity, visits and demonstrations will take a variety of forms on farms, at agricultural businesses and in laboratories. They form an important part of overall programme provision and help to reinforce and apply the subject principles received in the lecture room.

Dissertation (Honours Research Project)

A dissertation is a formal, structured document, based on some form of original research project. This may be in the form of an experiment, a survey, a literature review etc. Students are expected to develop and demonstrate their research skills and critical ability through the medium of this piece of work. The main purpose of the dissertation is to demonstrate the application of knowledge gained in the taught element of the programme and to show that a research topic can be handled with the right level of academic competence.

The dissertation may take a variety of forms, depending on the interests and abilities of the individual student and the particular requirements of the study agreed with the project supervisor. **This subject must be related to the programme pathway of study in order that the desired pathway titled degree can be awarded.**

The Honours Research Project is used as a vehicle for encouraging individual student efforts and expression. A maximum length of 16,000 words is required for an undergraduate dissertation. Whilst there is no minimum length requirement, students are advised to aim for a dissertation length of between 10,000 and 12,000 words.

If students wish to withdraw from the dissertation and work towards an Ordinary BSc degree instead of honours, they should inform Registry within the first 4 weeks of commencing the final year of study to ensure they are removed from the relevant module lists. Failure to do so will mean we will have to include a mark for the module in the final module transcript, even if it is a zero for non-completion or withdrawal at a later date.

Directed and private study

Students are expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the University library is very important for the effective use of private study time. The library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

16. Work-based learning

Industrial Work Placement
In the second year, students must choose to undertake either a 15 week (minimum) industrial placement, between the start of the Easter break and the end of the summer break OR they may choose to take a whole year placement in a relevant business. **The type and nature of industrial placement must be related to the programme pathway of study, to achieve and be awarded the desired pathway titled degree.**

These opportunities are viewed very favourably by potential employers and provide students with the chance to experience real organisational life at first hand. Students are encouraged to choose wide ranging possibilities of types of organisation both in the UK and abroad.

The industrial placement co-ordinator will be pleased to talk with you about possible placements at any time. It is important that students start thinking about the placement in good time in order to arrange the best possible opportunity for themselves. Many of the professional, practical and transferable skills can be acquired during the work placement period.

17. Quality Assurance Procedures

The procedures and regulations in place at the University are described in the Student Handbook. Students are urged to read the Handbook and be aware of its contents.

Each programme will elect a representative to sit on the Programme Committee, at which issues pertinent to the programme can be raised with the Programme Manager, the Year Managers, Module Leaders and Head of School. This Committee

will meet at least twice each year. More immediate issues can be raised directly with the Programme Manager or Year Managers as they arise.

Annual online student satisfaction surveys are carried out for all students on the programme, and for a proportion of the individual modules studied. This information, together with the minutes of the Programme Committee meetings and External Examiner reports, are used as the basis for compiling the Annual Programme Manager's Report. This Report, approved by the Head of School, is submitted to the Academic Quality and Standards Committee by the Programme Manager, and subsequently it is made available to all students and staff.

18. Marking Guides and Assessment Regulations

Full marking guidelines, assessment details and University Regulations can be found on the university website. Each module is assessed by one or more pieces of coursework and / or examinations. Full details are given on individual module sheets, available on the University website. To gain credits for a module, the student must average at least 40% in the assessments for that module.

Examinations take place in both the spring and summer terms and students must ensure that they are available at these times. Examinations are generally unseen, written papers.

Students are responsible for ensuring that coursework assessments are submitted on time and that coursework is retained for subsequent resubmission as required. Any non-submission or non-attendance should be recorded as zero and a note placed against the individual assessment and against the module in Quercus.

The opportunity to refer (resit an exam or resubmit coursework) will be available to allow students who have failed to reach an overall mark of 40% to re-take or re-submit elements of up to two full modules (examinations and/or coursework assessments). A maximum module mark of 40% is available following referral.

Maximum credits permitted for referral is 50% of registered module credits per academic year for both undergraduate. For students studying part-time, limits will be 50% of registered module credits or a maximum of 30 credits, whichever is the greater.

Please find a summary of the RAU Assessment Regulations effective from 1st October 2018. The updated regulation can be found on the RAU website Student Information – One Stop Shop

Students are assumed 'Fit to sit' their assessments and exams unless they apply for mitigating circumstances and these should be submitted as soon as possible for consideration. Students can either apply for a ten day extension to an assignment, or a deferral of an assessment. When a Mitigating Circumstances form supported by acceptable evidence has been submitted and accepted resits may be taken without prejudice (as if for the first time), so that a mark greater than 40% may be awarded

Full details of the assessment regulations for the University and generic marking guidelines for coursework and examinations can be found on the RAU website.

19. Ownership of programme specification

This document has been agreed by the School of Agriculture, Food and Environment and has been approved through the QA processes of the Royal Agricultural University.

20. Curriculum Map

Please refer to **Appendix 2** for information.

21. Career prospects

This programme provides professional agriculturalists of the future with the specific skills required to achieve these aims. This programme will be particularly attractive to students who wish to pursue a specialist career (e.g. as an agronomist, nutritionist, breeding / health and disease advisor, enterprise or unit operator in agricultural on production based enterprises either at home or elsewhere (e.g. Co-operative Farms, Velcourt, Sentry Farming, G's Marketing, Intercrop). Alternatively, they may opt for a career in the support industries (e.g. BOCM Pauls, AB Agri, Trident, Genus, Cogent, Wynnstay, BASF, Agrii, Bayer, Syngenta, Merial, Pizer, Mole Valley Farmers) Studying agriculture also develops the skills needed for other graduate careers such as accountancy, teaching, journalism and the civil service.

Alternatively, students may qualify for progression to MA / MBA / MSc (Advanced Farm Management, IRD, SAFS, Rural Estate Management), MPhil and PhD studies either at the RAU or elsewhere.

22. Further information

Please ask any member of the Programme Management Group for help and assistance if required.

23. Module Reference Sheets

Module reference sheets, for all modules studied on the programme, are available on the University internet at http://www.rau.ac.uk/study/undergraduate-study/module-details/level-6

APPENDIX 1

First Year

1003 – Business Environment (15)

1007 – Soil and Environmental Science (15)

1006 – Crop Production Science (15)

1052 – Crop Production 1 (15)

1005 –Livestock Science (15)

1053 – Livestock Production 1 (15)

1400 – Developing Academic Skills (15)

1054 – Introduction to Food Production (15)

Second Year

2222 – Econ. Applications for Farm Enterprises (15)

2226 - Agricultural Policy and Legislation (15)

2093 – Agricultural Research Methods (15)

2004 – Livestock Production 2 (15)

2236 - Crop Production 2 (15)

2314 - Farm Mechanisation (15)

2316 –Personal and Professional Development Skills (15)

2317 – Industry Placement (15)

Optional Placement Year

2XXX – Placement Year (0)

Third year

Programme specific modules

3013 – Sustainable Management of Soil and Water (15)

3209 - Sustainable Agricultural Intensification (15)

3300 – Research Project / Dissertation (30)

3006 – Emerging Agricultural Issues (15)

3205 – MIS for Farm Businesses (15)

Plus choice of two programme specific electives selected from:

3020 – Advanced Crop Production (15)

3008 – Advanced Livestock Production (15)

3057 – Advanced Crop & Plant Science (15)

3067 – Farm Machinery Management (15)

3228 – Integrated Organic Systems (15)

3218 Sustainable Business & Agri-Food Supply Chains (15)

3240 – Contemporary Media Studies (15)

3093 – Farmland Ecology (15)

3084 – Entrepreneurship (15)

3090 – Forestry and Woodland Management (15)

Appendix 2: – Curriculum Learning Outcomes and Assessment Map

CODE	Identity	C	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
1054	Intro to Food	15	X		X		X			X	X		X										X				X		
1006	Intro to Crop Science	15	X		X							X					X				X				X		X		
1003	The Business Environment	15				X			X																		X		
1005	Livestock Science	15	X											X									X		X				
1052	Cropping systems	15	X		X							X									X		X		X				
1400	Developing Academic skills	15												X	X								X	X	X	X	X	X	X
1007	Soil and env science	15	X	X			X	X				X											X	X					
1053	Livestock Systems	15	X	X						X				X											X		X		
			A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
2004	Managing Livestock	15	X	X					X			X	X								X		X	X	X				
2236	Managing Crop	15	X	X					X			X	X		X		X				X		X	X	X				
2222	Economic apps for bus	15		X		X	X		X			X	X					X		X							X		X
2226	Agric policy and legislation	15				X	X	X	X			X	X	X	X	X	X	X					X	X	X	X			
2225	Research methods in Agriculture	15										X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
2314	Farm Mechanisation	15				X									X		X				X		X	X					
2316	Personal and Professional Development Skills	15												X		X	X		X		X	X	X	X	X	X	X		
2317	Industry placement (elective)	15										X																	
2XXX	Placement year (elective)	15										X																	
			A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
3205	MIS	15	X						X			X	X	X			X	X	X		X		X				X		
3300	Research Project - Dissertation	30	X	X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3013	Sust. Man of soil and water	15	X	X		X	X	X				X		X	X				X		X	X	X		X		X		
3209	Sust Ag intensification	15	X	X	X	X	X		X			X	X					X			X		X	X			X		X
3006	Emerg Agric Issues	15		X	X		X		X			X	X					X	X						X	X			X

The learning outcomes for the level 6 focussed elective modules are not included on this curriculum and assessment map are specified on the appropriate module descriptors. Module reference sheets, for all modules studied on the course, are available on the University intranet.

Mode of Assessment Mix

CODE	Identity	C	Written report (individual)	Written report (group)	Oral (individual)	Oral group	Lab / practical analysis	Formal unseen exam	On line / in class exam	Portfolio	Formal seen exam
1054	Intro to Food	15	√					√			
1006	Intro to Crop Science	15					√	√			
1003	Business Finance	15	√	√							
1005	Livestock Science	15					√	√			
1052	Cropping systems	15	√						√		
1400	Developing Academic	15	√							√	
1007	Soil and env science	15	√						√		
1053	Livestock Systems	15				√		√			
2317	Industry Placement	15	√		√						
2004	Livestock Systems	15	√					√			
2236	Crop Systems	15	√					√			
2222	Economic application for farm enterprises	15		√							
2226	Agric policy and legislation	15	√						√		
2093	Agric Res Methods	15	√								
2314	Farm Mechanisation	15	√					√			
2316	Personal and Professional Development Skills	15	√	√							
3205	MIS	15	√						√		
3300	Research Project-Dissertation	30	√		√						
3013	Sustainable Management of Soil and Water	15	√								√
3209	Sustainable Agric Intensification	15	√					√			
3006	Emerg Agric Issues	15		√		√		√			