Royal Agricultural University

Programme Specification

BSc (Hons) Environment, Food and Society

1) Programme Information

Quercus code	*[completed by Registry post validation]*
Academic Year	For 2020/2021 entry
Valid entry routes	BSc (Hons) Environment, Food and Society BSc (Hons) Environment, Food and Society with Placement Year BSc (Hons) Environment, Food and Society with Foundation year
Additional exit routes	BSc Environment, Food and Society; Higher Education Certificate; Higher Education Diploma.
Location(s) of Study	Royal Agricultural University, Cirencester Campus with visits to relevant enterprises and land-use examples 'off site'.
School	Agriculture, Food and Environment
Programme Manager	Philip Hudson
Awarding Body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University (with some input from CCRI)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5, & 6
Admissions Body	The Royal Agricultural University
UCAS code(s)	F751 (TBC)
Entry Criteria (include IELTS if relevant)	**A Level**: CCC – min.96 UCAS Tariff points (to include at least three A Levels - Preferably at least one from Geography, Psychology, Sociology, Food, Biology, Chemistry or related subject) **BTEC**: DMM

	GCSE: (Minimum five GCSEs) - English and Mathematics (or Maths Numeracy for Welsh applicants) at Grade C / 4 or higher are required. **International Baccalaureate:** 26 points to include one science or technology subject at higher level. **Access to HE:** 45 credits at level 3, of which 21 must be awarded at Distinction and 15 at Merit or higher. (Pass at Literacy & Numeracy skills at level 2 are accepted in lieu of GCSE English & Mathematics)
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016) benchmark statement.
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	
Mode of delivery	Full-time, mostly residential, some work-based learning
Language of study	English
Programme Start Month(s)	September
Academic Board approval date	
Valid from	Date of validation/re-validation

For Registry use only

Valid to	
Version	

2) What are the aims and objectives of the programme?

The aims and objectives of the programme are to support the RAU's: **Vision**, *A world where all communities thrive in harmony with nature*; **Mission**, *Equipping a new generation to thrive through change*; and **Purpose**, *To cultivate care for the land and all who depend on it*. The programme benefits from research-led teaching i.e. from the advances and expertise in RAU's three research groups: *Smart Food Systems*; *Sustainable Soil Systems*; and *Healthy Animal Systems*.

The programme should attract students from backgrounds in the social, as well as the natural sciences, to address a number of sustainability development goals (SDG)

related to the land-based and allied agri-food sectors. The programme is for students that understand the need to apply, e.g. human geography, psychology, sociology etc to the agri-environment-food-society arena to address major global challenges. To quote the SDG literature of the United Nations:

'*It is time to rethink how we grow, share and consume our food. If done right, agriculture, forestry and fisheries can provide nutritious food for all and generate decent incomes, while supporting people-centred rural development and protecting the environment*'

This programme is to provide underpinning knowledge and skills to address and inform the necessary changes that are needed, and will occur, over the coming decades.

What opportunities are graduates likely to have on completing the programme?

The programme addresses global issues and accordingly graduates are likely to secure employment in a wide range of national and international organisations operating in this arena including the FAO of the United Nations, World Health Organisation, and the OECD as well as in national governments. Employment may also be found in - grocery retailers, food manufacturers and processors, land owning and management organisations and businesses, advisory and educational services and policy and non-governmental organisations including trade associations. The programme also provides an entry route into higher-degree levels, research programmes, and other opportunities in academia.

3) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

A. Knowledge and understanding

1. The science and management of sustainable food production systems within economic, social and environmental contexts.
2. Food and nutrition science to meet the needs of society, industry and the consumer for sustainable and ethical food quality, safety and security of supply.
3. The issues of sustainable development with due regard to: conservation of biodiversity, landscapes, and the natural world; animal welfare; and environmental protection.
4. The social, economic, legal, ethical, scientific, technological and ecological principles underlying the production of, and access to, food and associated services.

B. Intellectual, Professional, Key skills

5. Independent lifelong learning: Well developed strategies for updating, critically analysing and enhancing their knowledge.
6. Accessing and evaluating information from a variety of sources: Citing and referencing sources of information in an appropriate manner, ensuring academic integrity and the avoidance of plagiarism.
7. Successful project delivery: e.g. the ability to work independently and in teams; to manage time and resources appropriately; to be flexible in response to experience and changing circumstances; to set targets and the like.
8. Designing and analysing an investigation to test a hypothesis or proposition. Analysing data, solving problems and presenting conclusions by a variety of methods including the use of specialised software.
9. Communicating findings, conclusions, and principles orally and in writing to a range of audiences in a clear and effective way.

C. RAU Graduate skills

10. Innovative, i.e. they seek to introduce new ideas; and to be original and creative in their thinking.
11. Enterprising, i.e. they are able to show initiative and resourcefulness
12. Leaders, i.e. they can inspire change and enlist, guide and facilitate others to achieve a common goal

D. Programme Specific Skills

13. To be able to demonstrate awareness and critical analysis of the importance of personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.
14. To understand the basis of successful advocacy. i.e. how to influence decisions and policy within political, economic, and social systems and institutions.
15. To understand the role of education initiatives in raising awareness of the role food and farming systems in societal grand challenges such as public health, environmental impact, animal welfare and food security.
16. To be able to plan and undertake environmental and ecological assessments, analyse and report results.

4) <u>How is the Teaching and Learning delivered in this programme?</u>

Teaching and learning is organised within four inter-related themes (Fig. 1):

1. People and Food
2. Food and the Environment

3. People and the Environment
4. Making a Difference

Each Theme is delivered in modules throughout the course (Levels 4, 5 & 6 corresponding to years 1, 2, & 3; Fig. 2).

Delivery through: Lectures, seminars, Virtual Learning Environments (presentations, podcasts, videos, quizzes), laboratory and field-based practicals e.g. an international Ecology study tour (see N.B.), visiting speakers, case-studies, workshops, placements, and feedback.

N.B. To fund the cost of the tour the University contributes up to £1,000 per student with students also expected to contribute up to a similar amount.

The University prides itself on its accessibility to all students and suitable adjustments on a case by case basis will be made in full consultation with individuals.

Participation in: Group presentations and reports, tutorials, in-class tests, facilitated discussion sessions, lobbying activities, research projects, guided independent learning.

and in

Preparation of and for: Critical reports, literature reviews, critical reflection and reflection logs, formal exams, oral presentations, development plans, written scientific communications, posters, grant applications, policy summaries, business plans, and dissertation / project report.

5) What is the Programme Assessment Strategy[1]?

Less than 10% of assessment is by formal examination. The emphasis on other forms of assessment stems from the need for students to have the skills and outcomes to make a difference. Hence, students are assessed on abilities to:

Generate, review and report on evidence using skills of investigative design and strategy, analysis, critique, and synthesis (e.g. in case-studies, research projects, critical reports, literature reviews, policy summaries)

Communicate for achieving change (e.g. in discussion sessions, lobbying activities, scientific communications, oral and poster presentations, grant applications).

Plan and work effectively, both independently and in teams (e.g. in critical reflection and reflection logs, business and development plans, group presentations).

Assessments as they related to learning outcomes are shown in Figure 3.

[1] Details of the implementation of the Assessment Strategy are found in Appendix A.

6) What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualification:**

BSc (Hons) Environment, Food and Society

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 as detailed below:

Description	Credits
CORE MODULES:	
1325 Introduction To The Agri-Food Industry	15
1xxx People And Food	15
1xxx Agriscience	15
1007 Soil And Environmental Science	15
1xxx Species And Ecosystems	15
1xxx Ecosystem Services And Sustainability	15
1xxx Advocacy & Activism In Food & Farming	15
1400 Developing Academic Skills	15
2xxx Society And Food	15
2xxx The Resilience Of Agro-Ecosystems	15
2136 Landscape Conservation	15
2xxx Theory And Practice Of Knowledge Exchange	15
2316 Personal And Professional Development Skills	15
2xxx Understanding And Using Evidence	15
2xxx Society, Education And Engagement	15
2xxx Solving And Problem In Practice	15
3xxx Food Ethics And Governance	15

3013 Sustainable Management Of Soil & Water	15
3092 Countryside And Environmental Management	15
3xxx Rural Entrepreneurship	15
3300 Dissertation / Project	30
ELECTIVE MODULES, Students to select two from:	
3xxx Smart Food Systems	15
3xxx Geographies Of Food	15
3209 Sustainable Agricultural Intensification	15
3085 Climate Change And Development	15
3230 Ecology Field Tour	15
3207 Farming And Integrated Environmental Local Delivery	15
3xxx Inspiring Change In Policy And Practice	15
3xxx Engaging Others	15

TOTAL:	360

BSc (Hons) Environment, Food and Society with Placement Year

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 as detailed below:

Description	Credits
CORE MODULES:	
1325 Introduction To The Agri-Food Industry	15
1xxx People And Food	15
1xxx Agriscience	15
1007 Soil And Environmental Science	15
1xxx Species And Ecosystems	15
1xxx Ecosystem Services And Sustainability	15
1xxx Advocacy & Activism In Food & Farming	15
1400 Developing Academic Skills	15
2xxx Society And Food	15
2xxx The Resilience Of Agro-Ecosystems	15
2136 Landscape Conservation	15
2xxx Theory And Practice Of Knowledge Exchange	15
2316 Personal And Professional Development Skills	15
2xxx Understanding And Using Evidence	15
2xxx Society, Education And Engagement	15
2xxx Solving And Problem In Practice	15
PPY Professional Placement Year	0
3xxx Food Ethics And Governance	15
3013 Sustainable Management Of Soil & Water	15
3092 Countryside And Environmental Management	15
3xxx Rural Entrepreneurship	15
3300 Dissertation / Project	30
ELECTIVE MODULES, Students to select two from:	
3xxx Smart Food Systems	15

3xxx Geographies Of Food	15
3209 Sustainable Agricultural Intensification	15
3085 Climate Change And Development	15
3230 Ecology Field Tour	15
3207 Farming And Integrated Environmental Local Delivery	15
3xxx Inspiring Change In Policy And Practice	15
3xxx Engaging Others	15

TOTAL:	360

BSc (Hons) Environment, Food and Society with Foundation Year

The accumulation of 480 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 and the successful completion of the Placement Year as detailed below:

Description	Credits
CORE MODULES:	15
0IFY1 Managing Landscape	15
0IFY2 Digital Skills	15
0IFY3 Rural business skills	15
0IFY4 Land related studies	15
0IFY5 Change in the Countryside	15
0IFY6 Enterprise and Marketing	15
0IFY7 Environment and conservation	15
0IFY8 Agriculture and Farming	15
1325 Introduction To The Agri-Food Industry	15
1xxx People And Food	15
1xxx Agri-Science	15
1007 Soil And Environmental Science	15
1xxx Species And Ecosystems	15
1xxx Ecosystem Services And Sustainability	15
1xxx Advocacy & Activism In Food & Farming	15
1400 Developing Academic Skills	15
2xxx Society And Food	15
2xxx The Resilience Of Agro-Ecosystems	15
2136 Landscape Conservation	15
2xxx Theory And Practice Of Knowledge Exchange	15
2316 Personal And Professional Development Skills	15
2xxx Understanding And Using Evidence	15
2xxx Society, Education And Engagement	15
2xxx Solving And Problem In Practice	15

3xxx Food Ethics And Governance	15
3013 Sustainable Management Of Soil & Water	15
3092 Countryside And Environmental Management	15
3xxx Rural Entrepreneurship	15
3300 Dissertation / Project	30
ELECTIVE MODULES, Students to select two from:	
3xxx Smart Food Systems	15
3xxx Geographies Of Food	15
3209 Sustainable Agricultural Intensification	15
3085 Climate Change And Development	15
3230 Ecology Field Tour	15
3207 Farming And Integrated Environmental Local Delivery	15
3xxx Inspiring Change In Policy And Practice	15
3xxx Engaging Others	15

TOTAL:	480

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

Figure 1. Description of BSc (Hons) Environment, Food and Society in terms of the relationships and broad contents of the taught themes.

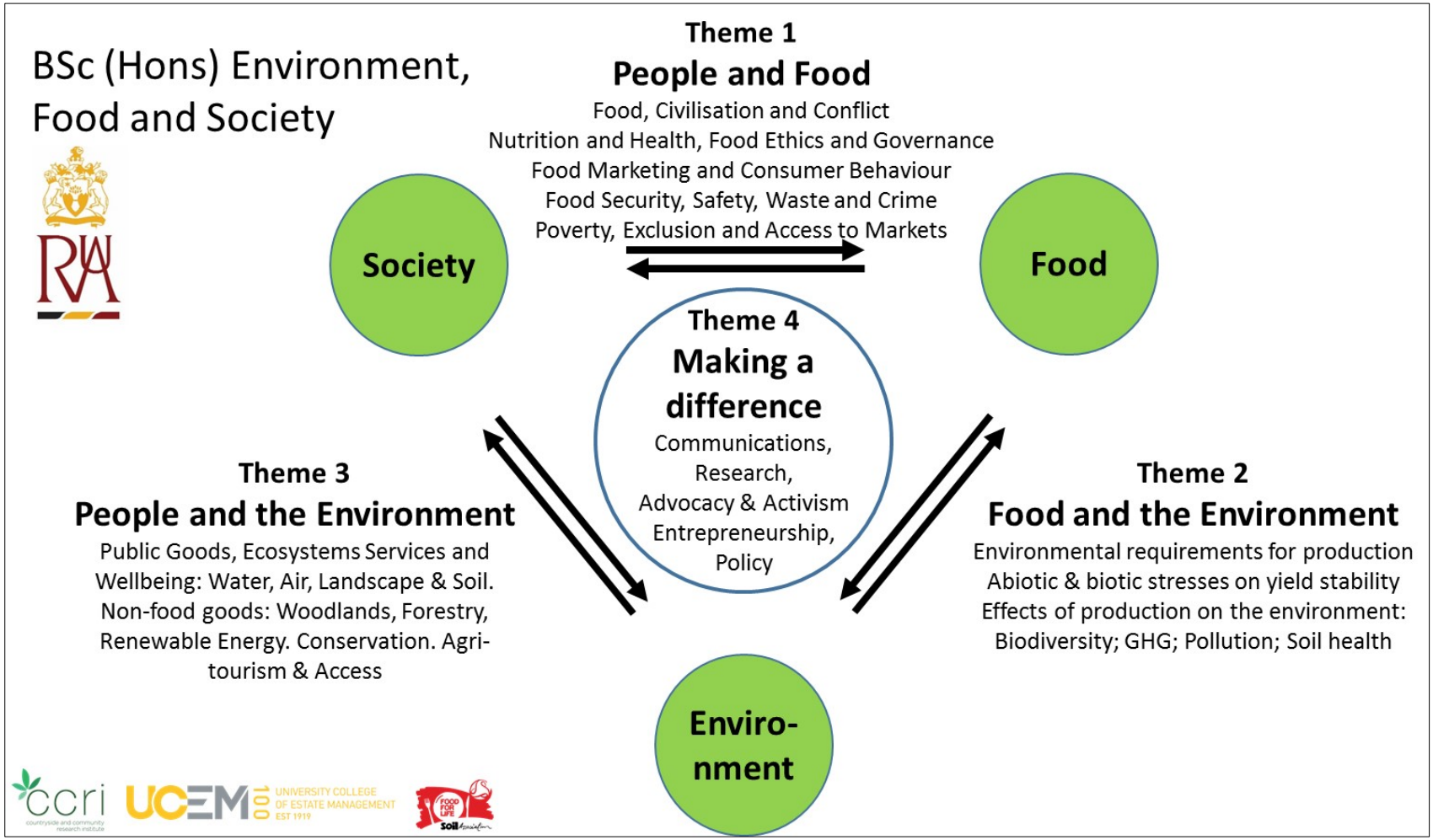

Figure 2. Structure and levels of BSc (Hons) Environment, Food and Society

Level 4	Level 5	Level 6	Level 6 electives
Theme 1 People & Food Intro. to the Agri-Food Industry (1325)	**Theme 1** Society and food	**Theme 1** Food ethics and Governance	**Theme 1** Smart food systems
Theme 1 People and Food	**Theme 2** The resilience of agro-ecosystems	**Theme 2** Sustainable mgt of soil and water (3013)	**Theme 1** Geographies of food
Theme 2 Food & Environment: AgriScience (mod. 1005/6)	**Theme 3** Landscape conservation (2136)	**Theme 3** Countryside and environmental management (3092)	**Theme 2** Sustainable agricultural intensification (3209)
Theme 2: Soil and environmental science (1007)	**Theme 4** Theory and practice of knowledge exchange	**Theme 4** Rural Entrepreneurship (3xxx)	**Theme 2** Climate change and development (3085)
Theme 3 People & Environment Species and ecosystems	**Theme 4:** Professional skills (2316)	**Theme 1-4** (Electives)	**Theme 3** Ecology Field Tour (3230)
Theme 3 Ecosystem Services and Sustainability	**Theme 4:** Understanding and using evidence	**Theme 1-4** (Electives)	**Theme 3** Farming and Integrated Environmental Local Delivery (3207)
Theme 4 Making a difference: Advocacy and activism in food and farming	**Theme 4:** Society, education and engagement	**Theme 1-4** Dissertation (3300)	**Theme 4** Inspiring change in policy and practice
Theme 4 Academic Skills (1400)	**Theme 4:** Solving a problem in practice	**Theme 1-4** Dissertation (3300)	**Theme 4** Engaging others

Figure 3. Programme Intended Learning Outcomes (ILO) Chart

	Knowledge and understanding				Intellectual/Professional/Key Skills					RAU Graduate skills			Programme Specific Skills			
Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Introduction to the Agri-Food Industry	*Ex*								*ICW1*							
People and Food		*ICW1*														
Society and food				*ICW1*											*ICW1*	
Food ethics and governance				*ICW1*	*ICW1*	*ICW1*			*ICW1*							
Agri-Science	*Ex*	*Ex*				*ICW1*		*ICW1*								
Soil and environmental science	*ICW2*		*ICW2*	*ICW1*				*ICW1*								*ICW1*
The resilience of agro-ecosystems	*Ex*		*Ex*				*ICW1*		*ICW1*	*ICW1*						*ICW1*
Sustainable mgt of soil & water	*ICW1*		*ICW1*						*ICW1*							
Species and ecosystems			*ICW2*					*ICW2*	*ICW2*							*ICW1*
Ecosystem Services and Sustainability			*ICW1*						*ICW1*							*ICW2*
Landscape conservation			*ICW2*	*ICW2*		*ICW1/2*	*ICW1/2*	*ICW2*	*ICW1&3*	*ICW1*			*ICW3*			*ICW2*
Countryside and environmental mgt			*EX*	*EX; ICW1,2*		*ICW1*	*ICW1*		*ICW2*	*ICW1*			*ICW2*	*EX/ ICW1*		
Advocacy & activism in food & farming	*ICW1*		*ICW1*	*ICW1*										*ICW1*		
Developing academic skills					*ICW1/2*	*ICW1/2*		*ICW1/2*								
Theory & practice of knowledge exch.				*ICW1*					*ICW1*	*ICW1*		*ICW1*		*ICW1*		
Professional skills							*ICW1*						*ICW1*			
Understanding and using evidence		*ICW1*			*ICW1*	*ICW1*			*ICW1*					*ICW1*		
Society, education and engagement										*ICW1*		*ICW1*	*ICW1*	*ICW1*	*ICW1*	
Solving a problem in practice					*ICW1*		*ICW1*		*ICW1*							
Entrepreneurship											*ICW1*	*ICW1*				
Dissertation					*ICW1*	*ICW1*	*ICW1*	*ICW1*	*ICW1*	*ICW1*	*ICW1*					

7) Work-based Learning

Work-based learning is adopted in two modules in level 5. The *Society, Education and Engagement* module includes a 2 week work placement opportunity during which time the students will directly observe and reflect upon the role of education in engagement the wider community in food and farming. This will ensure students are able to analyse the opportunities for food and farming related education to inspire young people. The work placement will be arranged with our partners such as Soil Association Food for Life that is linked to a large number of schools and care farms such as the Stroud-based Ruskin Mill Trust. A reflective log assessment will demonstrate that they have reflected upon the food and farming educational experience that they are involved with.

The *Solving a Problem in Practice* module will also be work-based. The students will be expected to initiate and implement a specific project or activity. This is an important skill that is required in many work environments. The activity will be work-based and need to deliver a clear intended beneficial outcome to a relevant external party. Projects could be undertaken in a range of settings including small business, schools and care farms. The teaching content will be focused in supporting the project design and management and will be provided by distance learning. The module will also ensure the work-based experience is relevant to the programme and provide suitable safe working environment. The module will be assessed by a project report detailing the design, management and evaluation of the project.

In addition to the work-based learning in level 5, students can also choose to take the additional year-long relevant enhanced work placement module. This module allows students to develop a deeper understanding and gain further experience in a relevant business or employment area to enhance their work experience at level 5. In addition to attending a placement for a minimum of 1200 hours equivalent to 35 weeks full-time, in order to pass the placement year and achieve a sandwich degree, students are required to submit a portfolio of learning achievement.

8) How will the University assure the quality of the provision?

New programme proposals are reviewed by a Validation Review Panel, comprising at least the following membership: a subject matter expert external to the University, normally 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design and Development and in the case of partnership arrangements in accordance with QAA's Advice And Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School has an School Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.

BSc (Hons) Environment, Food and Society

Module Code	Module Title		Credits	Module Leader	Contact Hours	Programme Intended Learning Outcomes (ILOs) assessed	Assessment Task(s)	[1]Submission Date
Year 1 (Level 4)								
Semester One [start date – end date]								
1400	Developing academic Skills		15	Sarah Maddock		5,6,8	ICW1/2	
	People and Food		15	Louise Manning		2	ICW1	
	AgriScience		15	Mike Gooding		1,2,6,8	Ex, ICW1	
	Species and ecosystems		15	Kelly Swallow		3,8,9,16	ICW1/2	
Semester Two [start date – end date]								
1325	Intro. To the Agri-Food Industry		15	Louise Manning / Rita Walsh		1,9	Ex, ICW1	
1007	Soil & Environmental Science		15	Felicity Crotty		1,3,4,8,16	ICW1/2	
	Ecosystem Services and Sustainability		15	Kelly Swallow		3,9,16	ICW1/2	
	Advocacy and activism in Food and Farming		15	Jessica Stokes		1,3,4,14	ICW1	
Year 2 (Level 5)								
Semester One [start date – end date]								
2316	Professional Skills		15	Kat Jones		7, 13	ICW1	
	Society and Food		15	Louise Manning		4,15	ICW1	
2136	Landscape Conservation		15	Ian Grange		3,4,6,7,8,9,10,13,16	ICW1/2/3	
	Theory and Practice of Knowledge Exchange		15	Jessica Stokes		4, 9, 10, 12, 14	ICW1	

NR to confirm which School owns this module.

[1] This column must be updated annually before the start of Semester One and submitted to registry@rau.ac.uk

**To be updated annually*

Semester Two [start date – end date]

	The resilience of agrofood systems*		15	Felicity Crotty		1,3,7,9,10,16	EX, ICW1	
	Understanding and using evidence*		15	David Main		2, 5, 6, 9, 14	ICW1	
	Society, education and engagement*		15	Tom MacMillan		10, 12, 13, 14, 15	ICW1	
	Solving a problem in practice*		15	David Main		5, 7, 9	ICW1	

*These four modules will be introduced at the start of the Semester. The delivery of each of them will be 'blended' with formal introductory lectures in the first half of the semester supported significantly by online materials available throughout the Semester. The 'placement' of *Society, education and engagement* and the project of *'Solving a problem in practice*' will occur in the second half of the module, i.e. nominally 'after Easter'. The second half of the resilience of agro-food systems module will be completed as a blended module. N.B. The blended aspect of the delivery of these modules will be in the form of distance learning support for the completion of the project work as envisaged in the module descriptors.

Year 3 (Level 6)

Semester One [start date – end date]

3011	Entrepreneurship		15	Matthew Draycott		11,12	ICW1	
3013	Sustainable Mgt of Soil and Water		15	Philip Staddon		1,3,9	ICW1	
3092	Countryside and environmental management		15	Ian Grange		3,4,6,7,9,10,13,14	Ex, ICW1/2	
3300	Dissertation (30 Credits / over both Semesters)		(15)	Matthew Moore-Colyer		5,6,7,8,9,10,11	ICW1	

Semester Two [start date – end date]

	Elective		15	Varied		Varied	Varied	
	Elective		15	Varied		Varied	Varied	
	Food ethics and governance		15	Louise Manning		4,5,6,9	ICW1	
3300	Dissertation (30 credits / over both Semesters)		(15)	Meriel Moore-Colyer		5,6,7,8,9,10,11	ICW1	