



Programme Specification

BSc (Hons) RURAL LAND MANAGEMENT



ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION

BSc (Hons) RURAL LAND MANAGEMENT

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.

Programme Manager – William Leschallas MRICS FAAV

1. Awarding institution	Royal Agricultural University
2. Teaching institution	Royal Agricultural University
3. Final award title(s)	BSc (Hons) Rural Land Management
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. UCAS code(s)	N231
6. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FHEQ, FD qualification benchmark	QAA FHEQ QAA subject benchmark statement: <i>Construction, property and surveying</i>
7. Details of accreditation by a professional/statutory body	The programme is accredited by the Royal Institution of Chartered Surveyors (RICS). As a graduate of the programme you would be required, as a trainee with a firm of chartered surveyors, to undertake a two-year Assessment of Professional Competence (APC) in one of the specialist areas of practice to qualify as a chartered surveyor
8. Mode of study	Full-time (three years)
9. Language of study	English
10. Date of production/revision	Re-validation 2018

11. Educational aims of the programme

Introduction

This interesting, rewarding and highly regarded programme (the D Course) will provide you with an education in rural land management and the disciplines that contribute to it, equipping you for a career in this field. Your programme of study will cover the management of rural land, property and business in the countryside within the context of the relevant national and international legal, institutional and policy framework.

Distinctive features of Rural Land Management at the RAU

The BSc (Hons) Rural Land Management is one of a suite of programmes provided by the RAU that are within a partnership agreement with the RICS which recognises the University as one of the accredited providers of surveying education in the UK. As a graduate of the programme you will be able to register for the Assessment of Professional Competence (APC) which culminates in the award of MRICS following a minimum of two years of professional training and experience. The programme has a good employment record, with many graduates taking up APC training positions when they leave University.

The programme benefits from close collaboration between the University, the programme team and firms of rural surveyors who sponsor prizes, provide case study sites and contribute to the teaching and assessment. Many firms also provide vacation internships and all students are strongly encouraged to build a portfolio of work experience, in agriculture and the rural surveying profession, during vacations within the three years of study.

Modules are led and taught by experienced lecturing staff, the majority of whom are qualified chartered surveyors with professional practice experience.

The academic work will incorporate opportunities to see the practical application of the subjects you study and, particularly in Year 3, to integrate the subject matter across the different modules. Frequent contact with rural chartered surveyors and other professionals, both on the academic staff and from outside the University, will allow you to gain an understanding of the diverse nature of professional work. This, together with your work experience, should help you decide on the type of work you would most enjoy in your future career.

There is a commitment to forming close and supportive staff/ student relationships at all levels of the programme, including assisting you in preparation for the world of work, for example by provision of one-to-one tutorials on completing your curriculum vitae.

The programme has been designed to provide you with:

- a degree meeting the professional requirements of the Royal Institution of Chartered Surveyors (RICS);
- educationally sound and relevant technical content, informed by current and ongoing developments in the land and property profession;
- approaches to teaching, learning and assessment which are varied but well-balanced and relevant to your studies (see Section 15);

- transferable skills, which will be of benefit to you in your academic study but which will also assist you in your future career (see Section 11).

Programme aims

The programme aims to:

- provide you with a significant understanding of the nature, theory and practice of rural land management;
- prepare you for a career in rural surveying practice;
- ensure you have a clear understanding of the application of professional and business ethics to land and property;
- provide you with opportunities to develop some areas of personal interest as part of your programme of studies;
- develop your intellectual, professional, business and interpersonal skills;
- provide you with an academic foundation that will enable you to progress to postgraduate studies;
- encourage originality and creative thinking.

12. Intended learning outcomes

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning that the programme provides. By studying rural land management at the RAU, you will acquire knowledge and understanding of the national and international context, core concepts and theories of the subject and develop key skills that you will be able to apply to both your academic studies and the wider world of work once you have graduated.

The learning outcomes given below are informed by the Quality Assurance Agency (QAA) subject benchmark for *Construction, property and surveying*.

You will obtain knowledge and understanding of:

- the key concepts, principles and practice influencing activities in rural land and property management;
- the context, both national and international, in which rural surveying operates;
- the linkages and inter-relationships between elements of the rural surveying discipline and related surveying disciplines;
- the roles of rural surveyors and other professional advisors;
- professional ethics and their impact on professional practice.

You will acquire and develop the intellectual (thinking) skills which will enable you to:

- undertake academic study and enquiry;
- research, assemble and present a variety of types of information and evidence in a comprehensible form;
- synthesise and evaluate information from a number of sources in order to gain a coherent understanding of theory and practice;
- analyse critically published work on rural land management;

- demonstrate the skills necessary to plan, conduct and report a programme of original research and write up as a dissertation;
- utilise problem-solving skills.

You will acquire and develop practical and professional skills which will enable you to:

- appraise and analyse rural land and property holdings taking into account physical, legal and financial factors in order to provide advice to owners, occupiers and their advisors within the wider context of the national and international economic, legal, fiscal, environmental, and public policy framework;
- contribute to the debate about contemporary rural land management issues;
- acquire technical skills so as to operate effectively in a professional capacity;
- understand the needs, perspectives and character of individuals and organisations that currently own and occupy rural land and property, and be able to assist in identifying and articulating their future land and property requirements;
- write for a variety of audiences, including the preparation of papers, letters and reports.

You will acquire and develop the following transferable skills (key life skills):

- Communication skills
The ability to express the ideas you have obtained verbally as well as through written and visual work in a form which is appropriate to the intended audience.
- Interpersonal skills
The ability to work effectively as a member of a team or on your own, including the ability to motivate yourself and others, to show and take initiative and to demonstrate negotiation skills.
- Organisational skills
The capacity for independent and self-managed learning, including the ability to analyse and reflect on your own personal strengths/weaknesses and formulate strategies for improvement.
- Numerical skills
The ability to apply basic statistical and numerical skills to rural land management information.
- IT skills
The ability to use information technology e.g. email and internet, databases, spreadsheets and word processing.

13. Programme structure and requirements

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 formal timetabled activities; such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time – usually around two hours per week for a 15-credit module studied over 25 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.

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-year examinations.

The D Course consists of a three-year full-time programme which, at each of the three levels of study, comprises eight 15-credit modules. For the award of BSc (Hons) you must accumulate 360 credits, comprising 120 credits at each of the three levels of the programme. Part-time study is possible, in accordance with the normal teaching schedule. Some modules are also available for study by blended learning (distance learning supplemented by attendance on campus for block teaching sessions) for students who are already in employment.

In the final year a double module of study (worth 30 credits) is devoted to personal research for a dissertation on a subject of your choosing, under the guidance of a member of academic staff with expertise in this specialist area. You will also choose two further modules from a range of elective subjects to complement your specialist area of interest.

A detailed programme structure table is given below, outlining the study levels modules and associated credits, and interim and final awards.

Programme structure

Stream	Year 1	Year 2	Year 3
PROPERTY	1016 Valuation 1 15 credits	2037 Valuation 2 15 credits	3033 Agricultural Law and Valuation 15 credits
	1015 Law 1 15 credits	2030 Law 2 15 credits	3035 Rural Professional Practice 15 credits
	1014 Building Technology 15 credits	2091 Rural Buildings 15 credits	
	1251 Surveying 15 credits	2033 Planning and Development 15 credits	
LAND USE	1043 Rural Land Use 15 credits	2089 Environmental Management 15 credits	3005 Contemporary Issues in Rural Land Management 15 credits
	1044 Agriculture for Land Management 15 credits	2090 Farm Business Management 15 credits	
BUSINESS	1250 Professional Practice 15 credits	2092 Rural Practice Management 15 credits	3055 Estate Management 15 credits
	1033 Business Finance 15 credits	2066 Business and Property Finance and Taxation 15 credits	
PERSONAL RESEARCH			3068 Dissertation 30 credits
ELECTIVES			Elective 1 15 credits
			Elective 2 15 credits
AWARD	Certificate of Higher Education	Diploma of Higher Education	BSc (Hons) Rural Land Management

14. Student support services

Academic support for you and your learning will be provided by a dedicated programme team. The Programme Manager is [William Leschallas](#) (who is also the D3 Year Manager). The D1 Year Manager is [Rebecca Marshall](#) and the D2 Year Manager is [Simon Smith](#).

In addition, your learning will be supported by:

- an induction programme when you join University which will introduce your programme of study and the study skills you need to complete it successfully;
- the RAU *Student Handbook*
- module handbooks, describing in detail the teaching programme for each module you study;
- extensive library and other learning resources, including study skills packages;
- a personal tutor, whose role is to assist you with the progress of your academic studies as well as advise on pastoral care issues;
- student email and open and personal access to academic staff, including the Programme Manager;
- access to a Student Support Services Manager, Student Welfare Officer (who can provide counselling on personal problems) and the University health centre;
- access to a Disability Officer, who provides assistance and guidance on teaching and learning support for students with dyslexia (or other forms of specific learning difficulties) and other disabilities, including a dyslexia specialist to help you develop your learning skills.

15. Criteria for admissions - What you will need to join the programme

You will need to satisfy the general admissions requirements of the Royal Agricultural University in one of the following ways:

Normally you will need to have achieved 260 to 300 UCAS tariff points and at least five GCSE passes, including English and Maths to Grade C or above; or other equivalent qualifications.

The University and the Programme Manager welcome and are happy to consider applications from students with vocational or other qualifications, including those from overseas, based on their individual merit. Applicants without English as a first language will need IELTS Band 6.

Accreditation of prior learning

Admission with exemptions for accreditation of prior learning may be possible. This will be based on submission of a portfolio of evidence of previous study in a directly relevant subject area, demonstrating that equivalent module learning outcomes at the appropriate level have been achieved.

Pre-University work experience

Although not a pre-condition for entry, you are encouraged to undertake some practical farming experience and professional work experience with a rural surveyor before embarking on your programme of study, perhaps during a gap year. A close understanding of agriculture, from the perspective of a farmer, is fundamental to a future career as an adviser on rural property matters. The Programme Manager will be happy to provide further guidance to you about the type of work experience that would be particularly suitable for your individual circumstances.

16. Teaching, learning and assessment

The curriculum is designed to enable you to acquire and develop knowledge and understanding of the subject, intellectual/ thinking, practical/ professional and key transferable skills at three levels which correspond to those developed by the QAA for the *Framework for Higher Education Qualifications* (FHEQ). As you progress through the levels of the programme you will be encouraged to expand your understanding and critical appreciation of key rural land management topics and issues. For example, case study material becomes more complex and challenging throughout the programme as you learn to integrate the subject matter studied in different modules, culminating, in the final year, in case studies supplied by practising surveyors from their own portfolios of work.

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*, the [Equality Act 2010](#). However, due to the particular requirements of this programme, students who are vision impaired and 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.

Teaching and learning

A carefully planned and diverse programme of teaching and learning, guided by the explicit aims and identified learning outcomes of the programme, will be used in rural land management. Your workload will be challenging but manageable.

You will:

- attend lectures, participate in seminars and tutorials, undertake case studies and carry out practical work both in class and out in the field, for example on farm and estate visits;
- be given directed learning tasks both in class and for private study time to help increase your knowledge and understanding of topics and issues covered in class;
- be encouraged to engage in and take responsibility for your own learning enabling you to work as an independent self-directed learner;

- have the opportunity to participate in group work, for example in case studies, to develop your ability to work co-operatively with others as a member of a team.

Farm, estate and other site visits

A wide variety of study/ site visits are undertaken to local farms, properties and rural estates where owners, occupiers and their professional advisors/ managers provide invaluable insights into contemporary issues arising in the profession of rural land management.

In addition, you will visit the University's own arable and livestock farms and attend briefings by the University's Farm Director, which will provide opportunities to supplement your academic studies with practical demonstrations of a range of farm enterprises, both conventional and organic, together with conservation principles and other property management issues.

Guest speakers

Leading professional practices offer support to your programme through the provision of experts who regularly visit the University to provide a contemporary practical framework against which you can reflect your theoretical studies.

Case studies

Your coursework will often be based on case studies which will, again, help you to see practical application of the subjects you are studying. This culminates during the final year of the programme in the module Rural Professional Practice during which case studies are supplied by practising surveyors from their own existing portfolios of work.

Assessment methods

A variety of student-focused and appropriate assessment methods which are consistent with the learning outcomes (see section 11) are used in the programme, all of which will enable you to demonstrate your achievements and understanding of issues to the highest level, along with your ability to use specialist study as well as other key skills acquired during your academic studies. You will experience a good balance between formal assessment activities, for example, essays, examinations, multiple-choice tests, oral presentations, group or individual reports, alongside non-assessed tasks and experiences which together contribute to your overall development. Reasonable adjustments will be made, where necessary and appropriate, to accommodate the needs of disabled students. Assessment criteria are designed to be clear and specific for both you and the teaching staff (see section 18 for marking guidelines).

Assessment is addressed as an integral part of the programme design, is reviewed regularly by the Programme Management Group and is subject to confirmation by the University's Academic Quality and Standards Committee and ratification by Academic Board.

17. Work-based learning

Not applicable.

18. Quality assurance procedures

The framework of policies and structures of the University, which form the basis for the assurance and continued development of quality standards for academic programmes, are set out in the *Teaching Quality Handbook*.

The function of the Programme Management Group (including all Module Leaders) is to ensure that the programme provision aligns with the FHEQ and recognises and adheres to the expectations of the QAA *UK Quality Code for Higher Education* in terms of academic quality and standards.

Methods for evaluating and improving the quality and standards of teaching and learning

The Programme Management Group undertake a range of activities to ensure the quality and standards relating to the teaching, learning, assessment, and outcome standards are continually reviewed and improved. Mechanisms for review and evaluation of the programme include:

- Preparation of annual module reviews by module leaders to identify areas of good practice and consider further development of each module in the programme.
- Regular Programme Management Group meetings.
- Submission of annual reports by External Examiners, commenting on the quality and standards of the programme.
- Preparation of an annual programme report by the Programme Manager, which is approved by the Dean of the School of RELM and considered by the University Academic Quality and Standards Committee.
- Periodic review and revalidation of the programme on a five year cycle, involving external panel members.
- Regular partnership meetings with the RICS.

Committees with responsibility for monitoring and evaluating quality and standards:

- Programme Committee (including student representation).
- University Academic Quality and Standards Committee (AQSC).
- University Examination Boards (to consider marks, progression and awards).

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student representation at the Programme Committee.
- Student feedback on modules and programme.

Staff development priorities include:

- Institutional staff development courses.
- Attainment by all staff of formal teaching qualification (11 RELM staff have achieved PGCHE/PGCAP qualification).

Stakeholder feedback

Feedback from existing and past students, employers, External Examiners and the School of RELM Advisory Board is regularly received and considered in the annual and periodic review process.

19. Marking guides and assessment regulations

The marking criteria for coursework and examinations and the regulations for assessment and progression are available on the University VLE, Gateway, via the Student One Stop Shop.

20. Ownership of programme specification

The programme team, under the auspices of the School of Real Estate and Land Management, has responsibility for the programme.

21. Curriculum map

The map provided at Appendix 1 shows you how the programme outcomes relate to module outcomes.

22. Career prospects

Your studies will equip you to undertake the wide range of work that characterises the surveying profession.

The University has an excellent employment record supported by its enviable contacts with the rural surveying profession. Although the economic climate continues to have an impact on employment, students seeking graduate employment in the profession continue to be successful. As a student, you will have the opportunity to attend regular employer presentations and careers events at University in your final year of study. Recent job opportunities have included APC training posts with national, regional and local firms of chartered surveyors, auctioneering firms, private estates and other large landowners such as the National Trust.

If you choose not to follow a career in surveying, you will have many other career options open to you, for example, in law or accountancy, as well as the normal graduate opportunities in industry and business, options which are again supported by the University's excellent networks in related employment fields.

23. Further information

Further information on the programme is available on the D Course programme page on Gateway.

24. Module reference sheets

The modules you will study are as follows:

Year 1:

Valuation 1
Law 1
Building Technology
Surveying
Rural Land Use
Agriculture for Land Management
Professional Practice
Business Finance

Year 2:

Valuation 2
Law 2
Rural Buildings
Planning and Development
Environmental Management
Farm Business Management
Rural Practice Management
Business and Property Finance and Taxation

Year 3:

Agricultural Law and Valuation
Rural Professional Practice
Contemporary Issues in Rural Land Management
Estate Management
Dissertation (double module)
Choice of Elective 1
Choice of Elective 2

The module reference sheets are available on the University website.

**CURRICULUM MAP
BSc (HONS) RURAL LAND MANAGEMENT**

Programme outcomes		Agriculture for Land Management	Rural Land Use	Professional Practice	Business Finance	Surveying	Building Technology	Valuation 1	Law 1	Rural Practice Management	Valuation 2	Law 2	Rural Buildings	Planning and Development	Environmental Management	Farm Business Management	Business and Property Finance and Taxation	Agricultural Law and Valuation	Contemporary issues in RLM	Rural Professional Practice	Estate Management	Dissertation	Elective 1	Elective 2	
		Year 1									Year 2							Year 3							
Knowledge and understanding of:																									
A1	The key concepts, principles and practice influencing activities in rural land and property management.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
A2	The context in which rural surveying operates.		x	x	x	x				x				x	x	x	x		x	x	x				
A3	The linkages and inter-relationships between elements of the rural practice discipline and related surveying disciplines.										x	x	x	x		x	x	x		x	x				
A4	The roles of rural surveyors and other professional advisors.		x	x						x					x					x	x				
A5	Professional ethics and their influence on professional practice			x						x										x					
Intellectual skills:																									
B1	Undertake academic study and enquiry.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
B2	Research, assemble and present a variety of types of information and evidence in a comprehensible form.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
B3	Synthesise and evaluate information from a number of sources in order to gain a coherent understanding of theory and practice.										x			x		x	x	x		x	x	x			
B4	Analyse critically published work on rural land management.																		x			x			
B5	Demonstrate the skills necessary to plan, conduct and report a programme of original research and write up as a dissertation.																					x			
B6	Utilise problem-solving skills.							x	x		x	x		x		x	x	x		x	x				

		Agriculture for Land Management	Rural Land Use	Professional Practice	Business Finance	Surveying	Building Technology	Valuation 1	Law 1	Rural Practice Management	Valuation 2	Law 2	Rural Buildings	Planning and Development	Environmental Management	Farm Business Management	Business and Property Finance and Taxation	Agricultural Law and Valuation	Contemporary Issues in RLM	Rural Professional Practice	Estate Management	Dissertation	Elective 1	Elective 2		
Professional skills:		Year 1								Year 2								Year 3								
C1	Appraise and analyse rural land and property holdings taking into account physical, legal and financial factors in order to provide advice to owners, occupiers and their advisors within the wider context of the economic, legal, fiscal, environmental and public policy framework.					x					x	x	x	x			x	x	x		x	x				
C2	Contribute to the debate about contemporary rural land management issues.			x															x		x					
C3	Acquire technical skills so as to operate effectively in a professional capacity.	x				x		x		x	x	x	x	x	x	x	x	x		x	x					
C4	Understand the needs, perspectives and character of the owners and occupiers of rural land and property, and be able to assist in identifying and articulating their current and future land and property requirements.										x	x		x			x	x	x		x	x				
C5	Write for a variety of audiences, including the preparation of papers, letters and reports.		x	x		x	x	x	x	x	x	x		x				x		x						
Transferable skills:																										
D1	Communication skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
D2	Interpersonal skills			x				x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			
D3	Organisational skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
D4	Numerical skills				x	x	x	x			x		x				x	x	x		x	x				
D5	IT skills					x																	x			