

## PROGRAMME SPECIFICATION

### Foundation Degree (Fd.Sc.) Agriculture and Farm Management

<b>1. Awarding institution</b>	Royal Agricultural University
<b>2. Teaching institution</b>	Royal Agricultural University
<b>3. Centre responsible for the programme</b>	School of Agriculture, Food and the Environment
<b>4. Programme Manager</b>	Tom Overbury
<b>5. Final award title(s)</b>	Foundation Degree (FdSc): Agriculture and Farm Management
<b>6. Interim Award Titles</b>	
<b>7. Academic level on Framework for Higher Education Qualifications (FHEQ)</b>	Level 4 & 5
<b>8. UCAS code(s)</b>	D 401
<b>9. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark</b>	<p>Foundation Degree prospectus. HEFCE 2000.</p> <p>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. QAA 2014.</p> <p>Subject Benchmark Statements – Agriculture, Horticulture, Forestry, Food and Consumer Sciences. QAA 2016.</p> <p>Foundation Degree – Characteristics Statement. QAA 2016.</p> <p>Foundation Degree Sectoral Framework for Land Management and Production. Lantra 2005.</p> <p>Agricultural Management – National Occupational Standards. Lantra 2011.</p>
<b>10. Details of accreditation by a professional/statutory body</b>	
<b>11. Mode of delivery</b>	Full-time or part-time

<b>12. Language of study</b>	English
<b>13. AQSC approval date</b>	
<b>14. Valid from</b>	Date of validation/re-validation and date current document revised
<i>For office use only</i>	
<b>15. Valid to</b>	
<b>16. Version</b>	

<b>17. Educational aims of the programme</b> [Specify the key aims of the programme]
<p>The educational aims of the programme will be to provide students with:</p> <ul style="list-style-type: none"> <li>• The development of their learning in agriculture and farm management in a flexible manner on either a full-time or part-time study basis.</li> <li>• Technical agricultural and farm management skills and knowledge for work in land-based businesses.</li> <li>• A learning experience that is directly related to the needs of employers, a number of whom were consulted in the development and on-going running of this Foundation Degree programme.</li> <li>• Transferable skills to meet the future needs of employment in the land-based sector and other industries.</li> <li>• An opportunity to progress on to an honours degree programme and further professional qualification, without the need for any bridging course.</li> <li>• A stimulus to pursue life-long learning in both vocational and academic subjects.</li> </ul> <p>Note: These aims will be achieved through the delivery of a programme with flexible modes of study, including work-based learning and skills development. The programme has been developed through wide consultations with employers in land-based businesses and the Sector Skills Council for the Environmental and Land-based Sector (Lantra).</p> <p>The Foundation Degree has been designed to allow students to develop greater academic skills through the programme as they progress from Certificate level modules at stage 4 to Intermediate level modules at stage 5. On completion of the Foundation Degree, students will have the opportunity to progress to the BSc Hons Agricultural Management Top Up Degree. The articulation between the two programmes has been considered carefully in the module structure and in the individual module design.</p>

<b>18. Learning Outcomes of the Programme</b>	
<b>Learning Outcomes</b>	<b>Teaching, learning and assessment strategies</b>
<b>A. Knowledge and understanding</b>	
<p>A knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The principles of crop and livestock production, management and marketing and the mechanisation of agricultural production.</li> <li>2. How to apply business management techniques to land-based businesses and use them in different approaches to problem solving.</li> <li>3. The importance of sustainable development and environmental management in the rural sector.</li> <li>4. The roles, impact and responsibilities of regulatory and other influencing bodies on land-based businesses.</li> <li>5. The limits of their knowledge and how this may influence analyses and interpretations.</li> </ol>	<p>Teaching Learning methods and assessment strategies</p> <p>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 Disability Discrimination Act 2005.</p> <p>Lectures One of the methods of delivery of learning during the University-based phases of the programme will be by lectures. Lecturers aim to:</p> <ol style="list-style-type: none"> <li>1 provide information</li> <li>2 encourage students to pursue additional information on subjects covered</li> <li>3 provide various views on subjects</li> <li>4 explain difficult ideas and issues relating to particular areas</li> <li>5 demonstrate ways in which students can widen and increase their depth of knowledge.</li> </ol> <p>Seminars / Tutorials These will provide opportunities for dialogues between students themselves as well as lecturers. Exchanges of information and ideas can be achieved under the direction of tutors in seminars/tutorials. Through these meetings students should be able to express and share their views and develop their ability to participate in group activities.</p>

	<p><b>Visits</b>  Visits to environmental conservation and heritage management enterprises will be an important part of the programme. These will aid the reinforcement and application of information learned through more formal study.</p> <p><b>Portfolio Development and Key Skills</b>  During the programme students will be required to develop and maintain a portfolio relating to their work-based and work-related experiences.</p> <p><b>Directed and Private Study</b>  Students are expected to undertake additional study on their own behalf 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, electronic journals and the RAU intranet resources which can be accessed remotely will be encouraged for the effective use of private study time.</p> <p>The learning outcomes will be promoted employing the range of teaching and learning methods listed above. Students will be required to undertake some self-directed study with learning support provided by University staff. Students will also be encouraged to progress to further study for a BSc Honours degree</p> <p><b>Assessment strategy:</b>  Each taught module will include summative assessments that will assess all learning outcomes. The</p>
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	<p>assessment strategy for each module has been chosen based on the relevance for the module and to ensure an appropriate mix of assessment approaches. Assessment marking criteria will integrate the RAU level 4 and 5 marking criteria, discipline specific criteria and reference to the four learning pillars.</p>
<b>B. Intellectual skills</b>	
<p>A knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. How to acquire and apply research methodology and problem solving techniques.</li> <li>2. How to evaluate the usefulness and relevance of literature and other data to crop and animal production, farm management and related rural issues.</li> <li>3. How to research, collect and critically evaluate information relating to problem solving in land-based businesses.</li> <li>4. How to propose and test hypotheses using appropriate techniques.</li> <li>5. How to apply intellectual skills to balance costs, benefits, risks, health and safety and environmental impact in real life situations.</li> </ol>	<p>Teaching Learning methods and assessment strategies</p> <p>See above.</p>
<b>C. Practical / professional skills</b>	

<p>A knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. How to apply practical skills and associated knowledge in a working environment.</li> <li>2. How to perform work related tasks at commercial speed, in a safe and competent manner with minimal guidance/supervision.</li> <li>3. How to analyse technical and financial data so as to determine their validity and relevance to land-based enterprises.</li> <li>4. How to prepare business plans for land-based enterprises, including strategic planning and problem solving, so as to achieve the objectives of a business.</li> </ol>	<p>Teaching Learning methods and assessment strategies</p> <p>See above.</p> <p>The Work Based Learning period is especially applicable to these learning outcomes as a vehicle for developing a student's practical and professional skills particularly in the working environment.</p>
<b>D. Transferable skills</b>	
<p>A knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. How to communicate clearly and effectively using written, verbal and visual media.</li> <li>2. How to manage ones time, roles and responsibilities and apply skills in differing situations.</li> <li>3. How to work in a team, relate to, and interact effectively with groups and other individuals.</li> <li>4. How to manage tasks, identify and solve problems using appropriate information sources.</li> <li>5. How to apply numerical skills and techniques.</li> <li>6. How to use a range of specialist equipment and systems.</li> <li>7. How to engage in career and personal development so as to deepen their knowledge and develop further skills by using opportunities for life-long learning.</li> </ol>	<p>Teaching Learning methods and strategies</p> <p>See above.</p>

## 19. Assessment Map

Level	Core Module	Coursework %	Written exam %	Practical assessment %
4	1116	70	30	
4	1117	70	30	
4	1118	50		50
4	1120	40		60
4	1121	70	30	
4	1122	70	30	
4	1123	60		40
4	Ac Skill	100		
5	2125		25	75
5	2126	35	30	35
5	2127	30	30	40
5	2128	50		50
5	2129	65		35
5	2131	30		70
5	2132	100		

Final award is based on 30% of the marks from the first year and 70% of the marks from the second year, as per University policy for Foundation Degrees.

## 20. Programme structure

This Foundation Degree has been developed in line with the Intermediate Level of the QAA Framework for higher education qualifications. The programme structure is shown in Appendix 1, indicating three phases with the following details given for each phase:

- Duration of each phase
- Learning locations (university or work-based)
- Learning mode (full-time or part-time)
- Learning modules
- Assessment outline. Credits available under the Credit Accumulation and Transfer Scheme (CATS)
- Qualifications available.

### Length of Study Programme

This Foundation Degree has been designed so that students can study flexibly, either on a full-time or part-time basis. The programme can be completed full-time over 2 years or part-time over 4 years. A combination of full time/part-time study would also be possible taking 3 years to complete the programme. However, university regulations allow for referrals in which case course completion must be within a maximum period of 6 years. (Ref RAU Academic Regulations.)

### Modular Structure

In terms of levels of the QAA, FHEQ, Phase I is at level 4 and Phases II and III are at level 5.

#### Phase I Year 1

Accounts & Economics  
Animal and Crop Science  
Crop Production  
Farm Business Management  
General Agriculture  
Livestock Husbandry  
Machinery and Buildings  
Academic Skills

#### Phase II

One work-based module relating to:

The student's personal development whilst on work-based experience including the achievement of the clearly stated objectives in the Individual's Learning Agreement (ILA).

A minimum period of ten weeks will be spent by the student in a work based environment. The bulk of this period may be spent on the home farm, but a period of two weeks must be spent in a work based situation that is not the home farm. Experience can be gained on the home farm, but work experience from other venues are preferred.

Each student will be required to assemble a portfolio of evidence and deliver a presentation for assessment in this module.

During this work-based learning period, employers or their staff will be encouraged to provide guidance and advice to students and help them link knowledge and understanding with work-based activities.



Phase III Year 2

Work Based Learning (undertaken in Phase II, written up and assessed in the second year)

Agricultural Policy

Crop Management

Animal Production

Land, Property and Woodland Management

Commodities Marketing and Data Handling

Farm Business Planning and Operation (Double Module)

### Special Features of the Programme

The special features of the programme are:

- A module in Phase I – Academic Skills – will also focus on preparation for employment in Phase II of the programme by the inclusion of extra seminars relating to the work based learning period and employability.
- Flexible pathways for studying this programme – full-time, part-time. Modules will be timetabled on specific regular days, so that part time students may undertake the programme over an extended period, subject to the University's regulations on maximum study time allowable. An individual student can tailor their choice of study on an individual basis by agreement with the programme manager.
- An integrated period (minimum of 10 weeks) of work-based learning/experience with the assistance of a mentor in the work place.
- The successful completion of this Foundation Degree and in particular the Commodities Marketing and Data Handling module should enable students to proceed directly to the completion of an honours degree without having to undertake any additional bridging studies.
- The Foundation Degree has been designed to allow students to develop greater academic skills through the programme as they progress from Certificate level modules at stage 4 to Intermediate level modules at stage 5.
- On completion of the Foundation Degree, students will have the opportunity to progress to the BSc Honours Agriculture or BSc Honours Applied Farm Management degree programmes. The articulation between the programmes has been considered carefully in the module structure and in the individual module design.

## 21. Work-based learning

Work-based experience. During Phase II of the course students will be required to undertake a minimum of 10 weeks work-based experience. Prior to starting work, learning objectives for this period will be agreed between the student, employer and university staff. During this experience students should be able to:

1. Work effectively in a commercial environment

2. Organise themselves as regards time management, resourcefulness and ability to work on their own
3. Develop existing practical skills and acquire new ones
4. Gain insight into the management of the enterprise including financial and personnel aspects.

A minimum period of ten weeks will be spent by the student in a work based environment. The bulk of this period may be spent on the home farm, but a period of two weeks must be spent in a work based situation that is not the home farm. Experience can be gained on the home farm, but work experience from other venues are preferred.

Each student will be required to assemble a portfolio of evidence and deliver a presentation for assessment in this module.

During this work-based learning period, employers or one of their staff will be encouraged to act as mentors to provide guidance and advice to students and help them link knowledge and understanding with work-based activities.

## **22. Reference Points and benchmarks**

Foundation Degree prospectus. HEFCE 2000.  
 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. QAA 2014.  
 Subject Benchmark Statements – Agriculture, Horticulture, Forestry, Food and Consumer Sciences. QAA 2016.  
 Foundation Degree – Characteristics Statement. QAA 2016.  
 Foundation Degree Sectoral Framework for Land Management and Production. Lantra 2005.  
 Agricultural Management – National Occupational Standards. Lantra 2011

## **23. Entry Criteria where these differ from the RAU standard**

Standard RAU entry qualifications for Foundation Degrees apply.

This Foundation Degree is open to all people of all ages regardless of gender, race or disability (where disability is not a barrier to doing the work-based components of the course).

### **Entry Requirements**

5 GCSE's at Grade C or 4 including English Language and Maths  
 plus

56 UCAS points to include one A level, or equivalent Level 3 qualification. This may include vocational qualifications.

Applicants may also be admitted to the programme by proof of learning through experience, demonstrated in portfolios or records of achievement, and/or by set learning tasks set at interview, and confirmed by employer reference(s) or a combination of academic and experiential learning, to be considered on its individual merits.

#### Accreditation of Prior Learning (APL)

The University, in consultation with the Programme Manager, will make the admissions decision in cases involving APL and ensure that correct documentation is completed for all APL cases.

#### Accreditation of Prior Experiential Learning (APEL)

The University, in consultation with the Programme Manager, will make the admissions decision in cases involving APEL, as per normal University procedure.

### **24. Module reference sheets**

Module reference sheets are included as an Appendix

1116	Accounts and Economics
1117	Animal and Crop Science
1118	Crop Production
1120	Farm Business Management
1121	General Agriculture
1122	Livestock Husbandry
1123	Mechanisation and Buildings
New	Academic Skills (New)
2125	Agricultural Policy and Legislation
2126	Animal Production
21CM	Commodities Marketing and Data Handling (New)
21LM	Land, Property and Woodland Management (New)
2129	Crop Management
2131	Work Based Learning
21FB	Farm Business Planning and Operation (Double Module, New)

25. Curriculum map																			
	Accts & Econs	Ani & Crop Sci	Crop Prod	Fm Bus Man	Gen Agr	Livestock Husb	Mech & Build	Acad Skills		Ag Policy	Animal Prod	Crop Manage	W B L	Land Prop Man	Commod Man	Farm Busin			
<b>A) Knowledge and understanding of:</b>																			
A1	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓		✓			
A2	✓			✓	✓					✓				✓	✓	✓			
A3		✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓			
A4			✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓			
A5	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
<b>B) Intellectual Skills:</b>																			
B1				✓				✓							✓	✓			
B2	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
B3	✓			✓						✓	✓	✓		✓	✓	✓			
B4															✓	✓			
<b>C) Subject/Professional/Practical Skills:</b>																			
C1			✓			✓						✓	✓						
C2											✓	✓	✓			✓			
C3	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓			
C4				✓											✓	✓			
<b>D) Transferable Skills and Other Attributes:</b>																			
D1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
D2								✓					✓			✓			
D3					✓								✓			✓			
D4								✓			✓	✓	✓		✓	✓			
D5	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			

D6		✓			✓		✓						✓							
D7								✓		✓	✓	✓	✓		✓	✓				