University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Emerging Issues in Agriculture					
Module Code	UILXK3-30-3		Level	3	Version	1.1
Owning Faculty	Hartpury		Field	Animal and Land		
Contributes towards	BSc (Hons) Agriculture, Conservation and Sustainable Management					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	1st September 2015		Valid to	1st September 2021		

CAP Approval Date	15 December 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically evaluate a range of recent developments in agriculture for their long-term sustainability and/or contribution to food security. (A) 2. Assess the economics and implications for industry of a range of recent developments in agriculture. (A,B) 3. Critically evaluate technical information relating to areas of current agricultural research. (A,B) 4. Synthesise and communicate developments in agricultural science to enable understanding and engagement by academic, specialist and non-specialist audiences. (B)
Syllabus Outline	Given that this module deals with current issues and developments, it is difficult to specify topics but the following subjects are likely to be covered: • Precision agriculture using GIS, soil and yield mappings; • Genome technology in crop and animal production; • Spatial dimensions of rural development; • Factory farming v free range: the influence of animal welfare; • Commercial synthetic biology production and its threat to crops;

	• Soil-less agriculture, the development of hydroponics and aeroponics; • Alternative crops including fibre crops, energy crops and novel uses for traditional crops; • Biofuel production from crops, algae and seaweed; • Impact of climate change on food production.
Contact Hours	Indicative delivery modes: • Lectures, guided learning, seminars etc. 72 • Self directed learning 66 • Independent learning 162 TOTAL 300
Teaching and Learning Methods	This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Placement learning**: may include a practice placement, other placement, year abroad. **Virtual learning environment (VLE):** this specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Number of credits for this module			30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	138	162	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage	50%		
Coursework assessment percentage	0%		
Practical exam assessment percentage	50%		
	100%		

Reading Strategy	**Essential readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via more frequently updated sources. Books BCPC. (Current Edition) *Biological control introductions: opportunities for improved crop production.* British Crop Protection Council. Dragun, A.K. and Tisdell, C. eds. (Current Edition) *Sustainable agriculture and environment: globalisation and impact of trade liberalisation*. Cheltenham: Edward Elgar. Harris, D. (Current Edition*) The illustrated guide to hydroponics*. London: New Holland Press. Morgan, M. and Ess, D. (Current Edition) *The precision farming guide for agriculturalists.* Illinois, USA: John Deere. National Research Council (Current Edition) *Precision agriculture in the 21st century – geospatial and information technologies in crop management.* Washington DC, USA: National Academy Press. NRC (Current Edition) Precision agriculture in the 21st century. *Geospatial and information technologies in crop management.* Washington DC, USA: National Academy Press. Roling, N. G. and Wagemakers, M. A. E. eds. (Current Edition*) Facilitating sustainable*

	agriculture. Cambridge: Cambridge University Press.
	Journals
	Due to the wide variety of topics that could be discussed, specifying a journal list is not possible.
	Websites
	DEFRA https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs

Part 3: Assessment	
Assessment Strategy	This strategy has been chosen to enable students to research the topics presented in the lecture series more widely and bring the evidence of that research into a controlled conditions written examination where they can construct critically evaluative answers to the questions posed. The duration of the examination gives students sufficient time to incorporate the knowledge they have acquired into a critically evaluative narrative. The poster defence also allows students to be critically evaluative but communicate their evaluation in a different format to an identified audience. This format also allows for self-reflection as an evaluative tool, not only in relation to the lecture series content, but in the students own approach to researching the lecture content.
	Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, at the end of oral presentations and on Blackboard.
	In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Identify final assessment component and element	Open Book Written Examination		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Open Book Written Examination (2.5 hours)	100%
Component B **Description of each element**	**Element weighting**
1. Poster Defence (20 minutes)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Open Book Written Examination (2.5 hours)	100%

Component B Description of each element	Element weighting
1. Poster Defence (20 minutes)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.