

CORPORATE AND ACADEMIC SERVICES
PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
|--------------------------------------------------------|-----------------------------------------------------------------------------------|
| Awarding Institution | University of the West of England |
| Teaching Institution | Hartpury College |
| Delivery Location | Hartpury College |
| Faculty Responsible for Programme | Hartpury College |
| Department Responsible for Programme | Animal and Land Science |
| Modular Scheme Title | Undergraduate Modular Scheme, Hartpury College |
| Professional Statutory or Regulatory Body Links | None |
| Highest Award Title | FdSc Agriculture |
| Default Award Title | None |
| Fall-back Award Title | None |
| Interim Award Titles | CertHE Agriculture Certificate in Rural Land Management |
| UWE Progression Route | None |
| Mode(s) of Delivery | Full time; part time |
| Codes | UCAS: H22 D400 JACS: D400 |
| | ISIS2: D400 HESA: |
| Relevant QAA Subject Benchmark Statements | Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences |
| CAP Approval Date | 27 January 2014 |
| Valid From | 01 September 2014 |
| Valid Until | 01 September 2020 |
| Version | 1 |

Part 2: Educational Aims of the Programme

The foundation degree aims to equip students with essential practical agricultural skills, and knowledge and understanding of agricultural management. Students will gain these through extensive work-based learning and vocationally orientated modules which will enable students to develop the skills required for employment within a range of agricultural settings.

The educational aims of the programme are to enable the student to:

- 1 Access a vocationally-based course designed for those who intend to farm their own land, or to work as farm managers, or to gain employment in an agricultural business;
- 2 Access a range of knowledge relevant to contemporary economic agricultural production;
- 3 Develop employability skills: self-confidence in professional communication in a variety of media, awareness of team dynamics, the importance of time management, and the effective use of reflective practice to enhance personal development and positive self-esteem;
- 4 Demonstrate Industry relevant competencies to prove skills and capabilities and to improve employability;
- 5 Think creatively in order to solve agricultural problems;
- 6 Be aware of current rural legislation, industry standards and methods of good practice;
- 7 Appreciate the need for Health and Safety provisions to minimise risk to people and property on-farm;
- 8 Discover how to become responsible for their own learning especially in practical skills relevant to chosen interests;
- 9 Prepare to progress to further study as part of a life-long learning process and continual professional development.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The FdSc Agriculture covers a range of subject areas thereby enabling successful graduates to achieve a qualification aligned to their particular interest and career aspirations. Students have successfully graduated from this programme through a process of evaluative and critical enquiry which has enabled them to not only acquire the most up to date knowledge relating to their chosen subject areas, but to use that knowledge to problem solve and provide solutions to the challenges of the industry sector. This knowledge is consolidated and applied through the extensive period of work placement which gives graduates the skills and experience needed to enhance their employability in the agricultural industry. Practical skills are mapped against nationally recognised standards, allowing graduates to enter the workplace with the training needed to be an effective employee.

Graduates will have developed a high level knowledge and understanding of agriculture to enable them to effectively manage land now and in the future. Graduates will have a fundamental understanding and critical awareness of the problems and challenges facing the land management industry, including issues pertaining to the global nature of, and internationalisation of food production and conservation. Graduates will also have developed a range of key skills to enable them to communicate ideas effectively in a variety of media.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:

| | Agricultural Professional Development | Farm Mechanisation & Buildings | Crop Production | Soil & Nutrient Management | Principles of Animal Biology | Principles of Livestock Production | Farm Management | Sustainable Land Use | Land Based Professional Development | Labour & Machinery Management | Agri-environmental Policy & Legislation | Forage Management | Crop Management | Dairy Herd Management | Beef & Sheep Production | Game & Deer Management | Undergraduate Research Process | Rural Business Planning |
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A) Knowledge and understanding of:

| | | | | | | | | | | | | | | | | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | The established principles and the way in which those principles have developed which relate theory to practice in agricultural studies; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Practical agriculture, modern scientific techniques and business management; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | The potential and relevance of ICT applications to agriculture and their successful application in the workplace. | ✓ | | | | | ✓ | ✓ | | | | | | | | | ✓ | ✓ |
| 4 | Resource management and finance, or undertake critical analysis of information, in order to propose solutions to problems arising from analysis in an agricultural/work context. | | ✓ | | | | ✓ | | ✓ | | | | | | | | | ✓ |
| 5 | Of the moral, ethical and social issues related to farming; | ✓ | | | | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | | | |
| 6 | Skills learnt effectively throughout the programme which can be successfully applied within the agricultural industry/workplace; | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Rural legislation and industry standards to enable further training, development of the existing skills, and acquisition of new competences that will encourage an assumption of responsibility within the agricultural industry. | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | | | | | | |
| 8 | Research, development and experimental design in order to test a hypothesis or proposition. | | | ✓ | | | | ✓ | | | | | | | | | ✓ | ✓ |

(B) Intellectual Skills

| | | | | | | | | | | | | | | | | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Use problem-solving skills and decision-making strategies to organise data to support investigations and practical, economic solutions in the agricultural context; | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Identify, analyse and discuss key theories, concepts and principles from a range of disciplines professionally in written and oral communication; | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Use self-reflection to monitor their own progress in theoretical and practical agriculture, especially whilst engaged in the work placement modules; | ✓ | | | | ✓ | | | ✓ | | | | | | | | | |
| 4 | Demonstrate the ability to apply informed decision-making in complex and unpredictable contexts in agricultural management; | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Combine theoretical knowledge and practical experience appreciating and analysing financial and other management information and using it in decision-making to devise realistic management and business plans. | | | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

| Learning Outcomes: | | Agricultural Professional Development | Farm Mechanisation & Buildings | Crop Production | Soil & Nutrient Management | Principles of Animal Biology | Principles of Livestock Production | Farm Management | Sustainable Land Use | Land Based Professional Development | Labour & Machinery Management | Agri-environmental Policy & Legislation | Forage Management | Crop Management | Dairy Herd Management | Beef & Sheep Production | Game & Deer Management | Undergraduate Research Process | Rural Business Planning |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------|------------------------|---------------------------------------|-------------------------------------|-------------------------------------------|------------------------|-----------------------------|--------------------------------------------|------------------------------------------|----------------------------------------------------|--------------------------|------------------------|------------------------------|------------------------------------|-----------------------------------|---------------------------------------|--------------------------------|
| (C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | |
| 1 | To acquire skills to apply with confidence for employment in any commercial agricultural business; | ✓ | | | | | | | | ✓ | | | | | | | | | |
| 2 | Engage with relevant work placement providers to develop industry experience; | ✓ | | | | | | | | ✓ | | | | | | | | | |
| 3 | Obtain the skills represented by the industry relevant experience which may have been gained in the Agriculture Professional Development module to potential employers; | ✓ | | | | | | | | ✓ | | | | | | | | | |
| 4 | Communicate to a variety of agricultural industry practitioners; | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ |
| 5 | Develop the skills to defend realistic business plans for rural/farming businesses; | | | | | | | ✓ | | ✓ | | | | | | | | | ✓ |
| 6 | Demonstrate a commitment to continuing professional development and lifelong learning through the development of initiative, leadership and team skills in relation to self-directed and independent study, developing an adaptable and flexible approach to study and work. | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| (D) Transferable skills and other attributes | | | | | | | | | | | | | | | | | | | |
| 1 | Communicate effectively with a wide range of individuals and contribute constructively to group discussions using a variety of ICT, media and information sources. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Plan, reflect, and evaluate on academic, vocational and professional performance in relation to self, individuals and teams; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Utilise problem-solving skills in a variety of theoretical and practical situations; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Take responsibility for personal and professional learning and development setting realistic targets to achieve goals and responsibilities with a positive intent. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Manage time, prioritise workloads and recognise and manage personal emotions and stress; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | Understand career opportunities, future challenges and work towards targets for personal, academic and career development; | ✓ | | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Use information management skills, such as information technology and library resources. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Agriculture programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning

Will include a practice placement. By the end of the two year course the student will benefit by having completed 500 hours of work placement between April and September in the first year. During this 20 week period the student will have written two skills reports countersigned by the work provider and submitted to their tutor, in which they will have reflected upon their personal development and improving levels of skills of an agricultural nature. Each student will give an oral presentation about the business in which they were employed and submit an appraisal of that business. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency. This experience will have given each student a valuable insight into different aspects of the industry and may have helped formulate ideas of possible careers open to the new graduate.

Virtual Learning Environment (VLE)

This module 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.

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the Careers on line resources as well as Careers staff. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

The purpose of this programme is to offer a vocationally-based course that provides a balance between agriculture and business which is aimed at producing graduates who will be in demand by the 21st Century agricultural industry. There has been a substantial input into the design and content of the programme by representatives of local and national agricultural businesses to ensure the employability of the students graduating with a Foundation degree in Agriculture from Hartpury College.

In the first year of study every student is given a good grounding in crop production, soil and nutrient requirements, animal production and farm management. Each student will be taught employability skills and will be given the opportunity for work experience relevant to their individual interests. In the second year there is a strong focus on themed modules to build on the experiences gained in the work placement. Each student can then specialise in their choice of several advanced modules in crop, forage or animal production, as well as rural legislation and business planning. The overall aim of the Programme is to instill in the student an instinctive capability to cope professionally with most aspects of modern farm management. Facilities within the college will be used to underpin this, e.g. Home Farm Dairy Unit, Deer Herd, Veal and Sheep Unit. Access to ICT facilities (including agricultural specific software) within the HE flexible study zone, and laboratories which can facilitate soil and forage analysis.

Students will be supported throughout their programme of study by dedicated and professional tutors who will communicate with them through the VLE, by email and texts, and face-to-face in lectures, practicals, seminars and tutorials. Throughout their second year at Hartpury all students will participate in study skills sessions which ensures that they have the skills required to achieve good results in all the assessments contained within the degree programme. Within study skills sessions the students are encouraged to maintain a Personal Development Plan which enables them to self-reflect and self-assess their own academic, vocational and professional performance throughout their university course. In addition to the documentation from the University of the West of England, students receive a student planner from the Associate Faculty at the start of the academic year which introduces key aspects of studying at Hartpury. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/examination guidance is also provided to all students. Much of this information is disseminated and explained in an induction week designed to be programme specific and establish a cohort identity to last the duration of the programme.

Students will have the opportunity to gain industry certificates either within the time allowed for the Agriculture Professional Development module or through short course provision. Several of these practical skills are considered essential to the students' employability and students will be encouraged to study for them. Students wanting work placements will find themselves to be in considerable demand once they have gained these certificates. As well as being able to join the UWE Students Union and associated societies, it will also be possible to join the Land and Animal Biology Society (LABS) which is administered by Hartpury students, in order to offer animal and land-based activities to complement formal programme studies.

Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory, farm and estate), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments, poster defence and practical application. Assessment completed may vary for each student depending on module choices.

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 Virtual Learning Environment (VLE).

Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, in-class written test, oral assessments, written assignments, reports, portfolio. These are detailed in the following assessment map:

Assessment Map for FdSc Agriculture

| | | Type of Assessment* | | | | | | | | | | |
|-----------------------------------|-----------------------------------------|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|---------------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio | |
| Compulsory Modules Level 1 | Agricultural Professional Development | | | | | B (80) | B (20) | | | | | A (Pass/Fail) |
| | Crop Production | A (40) | | | | | | | B (60) | | | |
| | Soil & Nutrient Management | A (50) | | | B (50) | | | | | | | |
| | Principles of Livestock Production | A (25) | | | | | | B (45) | B (30) | | | |
| | Farm Management | A (100) | | | | | | | | | | |
| | Sustainable Land Use | | | | | | A (50) | B (50) | | | | |
| | Farm Mechanisation & Buildings | A (50) | | | | | | | B (50) | | | |
| Principles of Animal Biology | A (50) | | | | | | | B (50) | | | | |
| Compulsory Modules Level 2 | Land Based Professional Development | | | | | | B (40) | | B (60) | | | A (Pass/Fail) |
| | Rural Business Planning | | | | | | A (25) | B (75) | | | | |
| | Agri-environmental Policy & Legislation | | | | | | A (100) | | | | | |
| Optional Modules Level 2 | Undergraduate Research Process | | A (40) | | | | | | B (60) | | | |
| | Labour & Machinery Management | A (40) | | | | | | | B (60) | | | |
| | Dairy Herd Management | A (50) | | | | | | | B (50) | | | |
| | Beef & Sheep Production | A (100) | | | | | | | | | | |
| | Game & Deer Management | | | | | | A (100) | | | | | |
| | Crop Management | | | | A (50) | | | | B (50) | | | |
| | Forage Management | A (60) | | | A (40) | | | | | | | |


*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

Note: As discussed with a personal tutor, Principles of Animal Biology is a requirement if a student does not hold A-level Biology grade E or above, or equivalent.

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Year 1 | Students are normally required to select 120 credits from the Year 1 modules listed below: Agricultural Professional Development (UILVLM-30-1) Soil & Nutrient Management (UILXTB-15-1) Crop Production (UILXSH-15-1) Principles of Livestock Production (UINXP5-15-1) Farm Management (UILXP6-15-1) Sustainable Land Use (UILXP7-15-1) Farm Mechanisation & Buildings (UILXSX-15-1) Principles of Animal Biology (UINXK8-15-0) | | <u>Certificate Rural Land Management</u> Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>CertHE Agriculture</u> Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. TARGET AWARD: <u>FdSc Agriculture</u> Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above |
| | Year 2 | Land Based Professional Development (UILVLW-30-2) Rural Business Planning (UILXTA-15-2) Agri-Environmental Policy & Legislation (UILXSK-15-2) | Students are normally required to select 60 credits from the Year 2 optional modules listed below: Forage Management (UILXT3-15-2) Crop Management (UILXSJ-15-2) Dairy Herd Management (UILXSV-15-2) Beef & Sheep Management (UILXSQ-15-2) Game & Deer Management (UILXT5-15-2) Undergraduate Research Process (UINXU5-15-2) Labour & Machinery Management (UILXT7-15-2) | |
| GRADUATION | | | | |

Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The University will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme. For example, Code of practice for the assurance of academic quality and standards in higher education, Section 9: Work-Based and Placement Learning (2007); and Outcomes from institutional audit Work-based and Placement Learning, and Employability (2006) has been used to inform and advise on work based learning.

Relevant Subject and Qualification Benchmark Statements (Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009);

Foundation Degree: qualification benchmark (QAA May 2010); Work based and Placement Learning (QAA 2007)) have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate, for example, employers have been consulted on the structure of the course, the work based learning and subject relevance.

University Strategies and Policies: The Academic Regulations and Procedures

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on Word Count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors. The Work-Based Learning Policy has also informed the requirements of the placement modules.

Staff research projects:

The proposed modules for the Agriculture programme are based on well established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, which is encourages and supported through the college's Research Committee. These staff bring their current experience to bear on their teaching.

Employer interaction/feedback:

Field of Animal and Land Sciences Vocational Panel meetings involve discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The Animal and Land Sciences Vocational Panel meetings include a range of interested stakeholders such as employers, former graduates and academic staff from programmes likely to feed into this programme. Current students provide feedback at specific programme meetings and through more generic means such as module and programme surveys.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).