

# Programme Specification

## **BSc (Hons) Applied Farm Management**

**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**

<b>1. Awarding Institution</b>	Royal Agricultural University
<b>2. Teaching Institution</b>	Royal Agricultural University
<b>3. Final Award Title(s)</b>	BSc (Hons) Applied Farm Management
<b>4. Academic level on Framework for Higher Education Qualifications (FHEQ)</b>	Level 4, 5 and 6
<b>5. UCAS Code(s)</b>	34F6 (AFM)
<b>6. Relevant QAA Subject Benchmark Statement(s)</b>	Source: Benchmark statement for Agriculture, horticulture, forestry, food and consumer science <a href="http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/agriculture09.pdf">http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/agriculture09.pdf</a>
<b>7. Details of accreditation by a professional/statutory body</b>	N/A
<b>8. Mode of study</b>	Full-time
<b>9. Language of study</b>	English
<b>10. Date of production/revision</b>	March 2019
<b>11. Educational Aims of the Programme</b>	

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 Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences 2016.

This programme has 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.

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 Applied Farm Management aims to:

- (a) To provide students with an opportunity to develop the knowledge and understanding in applying effective farm management concepts to problem based scenarios within a farm and agricultural environment
- (b) To enable students to develop a wide knowledge of farm management and business planning knowledge to further develop critical learning and transferable skills to prepare the learner for graduate employment or further study
- (c) To provide the opportunity for the individual study of particular interest and for self-expression through the Honours research project and gain confidence and clarity in the expression of their own academic and professional opinions
- (d) To enhance the learner's interpersonal skills and practice the key skills required for both autonomous practice and team working

## 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), problem based learning using live case studies from our farms and network (e.g. 1054, 2020, 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, 2315 [*Ag commodity trading*] 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 and 2316 [*personal & professional development skills*] and are embedded and used in other modules (for example 1033, 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 2020, 2041, 2225, 3210, 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*], and 3205. Practical skills are assessed via examinations, coursework, practical competency tests, placement opportunities (for example modules 1005, 1006, 1033, 1052, 2317 [*Industry placement*], 2020, 3210, 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 applied to agricultural production systems.
- A2 Management of sustainable agricultural production systems
- 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 farmers and farm management scenarios
- A6 Land, woodland and environmental management
- A7 Farm management, financial and human resource management
- A8 Agricultural marketing
- A9 Current developments in world agriculture

### **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

### **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

### **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

## 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 3 hours per week for a 15-credit module studied over 14 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 manager is available to discuss particular issues related to the programme, and to assist with selection of appropriate elective modules.

In addition, all students will have access to a personal tutor who will be a member of academic staff with a direct input to the programme of study and who will be able to provide further advice and guidance on academic matters.

In addition to the above, and as part of the University's commitment to supporting student learning, all students will have access to the following:

- A formal induction programme when students first arrive at University that will introduce students to all aspects of student life, including support services

available, and outline the study skills students will need to complete their programme successfully.

- The RAU Student Handbook that provides details of all facilities available to students.
- The programme specification and individual module handbooks that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study.
- Online module teaching resources available through the University's VLE.
- Access to extensive Library and study skill packages, many of which are available online.
- Student e-mail and internet facilities.
- Personal access to all lecturing staff to enable students to discuss problems relating to specific modules or assessment activities.
- Access to additional learning support services, such as dyslexia or disability support services.
- Access to the Student Liaison Officer, the Student Welfare Officer and the University Health Centre.
- Access to independent and confidential counselling services.

#### **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:

School or University Leavers:

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 12,000 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. Approximately two thirds of any time allocated to the undertaking of a module is devoted to private study. 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 undertake a 15 week (minimum) industrial placement, to be completed before the end of the summer break. They may

additionally choose to take a whole year placement in a relevant business. **In both cases the type and nature of industrial placement must be related to the programme 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 year of the programme will elect a student 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. In addition the university has a number of other opportunities for students to raise concerns or comments such as the Student Engagement Committee and the Student Voice.

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 at the end of Semester One and Semester Two 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 1<sup>st</sup> 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 farmers and farm managers / consultants of the future with the diverse skills and intuitive understandings required to achieve these aims with a career in farm business management.

For an Applied Farm Management graduate, this programme offers a range of attractive career options in farm management, either at home or within a larger land-based organisation and / or farm management / consultancy roles within (e.g. with Velcourt, Sentry, Co-op, Kite, Promar, Andersons, ADAS, or HSBC or advisory services (e.g. Defra, DARDNI, Farming Connect). Notwithstanding those you wish to wish to manage large privately owned integrated farm businesses or estates. In all cases an understanding of farm and business management techniques and the wider rural environment is imperative.

Alternatively, students may qualify for progression to MA / MBA / MSc (Advanced Farm Management, SAFS, and 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 <https://www.rau.ac.uk/about/organisation/public-information/academic-information/modules>

# APPENDIX 1

## First Year

### Semester 1

- 1033 – Business Finance(15)
- 1005 – Introduction to Livestock Science (15)
- 1006 – Introduction to Crop Science (15)
- 1400 – Developing Academic Skills (15)

### Semester 2

- 1007 – Soil and Environmental Science (15)
- 1052 – Introducing Cropping Systems (15)
- 1053 – Introducing Livestock Systems (15)
- 1054 – Introduction to Food Production (15)

## Second Year

### Semester 1

- 2021 – Farm Mechanisation Management (15)
- 2315 – Agricultural Commodity Trading and Marketing (15)
- 2316 –Professional Skills (15)

#### **Plus one elective choice:**

- 2004 – Livestock Production 2 (15)
- 2236 – Crop Production 2 (15)

### Semester 2

- 2020 – Farm Business Management (15)
- 2093 – Agricultural Research Methods (15)
- 2226 - Agricultural Policy and Legislation (15)

#### **Plus one elective choice:**

- 2317 – Industry Placement (15)

2XXX – Optional Placement Year (0)

## **Third Year**

### **Programme specific modules**

#### **Semester 1**

3300 Research Project (30)

3094 - Integrated Farm Project (15)

3205 – MIS for Farm Businesses (15)

#### **Plus one elective choice from:**

3008 – Advanced Livestock Production (15)

3041 – Corporate Finance (15)

3092 – Countryside Management (15)

3737 - Agricultural Technology (15)

3239 – Crop health and Protection (15)

3090 – Forestry & Woodland Management (15)

#### **Semester 2**

3006 – Emerging Agricultural Issues (15)

3210 - Applied Agricultural Finance (15)

#### **Plus one elective choice from:**

3240 – Contemporary Media Studies (15)

3010 – Game & Deer Management (15)

3020 – Advanced Crop Production (15)

3034 – Marketing Communication (15)

3081 – Consumer Behaviour (15)

3084 - Entrepreneurship (15)

3238 – Advances in Livestock Nutrition (15)

3207 – Farming and Integrated Environment Local Delivery (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																											
1006	Intro to Crop Science	15																											
1033	Business Finance	15																											
1005	Livestock Science	15																											
1052	Cropping systems	15																											
1400	Developing Academic skills	15																											
1007	Soil and env science	15																											
1053	Livestock Systems	15																											
			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																											
2236	Managing Crop (elective)	15																											
2020	Farm Bus Management	15																											
2226	Agric policy and legislation	15																											
2225	Research methods in Agriculture	15																											
2314	Farm Mechanisation Management	15																											
2315	Ag commodity marketing & trade	15																											
2316	Personal and Professional Development skills	15																											
2317	Industry placement (elective)	15																											
2XXX	Placement year (elective)	15																											
			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																											
3300	Research Project- Dissertation	30																											
3094	Int. Farm Project	15																											
3210	Applied Agric Finance	15																											
3006	Emerg Agric Issues	15																											

The learning outcomes for the level 6 focussed elective modules are not included in this curriculum and assessment map. Module reference sheets, for all modules studied on the programme, 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	Portfolio	Formal unseen exam	On line / in class exam
1054	Intro to Food	15	√						√	
1006	Intro to Crop Science	15					√		√	
1033	Business Finance	15			√				√	
1005	Intro to Livestock Science	15	√				√			
1052	Cropping systems	15	√							√
1400	Developing Academic skills	15	√					√		
1007	Soil and env science	15	√							√
1053	Livestock Systems	15				√			√	
2317	Industry placement	15	√		√					
2004	Managing livestock	15	√						√	
2236	Managing Crop	15	√						√	
2315	Ag com. marketing and trade	15	√							
2226	Agric policy and legislation	15	√						√	
2093	Farm Management Res Methods	15	√							
2021	Farm Mechanisation Management	15	√						√	
2316	Professional Skills	15	√	√						
3205	MIS	15	√							
3300	Research Project- Dissertation.	30	√							
3094	Int. Farm Project	15	√							
3210	Applied Agric Finance	15	√						√	
3006	Emerg Agric Issues	15	√		√				√	