

Programme Specification 2009 Intake

Section 1. Basic Data:

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury College (Associate Faculty)
Programme accredited by	
Highest award title	B.Sc.(Hons) Conservation & Countryside Management
Default award title	
Interim award title	B.Sc. Conservation & Countryside Management Dip. HE Conservation & Countryside Management Cert. HE Conservation & Countryside Management
Modular Scheme title	Undergraduate Modular Scheme, Hartpury College
UCAS code	
Relevant QAA subject benchmarking group(s)	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011
Authorised by: Rosie Scott	Date: June 2011
Version Code	
	3.2

Section 2. Educational aims of the programme:

The Honours degree programme in Conservation & Countryside Management aims to equip students with knowledge, practical skills, and the intellectual skills to enable them to evaluate and challenge orthodox thinking, and to develop new ideas and practices in conservation and countryside management. Students should also develop a range of key skills to enable them to communicate their ideas effectively in a variety of media.

The educational aims of the programme are:

- to give students practical data collecting, habitat assessment and management skills, and a detailed knowledge of conservation, legal, environmental and scientific principles;
- to provide students with the intellectual and practical skills necessary for a career in countryside management along with the theoretical and philosophical underpinning required to support rural land management during a period of change and increasing public scrutiny;
- to teach students intellectual skills of critical evaluation, analysis and synthesis in order for them to be able to think constructively and reflectively, and propose sound and reasoned solutions to problems;
- to enable students to critically evaluate present and future trends in conservation;
- to encourage students to evaluate current conservation and environmental policy, and to explore environmental policy developments in a European context;
- to form an appreciation of the need to manage resources safely and efficiently, with regard to the wider environment;
- to develop an awareness of, responsibility for, and a positive attitude towards Health and Safety at work;
- to develop personal and interpersonal skills, self-awareness and reflection on practice;
- to prepare students for successful employment, in particular for employment in the land-based sector;
- to develop transferable skills in students and make them aware of the relevance of those skills to different working environments;
- to enable future workers to meet the challenges of a changing industry with confidence;
- to undertake an in depth and sustained piece of work with minimal supervision; and
- to prepare the learner with a foundation for lifelong learning.

Section 3. Learning outcomes of the programme:

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

A. Knowledge and understanding:

On successful completion of the programme, the student will have:

1. An understanding and a critical awareness of the problems and/or new insights in conservation and countryside management, including issues pertaining to rural land and environmental management.
2. An understanding of wildlife and habitat management plans, and a critical understanding of the ecological principles influencing management decisions.
3. The skills and ability to undertake, or supervise / manage others in undertaking practical land management tasks, and use and manage other supporting resources.
4. Knowledge, understanding and critical evaluation of the influences of farming practices on UK wildlife and the environment.
5. An evaluative understanding and working knowledge of government policy and legislation relating to land management and the environment.
6. A sound knowledge of employer expectations, in the context of good working practices, needed by the individual in the work place.
7. The ability to apply the knowledge gained during the programme, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied science and management.

Teaching, Learning and Assessment Strategies

Essential principles and a range of concepts are introduced in the first year and the depth and the breadth of the subject is progressively explored over the following years through lectures, seminars, practical work, laboratory based practical, visits, demonstrations, self evaluation and interactive learning through the world wide web (1-7).

Underpinning principles and processes are examined theoretically and practical skills developed during the three years with continuous assessment of these skills throughout (1-6).

Learners are exposed to a range of modules throughout the programme, which will introduce and develop knowledge and understanding of underpinning sciences and management skills, through practical work and visits, seminars, communication skills, lectures, self reflection on practice and interactive learning through the world wide web (1-6).

Throughout the programme, learners are encouraged to undertake independent reading both to supplement and consolidate what is being taught / learned and to broaden their individual knowledge and understanding of the subject.

Assessment

The assessment of knowledge and understanding (1-7) will be undertaken by a variety of means depending on the module. These could include written assignments, examinations, oral presentations, case-studies and reports, and practical projects.

B. Intellectual Skills:

On successful completion of the programme the student will be able to:

1. Use skills of reflection, evaluation and critical thinking in problem solving and decision making to support effective conservation and sustainable environmental management.
2. Discuss conservation and countryside management based on knowledge gained in the programme, highlighting implications and making recommendations for developing current and future management practices.
3. Demonstrate the ability to undertake sustained study and apply deeper cognitive learning
4. Critically evaluate an aspect of conservation or countryside management based on systematic rigorous research processes which highlights implications and proposes recommendations for developing current and future conservation or countryside management practices.
5. Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study.

Teaching/learning methods and strategies:

Intellectual skills (1-5) are developed through the use of enquiry based and problem based learning. For example, practical work and case studies will be used to enable students to develop an understanding of real life situations and problem solving.

Principles of problem solving (1) are explored and integrated throughout the modules. Problem solving activities are used within scenario based teaching and learning activities as the students progress through the programme. Skills of judgement are created through exploration of current decisions made in conservation and countryside management in the UK (2).

Reflective skills (1-4) are developed through the use of compilation of portfolios, seminars and personal tutorial support. Skills of critical thinking (1-4) are developed through the use of debate, discussion and exploration both within group seminar and practical work, and in contact with employers through visits and guest lectures. Study skills tutorial support is available to help the weaker student develop and workshop sessions are run throughout the programme, which students are encouraged to attend. Assignment feedback gives direction and offers insights to students to establish their competency levels.

The formulation of a Personal Development Plan (PDP) is encouraged through personal tutor support and group tutorial support. This encourages the student to be self reflective (1-5).

Development of deeper cognitive learning (3) is demanded in all modules at levels II and III, further supported by the requirement to undertake an independent research project at level III (Dissertation) allowing students to explore, analyse and critically evaluate a current issue in conservation or countryside management (4).

A variety of learning methods are employed that are designed to move the student towards taking responsibility for their own learning and to promote the ethos of lifelong learning through key lectures, small group work, skills based practice sessions, student directed study including web based study and learning through professionally based staff and employers in the industry (5).

Assessment

The assessment of intellectual skills (1-5) is undertaken by a variety of means depending on the module. These include written assignments, portfolio building, examinations, oral presentations, case study reports, practical

project reports.

C. Subject/Professional/Practical Skills

On successful completion of the programme the student will be able to:

1. Undertake practical fieldwork associated with conservation and countryside management, exercising personal responsibility for health and safety and demonstrating a capacity to make appropriate decisions based on analysis and evaluation.
2. Collect, manage and evaluate biological data, and conduct effective long term monitoring of wildlife and wildlife habitats.
3. Write and critically evaluate a habitat management plan.
4. Describe, organise and interpret numerical data, and conceptual written information.
5. Communicate effectively with individuals, establishing professional and ethical relationships within the conservation community.
6. Maintain the standards and practices required of the industry.
7. Recognise moral/ethical dilemmas and issues and respond appropriately.

Teaching/learning methods and strategies:

Skills (1-4) are developed through formal teaching, seminars, field work, demonstrations and integrated practical sessions;

Visits and guest speakers from the industry help the students appreciate the standards required in this field (5&6).

Seminars and learner led discussions enable the student to appreciate ethical issues (7).

Assessment

Due to the applied nature of the programme a significant proportion of the modules include practical assessments, or assessment of case study / practical project reports.

<p>D. Transferable skills and other attributes:</p> <p>On successful completion of the programme the student will be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively with a wide range of individuals using a variety of means. 2. Reflect on, analyse and evaluate their own academic, vocational and professional performance. 3. Utilise problem solving skills in a variety of theoretical and practical situations. 4. Manage change effectively and respond to changing demands. 5. Take responsibility for personal and professional learning and development. 6. Manage time, prioritise workloads and recognise and manage personal emotions and stress. 7. Understand career opportunities and challenges ahead and begin to plan a career path. 8. Use information management skills, for example; information technology, library resources, the use of information technology in the workplace. 	<p>Teaching/learning methods and strategies:</p> <p><i>The acquisition of key and transferable skills (1-8) is facilitated through small group work, lectures and seminars. Communication skills in particular are developed through seminars, presentations, and role-play. These discussions are extended with employers in the industry through visits and guest lectures. Students are encouraged to explore skills development and inter-professional working through scenario and problem based learning, as well as independent study that includes web based learning resources.</i></p> <p><i>Students are encouraged to attend careers sessions and to use the UWE careers website (7) in order that they understand career opportunities and begin to plan a career path.</i></p> <p><i>Study skills workshops are available to students to facilitate development of time management, and workload prioritisation (6).</i></p> <p><i>Students are able to reflect upon their own performance through tutorial and assignment feedback and reflection with their PDP (2, 5 & 6)</i></p> <p>Assessment</p> <p><i>Key transferable skills are assessed in undertaking formative class work, and through module assignments.</i></p>
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Section 4. Programme structure:				
ENTRY ↓	level 1	<p>Compulsory modules</p> <p>UIL XDA-20-1: Sustainable Land Use</p> <p>UIL XDB-20-1: Principles of Managing Agricultural Soils</p> <p>UIL XDJ-20-1 Principles of Ecology</p> <p>UIL XDE-20-2: Introduction to Agricultural Systems</p> <p>UIL XDM-20-1: Wildlife Surveying & Data Handling</p>	<p>Optional modules</p> <p>UIL XDD-20-2: Game & Deer Management I</p> <p>UIL XDF-20-1: Farm Management.</p>	<p>Interim Awards:</p> <p>Cert. HE Conservation & Countryside Management</p> <p><i>Credit requirements:</i></p> <p>120 credits at level 0 or above, of which not less than 100 credits are at level 1 or above.</p>
	level 2	<p>Compulsory modules</p> <p>UIL XEC-20-2: Wildlife Management Theory</p> <p>UIL VED-20-2: Applied Ecology</p> <p>UIL XER-20-2: Rural Environmental Policy & Legislation</p> <p>UFM EFE-20-2: Statistics & Research Methods</p>	<p>Optional modules</p> <p>UIL VEA-20-2: Woodland Management</p> <p>UIL XEE-20-2: Game & Deer Management II</p> <p>UIL XEH-20-2: Management of Labour Resources</p> <p>UIL XES-20-2: Countryside Communication and Education</p> <p>UIN VLR-10-2: Field Course</p>	<p>Target Award</p> <p>Diploma HE Conservation & Countryside Management</p> <p><i>Credit requirements:</i></p> <p>240 credits at level 0 or above, of which not less than 220 credits are at level 1 or above, and not less than 100 credits are at level 2. All core modules must be included.</p>

level 3	<p>Compulsory modules</p> <p>UIN XJH-40-3: Dissertation</p>	<p>Optional modules</p> <p>UIL XFA-20-3: Integration of Crops & Wildlife</p> <p>UIL XFD-20-3: Estate & Facility Management</p> <p>UIL XFE-20-3: Rural Diversification</p> <p>UIL XFH-10-3: Introduction to Rural Environmental Assessment</p> <p>UIL XFK-10-3: Farm & Rural Waste Management</p> <p>UIL XFL-20-3: Sustainable Management of the Rural Environment</p> <p>UIL XFS-20-3: Landscape Restoration & Conservation</p>	<p>Target Award: BSc. (Hons) Conservation & Countryside Management</p> <p><i>Credit requirements:</i> 360 credits of which not less than 100 credits are at level 3, 200 credits at level 2 or above, and 340 credits at level 1 or above.</p> <p>Interim Award: BSc. Conservation & Countryside Management</p> <p><i>Credit requirements:</i> 300 credits of which not less than 60 credits are at level 3, 160 credits at level 2 or above, and 280 credits are at level 1 or above.</p>
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→ **GRADUATION**

Section 5. Entry requirements:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at Honours degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 180 UCAS Tariff Points or 24 International Baccalaureate points (both to include a science subject and/or physical education and/or sports science) or equivalent.

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.

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

Section 6. Assessment Regulations:

University Assessment Regulations

Section 7. Student learning: distinctive features and support:

The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career in conservation and countryside management.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of vocational opportunities to be found in conservation and countryside land management. Academic knowledge and reflection on theoretical and practical learning reinforces and supports the development of vocational skills. There has been substantial employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps.

Core modules in practical fieldwork and habitat management, environmental policy and legislation, planning and ecological studies introduce the student to rural land management for conservation and amenity. At level 2 option modules allow students to study woodland management, game and deer management, and/or recreational land management in greater depth as interest dictates. Practical work during the programme, and work related visits, underpin students' academic knowledge whilst giving students the opportunity to practice and develop practical skills required in future employment in conservation and countryside land management.

At level 3 a range of option modules allows students to specialise and refine their programme, enabling study of current issues and developments within conservation and countryside management, and developing skills of enquiry and critical evaluation.

Students are encouraged to maintain a Personal Development Plan (PDP). The PDP underpins the learner's ability to be reflective of their own academic, vocational and professional performance with feedback from tutors and visiting speakers from the industry.

Learners are supported throughout the programme through online web-based support such as the Virtual Learning Environment (VLE) and Digital collection, and individual tutorial sessions with a designated tutor.

Through complementary studies, students are able to acquire additional professional qualifications such as first aid, health and safety, risk assessment, hedge laying, dry-stone walling, safe use of pesticides, all-terrain vehicle training, and chainsaw operation. In addition, opportunities to develop information technology skills, the European Computer Driving Licence (ECDL) are available.

Section 8. Reference points/benchmarks:

QAA Subject Benchmark Statement:

- Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2001);
- The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2001) foundation degree QAA document
- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- Employer interaction/feedback: Field of Rural Land Management Vocational Panel meetings.
- Staff research projects: The proposed modules for the Conservation and Countryside Management programme are already well established within the Associate Faculty. These modules are taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.
