



**ROYAL AGRICULTURAL UNIVERSITY**

**PROGRAMME SPECIFICATION**

**BSc Honours Wildlife and Countryside Management (top-up)**

**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.*

**Dr Kelly Hemmings - Programme Manager**

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<b>1. Awarding institution</b>	The Royal Agricultural University, Cirencester, Glos, GL7 6JS, UK
<b>2. Teaching institution</b>	Royal Agricultural University (RAU)
<b>3. Final award title(s)</b>	BSc Honours Wildlife and Countryside Management (top-up)
<b>4. Academic level on Framework for Higher Education Qualifications (FHEQ)</b>	Level 6
<b>5. UCAS code(s)</b>	D444
<b>6. Relevant QAA Subject Benchmark Statement(s) and other reference points.</b>	QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016) QAA Bioscience (2015). Institute of Ecology and Environmental Managers graduate skills (2007)
<b>7. Details of accreditation by a professional/statutory body</b>	n/a
<b>8. Mode of study</b>	This programme is offered as both a full-time and part-time award, and is also suitable for those with existing and continuing positions of employment.
<b>9. Language of study</b>	English
<b>10. Date of production/revision</b>	Date of validation June 2017 Last revised August 2021 Valid until October 2023
<b>Educational aims of the programme</b>	

The University intends that the following capability statements will provide an overarching framework for all its graduates, and inform specific course 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) recognise and accept continuing learning as being central to one's capacity to realise potential
- (vi) develop, express and be able to defend personal values, beliefs and ethics
- (vii) hold a perspective which acknowledges local, national and international issues
- (viii) 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 Wildlife and Countryside Management aims to:

- (a) Develop the learner's interest in and knowledge and understanding of the policies and drivers for change affecting the natural landscape, ecosystems and species, and influencing the businesses, organisations and agencies associated with the management, conservation and utilisation of natural resources
- (b) Provide the opportunity for the individual study of particular interest and for self-expression through the Honours dissertation or work- based equivalent
- (c) Further develop critical learning skills and transferable skills to prepare the learner for graduate employment
- (d) Enhance and develop the learner's interpersonal skills

## 11.Intended learning outcomes

### **i. Knowledge and understanding**

- A1 The policies and pressures affecting the landscape
- A2 Appropriate solutions to environmental problems
- A3 Sustainability and conservation of environmental resources
- A4 Ecology of flora and fauna for wildlife management
- A5 The roles and responsibilities of regulatory and advisory bodies

Acquisition of knowledge is achieved mainly through lectures and directed student-centred learning. Where appropriate, understanding is reinforced through tutor and student-led tutorials and seminars.

## **ii. Intellectual skills**

- B1 Understand subject-specific theories, concepts and principles
- B2 Apply the skills necessary for academic study and enquiry
- B3 Critically assemble, evaluate and research a wide variety of types of information and evidence
- B4 Demonstrate of the skills necessary to plan, conduct and report a programme of individual research
- B5 Develop and utilise problem-solving skills

In addition to lectures, intellectual skills will be developed through tutor-led tutorials, student-led seminars, coursework assignments and the dissertation

## **iii. Practical / professional skills**

- C1 Plan and execute of an independent research enquiry
- C2 Conduct an environmental assessment
- C3 Develop personal information resources
- C4 Critically evaluate verbal and written communication to inform decision making

Practical skills are developed by means of tutorials and seminars, through coursework assignments and the honours dissertation

## **iv. Transferable skills**

- D1 Communicate clearly and effectively using a range of communication media
- D2 Source information and apply knowledge systematically and appropriately
- D3 Develop and enhance reflective skills
- D4 Manage time and tasks, prioritise work and seek advice when appropriate

Transferable skills are generally incorporated within modules and relate to relevant assessments as appropriate.

# **12. Programme structure and requirements**

## **Programme structure**

The programme is offered as either a one-year full-time programme or part-time programme, normally to be completed over two academic years and

designed to build on previous studies at HND/Foundation Degree. Hence the RAU Honours top-up programme should be considered as the culmination of a period of academic progression, rather than as an independent stand-alone course.

The flexible design of the programme also enables graduates from a wide range of related fields to enter the programme, and provides the ability to tailor the modular programme, through the selection of suitable elective modules, to meet individual career aspirations.

The programme is of a modular format, with each module representing a value of 15 credits or multiples thereof. Each 15-credit module represents a minimum of 150 hours of student learning, effort and assessment. To achieve the award of BSc Honours in Wildlife and Countryside Management, a student must achieve a minimum of 120 credits at level 6.

### **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. Part-time students are required to achieve a 60 credits per year over two years.

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. A complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week for full time, and half of this for part-time.

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

The University operates a Semester system, with some modules taking place Semester 1 and some in Semester 2. It is recommended that students balance their choice of electives over the two semesters. Appendix 2 shows the modules available in each semester.

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.

## Core Modules

Honours Research Project <b>or</b> Work-based Research Project **	30 credits
Countryside Management	15 credits
Animal Ecology	15 credits
Ecological Consultancy	15 credits

[further module details are given in Appendices 2 and 3]:

## Elective Modules

Students should select a minimum of 45 credits, for which the necessary pre-requisite knowledge can be demonstrated, from the following modules as part of the University's level 6 provision, subject to agreement with the Programme Manager and module leader concerned:

### Elective modules (3 choices)

Ecology Field Tour*	15 credits
Farmland Ecology	15 credits
Farming and Integrated Local Delivery (FIELD)	15 credits
Forestry and Woodland Management	15 credits
Soil Management	15 credits
Climate Change and Development	15 credits

\* Field tour costs up to £1000 student contribution and up to £1000 institutional contribution.

Full time student credits within one year:

Countryside Management (15 credits)  
Ecological Consultancy (15 credits)  
Animal Ecology (15 credits)  
Elective (15 credits)  
Elective (15 credits)

Elective (15 credits)  
Honours Research Project (30 credits)

Part-time student credits within two years:

Year 1

Countryside Management (15 credits)  
Ecological Consultancy (15 credits)  
Elective module (15 credits)  
Elective module (15 credits)

Year 2

Animal Ecology (15 credits)  
Elective module (15 credits)  
Honours Research Project (30 credits)

### 13. Student support services

The Programme Manager will be 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 you first arrive at University that will introduce you to all aspects of student life, including support services available, and outline the study skills you will need to complete your programme successfully
- The RAU Student Handbook provides details of all facilities available to students.
- The Programme Specification and individual module guides that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study
- On-line module teaching resources available through the University's VLE (Gateway)
- Access to extensive Library and study skill packages, many of which are available on-line
- Student e-mail and internet facilities
- Access to all lecturing staff to enable you to discuss problems relating to specific modules or assessment activities
- Access to the RAU disability support officer and department offering additional learning support services, such as dyslexia or disability support services
- Access to the Student Liaison Officer, the Student Welfare Officer (who provide counselling services for personal problems) and the University Health Centre,
- Careers advice through sessions with Careers Guidance personnel.

The programme management group includes:

- Programme Manager
- Module leaders
- Dissertation co-ordinator
- Student representatives



## 14. Criteria for admissions

The BSc Honours in Wildlife and Countryside Management is an Honours top-up programme designed to build on previous study and work experience.

Students will be expected to have already achieved an acceptable Foundation Degree or HND qualification prior to entry.

Students progressing from approved cognate FdSc programmes will be eligible for direct entry onto the BSc Honours Programme with no additional requirements to complete bridging studies.

Students from Foundation Degree and HND feeder programmes that do not articulate directly may be required to complete additional work in order to gain entry onto the BSc Honours programme. The nature of such additional work will be determined following interview with the Programme Manager and will relate to identified gaps in prior learning. This may involve the completion of coursework, or the sitting of an examination. (In exceptional cases, students may be required to complete additional level 2 modules prior to enrolment onto the BSc Honours Programme).

Students will also have the opportunity to register for an Ordinary BSc degree award, in which case they will not undertake the Dissertation/Work-Based Research module. They may, however, have the opportunity to return and register for their Honours award in a subsequent year and at additional cost.

Further guidance can be obtained from the Programme Manager or the Admissions Office at the Royal Agricultural University.

Students whose first language is not English will require a minimum of level 6 IELTS (British Council Test or equivalent).

## 15. Teaching, learning and assessment

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

### Lectures

Lectures are not intended to be seen as the founts of all knowledge. Higher education is a partnership between students and tutors. The purpose of lectures is to interest students in a particular subject matter in order that they

can research it further.

Lectures are normally presented to a large group of students (often all the students on the same year of a course or module). Usually students listen to the lecturer 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.

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 and tutorials are primarily interactive and will only work if students put in some effort. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

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

### **Practicals**

Student practicals, visits and demonstrations will take a variety of forms on field sites, farms and fauna collections. They form an important part of overall course provision and help to reinforce and apply the subject principles received in the lecture room.

### **Honours Research Project/Work-based Research Project**

Both the Honours Research project and the Work-based Research Project require the completion and submission of a formal, structured document, usually based on some form of original research activity. 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 this research is to demonstrate the application of knowledge gained in the taught element of the

course and to show that a research activity can be handled with the right level of academic competence.

The project 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 their supervisor - for students in work and completing the Work-based Project, this may involve discussion and agreement with both their University supervisor and employer on a suitable research topic.

Both the Honours Research Project and the Work-based Research Project will be used as a vehicle for encouraging individual student efforts and expression. Whilst there is no minimum length requirement, students are advised to aim for a final report length of up to 14,000 words.

### **Directed and Private Study**

Students are expected to undertake private study as an important learning method within the course. 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 RAU 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.

### **Please note:**

(a) The complete BSc Honours award will require, on average, a total of 1200 hours of student effort for a one-year programme, comprising of timetabled activities, private study and assessments. Students in employment and completing the work-based learning modules, should be aware of the total effort required, and of the need to undertake this in addition to that required by their employer.

(b) This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the [Equality Act 2010](#). However, due to the particular requirements of this programme, students who are mobility impaired are advised to contact the University's Disability Officer to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support may be provided. Students have the right to request that the nature of their impairment be treated as confidential

## **16. Work-based learning**

Students registering for the BSc Honours in Wildlife and Countryside Management will have the option of completing either a full-time campus-based programme of study or a split programme whereby up to 50% of the credits may be achieved through activities undertaken within their existing working environment. Whilst the former will be more suited to those progressing from more traditional HND and FdSc awards, the latter will appeal to those in relevant employment who have the support of their employer/line manager in raising their academic qualifications.

The work-based learning activities comprise two 30-credit modules. A Work-based Research project which may be completed in place of the more usual BSc Honours dissertation and a professional development module, Improving Personal Professional Practice, which will require students to reflect on their current position and to develop and acquire new or enhanced skills in order to further progress their career path.

Students should discuss their proposed pathway and study approach with the Programme Manager when initially applying for the programme. Those opting for the work-based route will be required to ensure the University is provided with sufficient assurances from their employer or line manager that the planned activities can and will be supported within the workplace throughout the period of registration.

## **17. Quality assurance procedures**

The procedures in place at the University are described in the Student Handbook, sent to students in advance of commencing their programme of study. Students are urged to read the handbook carefully and to be aware of its contents.

All assessment marks may be subject to independent internal moderation and review by the External Examiner for the programme. Students are advised to make copies of all coursework assignment available should an External Examiner request a more formal review of marking standards.

The Programme Manager will convene at least two Programme Committee Meetings during each academic year. The student cohort for the programme will elect up to two representatives to sit on this committee to reflect the views of the cohort as a whole. Minutes of these meetings, together with results of annual module and University evaluation questionnaires completed by the students and a report from the External Examiner for the programme will be incorporated into an annual report compiled by the Programme Manager.

## **18. Marking guides and assessment regulations**

The marking guide for student assignments and for examinations, and the University regulations for assessment and progression are available from the University website.

<https://www.rau.ac.uk/about/organisation/public-information/academic-information/academic-policies-and-procedures>

## **19. Ownership of programme specification**

The Programme Management Group (PMG), as a member of the Centre for Environment, will be responsible for the management of the programme and maintenance of programme documentation.

## **20. Curriculum map**

The curriculum map, detailing how the programme outcomes relate to the core modules is shown in Appendix 1.

## **21. Career prospects**

As a leading educator serving the agricultural and rural business sectors, the RAU is well placed to provide networking opportunities for graduates interested in careers in the ecological and rural industries. This programme is specifically designed to equip graduates with the additional knowledge of wildlife and countryside management (over and above their FdSc or HND knowledge) to be employable within the conservation or countryside management sector, such as statutory bodies like Natural England, or local government, NGOs like the Wildlife Trusts or the National Trust, or industry and business such as ecological consultancy, estates and farms.

Graduates will also possess qualifications sufficient to support applications for further study at Masters or PhD level on completion of this BSc Honours award.

## **22. Further information**

Further information about the University can be found on the RAU website, and more detailed information about the BSc Honours in Wildlife and Countryside Management programme can be obtained from the RAU intranet site, accessible to all registered students.

Please also check the 'Student One Stop Shop' found on the Intranet: <https://gateway.rau.ac.uk/course/view.php?id=416%22> This contains information on the following:

- The Student Handbook
- General academic assessment rules
- Blank mitigating circumstances forms and the new rules
- Blank extension forms
- Dissertation guidance forms
- Past exam papers.

The Student Handbook includes details of the University's Equal Opportunities and Disabilities statements and the details of the learning resources available to students.

Prospective students are advised to contact the Programme Manager for further details and/or attend for interview prior to registration.

## **23. Module reference sheets**

Module reference sheets for core and elective modules are available in Appendix 2.

## Appendix 1. Curriculum map

	Knowledge and understanding					Intellectual skills					Practical/ professional skills				Transferable skills			
The map shows how the core modules of the BSc Honours in Wildlife and Countryside Management programme combine to develop the programme intended learning outcomes outlined in section 10 above. For elective modules, see individual reference sheets.	A1. The policies and pressures affecting the landscape	A2. Appropriate solutions to environmental problems	A3. Sustainability and conservation of environmental resources	A4. Ecology of flora and fauna for wildlife	A5. The roles and responsibilities of regulatory and advisory bodies	B1. understand subject- specific theories, concepts and principles	B2. Apply the skills necessary for academic study and enquiry	B3. Critically assemble, evaluate and research a wide variety of types of information and evidence	B4. Demonstrate the skills necessary to plan, conduct and report a programme of individual research	B5. Utilise problem-solving skills	C1. Plan and execute a research enquiry	C2. Conduct an environmental assessment	C3. Develop personal information resources	C4. Critically evaluate verbal and written communication to inform decision making	D1. Communicate clearly and effectively using a range of communication media	D2. Source information and apply knowledge systematically and appropriately	D3. develop reflective skills to examine personal practice	D4. Manage time and tasks, prioritise work and seek advice when appropriate
Animal Ecology			✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			
Ecological Consultancy	✓	✓	✓	✓	✓	✓		✓			✓		✓	✓		✓	✓	
Countryside Management	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
Hons research project							✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	

## Appendix 2: Module structure over the year

Module	Module leader	Core/ Elective	Semester 1	Semester 2
Animal Ecology	Dr Felicity Crotty	Core		
Ecological Consultancy	Dr Kelly Hemmings	Core		
Countryside Management	Dr Ian Grange	Core		
Ecology Field tour	Dr Felicity Crotty	Elective	Planning meetings	Planning and the field tour
Farmland Ecology	Jenny Phelps/ Dr Ian Grange	Elective		
Farming and Integrated Local Delivery (FIELD)	Jenny Phelps/ Dr Ian Grange	Elective		
Forestry & Woodland Management	David Lewis	Elective		
Soil Management	Dr Felicity Crotty	Elective		
Honours Research Project	Prof. Meriel Moore-Colyer	Core		Individual research



### **Appendix 3. Links to module specifications**

[https://www.rau.ac.uk/about/organisation/public-information/academic-information/modules?field\\_module\\_level\\_value=6&field\\_related\\_courses\\_target\\_id\\_selective=5163](https://www.rau.ac.uk/about/organisation/public-information/academic-information/modules?field_module_level_value=6&field_related_courses_target_id_selective=5163)