Royal Agricultural University

Programme Specification

FOR ALL PROGRAMMES INCORPORATING INTEGRATED FOUNDATION YEAR

1. Awarding institution	RAU
2. Teaching institution	RAU with contributions from Cirencester College
3. Centre responsible for the programme	University-wide – with schools responsible for their own students
4. Programme Manager	John Dooley (updated Jan 2020)
5. Final award title(s)	Degree programmes with an integrated Foundation Year are accessed as an extended programme of study, and students are enrolled on the full integrated degree programme. For a full list of programmes, see Appendix A.
6. Interim Award Titles	Not available for specific interim award
7. Academic level on Framework for Higher Education Qualifications (FHEQ)	Introductory to level 4
8. UCAS code(s)	UCAS codes are provided in Appendix A.
9. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	The design and development of the IFY has been informed by review of a range of equivalent programmes offered nationally. Each complete programme is devised with reference to the subject benchmarks relevant to the discipline to which students enrol and to which they will progress. As the IFY provision is common to all programmes, the subject specific content will be directed but student-led. The Integrated Foundation Year is benchmarked to be broadly consistent with level 3 and BTec equivalents but no credit at that level is awarded.

	ECDL and A level frameworks have also been used.
10. Details of accreditation by a professional/statutory body	None currently but full programmes of study will include accreditation as applicable to the 3-year degree award.
11. Mode of delivery	Full-time and part-time on RAU campus
12. Language of study	English
13. AQSC approval date	*June 2019*
14. Valid from	September 2019

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15. Valid to	August 2025
16. Version	V1.0 June 2019

17. Educational aims of the programme

To prepare students for study at Level 4

To prepare students to engage with independent learning

Programmes with IFY are designed to provide supportive access into the parent undergraduate programme. They are designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. They provide a vehicle for students to study at the University who have missed the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

Specific aims:

- To provide a common core of academic and study skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- To provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues
- To provide underpinning subject-related skills and knowledge in key areas required for undergraduate study, including Mathematics, Numeracy and IT
- To provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study
- To provide some level of appropriate subject-specific grounding, in terms of research topics and study focus, to support progression into degree level study in the specialist subject area of the intended degree award

Students will be registered across a range of courses (see Appendix A) and therefore from a range of schools. The underlying provision for the Integrated Foundation Year, at least initially, will be common to all programmes and therefore particular care will be taken to ensure that students address areas relevant to their particular programme. This will be facilitated in part by subject-specific content for coursework in some areas, and students will be encouraged to select appropriate topics for study and research in consultation with their parent school. In addition students on the IFY will expect to be allocated a personal tutor from their parent school.

Students will have access to the full support programme available to all students. In addition they will have a Programme Manager and regular course committee meetings relating specifically to the IFY programme will be held. Representation for these will be flexible at first until it is clear how best the students' views can be heard. However, the Programme Manager will be expected to take a close interest in all students and will be expected to ensure that they are accessing appropriate support throughout the year. In subsequent years of this programme, the Programme Manager will also be expected to monitor earlier cohorts in order to inform practice and to ensure that student support remains appropriate.

Programme Quality Management will be assured through the established mechanisms within the RAU. Students will be registered on a programme of study within a school (see Appendix A). The IFY programme will hold course committee meetings and its own Programme Board. Subject specific teaching will be provided by subject specialists within schools and those staff will contribute to marking their own students' work. Outcomes will be considered at both course and programme level and external advice will be sought as appropriate.

18. Learning Outcomes of the Programme	
Learning Outcomes	**Teaching, learning and assessment strategies**
A. Knowledge and understanding	
A knowledge and understanding of: 1. Key factors influencing the management of the rural landscape 2. ICT and technical skills 3. Rural business skills and supporting data management 4. Role of land utilisation within the rural economy and impact on stakeholders 5. Factors affecting countryside management and changes in land use 6. Factors affecting successful enterprises and how to make key marketing decisions 7. Factors influencing conservation, ecology, climate change and the environment 8. An introduction to agriculture and farming including factors influencing plant and animal husbandry	Teaching Learning methods and assessment strategies Core content is delivered via a mix of lectures, seminars, workshops and practical exercises. Each module includes opportunity for formative assessment where students are given feedback on tasks and activities to ensure that they understand the module content. Each module has formal assessments and the year has been designed to include a range of assessment types.
B. Intellectual skills	
A knowledge and understanding of: 1. planning conducting assessing and reporting on the result of investigations 2. identifying key issues themes and development in areas of interest and concern 3. analysis, evaluation and interpretation of data and information with reference to fundamental concepts and principles that underpin future study 4. Different approaches to problem solving in a range of disciplines 5. Skills in the collation, synthesis and organisation of data and information and its presentation through analysis, argument and use of evidence	Teaching Learning methods and assessment strategies The emphasis is on active learning using case studies and current issues and a focus on the development of student skills. The development of a supported, independent learning culture with the opportunity to apply discipline content to sector specific tasks to ensure students are able to make the transition to higher education.

C. Practical / professional skills	
A knowledge and understanding of: 1. core academic study skills as they relate to professional practice 2. safe working in laboratory conditions 3. map-reading and analysis 4. specific subject-based application of generic skills 5. time management and organisational skills	Teaching Learning methods and assessment strategies Module content and activities will support students in the development and modification of their approaches to solving problems through a combination of directed and practical learning, and reflection. Support from the 'parent' School will be key, as will be the personal tutor system.
D. Transferable skills	
A knowledge and understanding of: 1. application of core academic study skills such as study methods, research, analysis, academic writing and presentation skills 2. working independently, showing initiative 3. working collectively as part of a wider team 4. application of numerical and statistical techniques 5. the need for and value of a reflective approach to intellectual and personal development	Teaching Learning methods and strategies The programme will develop transferable skills. The focus will be on participation, review and reflection to support academic study.

19. Assessment Map

There is an intention to provide as wide a variety as possible of assessment types. Each Semester to include different assessment types with alternative assessments available for retakes wherever possible. Non-submission of summative assessments, without the application of RAU approved extenuating circumstances, will normally result in the student being required to submit the assessment with the mark being capped at 40%. Students who submit their assessments by the required submission date but who do not achieve a pass mark may be asked to improve their submission and re-submit it with a short additional element that identifies the changes and reflects upon the improvements made. If this reflective element is not suitable, for example a student with extenuating circumstances unable to complete a group element, then adjustment to, for example, a shorter individual presentation will be permitted. The alternative arrangements for resubmission are detailed in the module reference sheets.

Core Module	Coursework %	Written exam %	Practical assessment %
0IFY1	Report 50%		Report and Presentation 50%
0IFY2	e-Portfolio 75% Digital project 25%		
0IFY3	Report 50%	In-class tests 50%	
0IFY4		Short answer exam 100%	
0IFY5		Exam 50%	Group poster presentation and evaluation 50%
0IFY6	Infographic analysis 50%		Video pitch 50%
0IFY7	Presentation 60%		Practical test 40%
0IFY8			Practical portfolio 100%

20. Programme structure

One year spread over two semesters with a total of eight 15-credit modules. Although the modules are common to all programmes, there is scope for individual application of subject specific areas of interest in research and assessment elements.
Semester one: Modules covering numeracy and finance; ICT; Academic Skills and team work, and Rural Land Skills.
Semester two: Modules covering applications and statistics; Enterprise and Marketing; Academic Skills and team work, and Rural Land Skills

If part time study is adopted, it is intended that students engage in two modules per semester, thus spreading study over two years

21. Work-based learning

The year is not intended to include work-based learning, but will address some of the skills required for this later in the programmes to which it relates.

22. Reference Points and benchmarks

Using Scottish learning outcomes currently, along with old AQA A level descriptors and some BTec.

23. Entry Criteria where these differ from the RAU standard

48 points and GCSEs in Maths and English, below the current tariff of 56 points for FD.

24. Module reference sheets

Modules:

0IFY1	Managing landscape	incorporating academic skills
0IFY2	Digital Skills	incorporating ICT skills
0IFT3	Rural business skills	incorporating maths and finance
0IFY4	Land related studies	incorporating rural land use
0IFY5	Change in the Countryside	incorporating academic skills/team work
0IFY6	Enterprise and Marketing	
0IFY7	Environment and conservation	data handling incorporating applications & statistics
0IFY8	Agriculture and Farming	incorporating rural land use/ applied science

Reference sheets attached

25. Curriculum map	Managing landscapes	ICT skills	Rural business skills	Land related studies	Change in the countryside	Enterprise and marketing	Environment and conservation	Agriculture and farming
A) Knowledge and understanding of:								
A1	✓		✓	✓	✓	✓		
A2		✓					✓	✓
A3		✓	✓	✓		✓		
A4			✓	✓	✓	✓	✓	✓
A5	✓			✓	✓		✓	✓
A6	✓		✓	✓		✓		
A7				✓	✓		✓	✓
A8				✓	✓		✓	✓
B) Intellectual Skills:								
B1			✓		✓	✓		✓
B2	✓		✓	✓			✓	
B3	✓	✓		✓	✓	✓	✓	✓
B4	✓	✓			✓		✓	
B5		✓	✓	✓		✓	✓	✓

Curriculum map (continued)	Managing landscapes	ICT skills	Rural business skills	Land related studies	Change in the countryside	Enterprise and marketing	Environment and conservation	Agriculture and farming
C) Subject/Professional/Practical Skills:								
C1		✓	✓	✓		✓		✓
C2							✓	✓
C3	✓				✓		✓	✓
C4	✓	✓		✓		✓	✓	
C5	✓	✓	✓		✓	✓		
D) Transferable Skills and Other Attributes:								
D1	✓	✓	✓	✓	✓	✓	✓	✓
D2	✓		✓	✓		✓	✓	
D3		✓		✓	✓	✓		
D4	✓	✓	✓				✓	✓
D5			✓	✓	✓			✓

Appendix A

Programmes covered (including UCAS codes):

D701	BSc (Hons) Agriculture with Foundation Year
L4EQ	BSc (Hons) Applied Equine Science and Business with Foundation Year
34F7	BSc (Hons) Applied Farm Management with Foundation Year
W530	BSc (Hons) Bloodstock and Performance Horse Management with Foundation Year
N201	BSc (Hons) International Business Management with Foundation Year
DN60	BSc (Hons) International Business Management (Food and Agribusiness) with Foundation Year
DN43	BSc (Hons) International Equine and Agricultural Business Management with Foundation Year
N209	BSc (Hons) Real Estate with Foundation Year
N230	BSc (Hons) Rural Land Management with Foundation Year