University of the West of England
BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| **Part 1: Basic Data** | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Sustainable Crop Production | | | | | |
| Module Code | UILV3P-15-3 | | Level | 3 | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No | |
| Owning Faculty | Hartpury | | Field | Animal and Land Science | | |
| Department | Animal and Land | | Module Type | Standard | | |
| Contributes towards | BSc (Hons) Agriculture, Conservation and Sustainable Management | | | | | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| Valid From | 01 September 2015 | | Valid to | 01 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:<br><br>1. Appraise current developments in crop production. (A)<br>2. Critically evaluate the range of crop production systems available to the farmer and compare their economic and environmental implications. (A)<br>3. Evaluate the philosophy and principles of integrated farm management. (A)<br>4. Critically analyse new technological developments in agronomy and their effect on wildlife and the environment. (A) |
| Syllabus Outline | • Comparison of the economic and environmental implications of a range of crop production systems<br>• Evaluation of integrated farm management, essential components of integrated farm management, codes of good agricultural practice, quality assurance<br>• Evaluation of modern techniques and new technological developments, and their impact on farm wildlife and the environment<br>• Soil/root interactions, including nutrient deficiencies, growth regulators and manipulation of rooting systems to improve crop growth<br>• Modern crop breeding techniques |

| | |
|---|---|
| Contact Hours | Indicative delivery modes:<br>• Lectures and seminars 33<br>• Self-directed learning 3<br>• Independent learning 114<br>Total 150 |
| Teaching and Learning Methods | A variety of learning strategies will be used including lectures and seminars, site visits, group discussions and visiting lecturers. Students will also be expected to engage in independent learning throughout the module. This will involve the preparation and writing of a portfolio and further reading to support formal teaching. Site visits will include opportunities to examine business management and diversification strategies, exploring detailed examples currently in operation.<br><br>**Virtual Learning Environment (VLE)**<br>The module will be supported by the VLE where students will be able to find necessary module information. Direct links to information sources will 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. |

**Key Information Set - Module data**

*Number of credits for this module* 15

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
|---|---|---|---|---|
| 150 | 36 | 114 | 0 | 150 |

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 | 0% |
| Coursework assessment percentage | 100% |
| Practical exam assessment percentage | 0% |
| | 100% |

| | |
|---|---|
| Reading Strategy | **Essential readings**<br>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.<br><br>**Further readings**<br>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.<br><br>**Access and skills**<br>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 mechanisms.<br><br>Books<br><br>Dixon, G.R. and Tilston, E. L. eds. (Current Edition) *Soil Microbiology and Sustainable Crop Production*. London: Springer.<br><br>Edwards, C.A., Lal, R., Miller, R.H. and House, G. (Current Edition) *Sustainable Agricultural Systems*. Iowa, USA: Soil and Water Conservation Society.<br><br>Loomis, R.S. and Connor, D.J. (Current Edition) *Crop Ecology*. Cambridge: Cambridge University Press.<br><br>Newton, J. (Current Edition) *Profitable Organic Production*. Oxford: Blackwell Science.<br><br>Unwin, R. ed. (Current Edition) *Crop Protection in Organic and Low Input Agriculture*. Hampshire: British Crop Production Council.<br><br>Journals<br><br>Agricultural Systems<br><br>Journal of Agronomy and Crop Science<br><br>Journal of Applied Ecology<br><br>Journal of Crop Science<br><br>Natural Resources<br><br>Websites<br><br>DEFRA https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs |

| Part 3: Assessment | |
|---|---|
| Assessment Strategy | The portfolio will allow the students to apply the knowledge gained throughout the module to a range of tasks which they may encounter when working in industry. The format of the portfolio will be designed to promote student self-evaluation, reflection, and critical thinking. The foundations for this portfolio will be gained during learning sessions facilitated by academic staff members and therefore meeting the requirements of a controlled conditions assessment.<br><br>Feedback can be gained from seminar sessions, on assessment feedback sheets, through the VLE, in tutorials and in revision sessions.<br><br>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 | Portfolio | |
|---|---|---|
| **% weighting between components A and B** (Standard modules only) | **A:**<br>**100%** | **B**:<br>**0%** |

| **First Sit** | |
|---|---|
| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
| 1. Portfolio (equivalent to 2500 words) | 100% |

| **Resit (further attendance at taught classes is not required)** | |
|---|---|
| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
| 1. Portfolio (equivalent to 2500 words) | 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. | |