



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		
Department responsible for programme	Animal and Land		
Modular Scheme Title	None		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Agriculture, Conservation and Sustainable Management		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc Agriculture, Conservation and Sustainable Management		
UWE Progression Route	None		
Mode(s) of Delivery	Full time/Part-time		
Codes	UCAS: D495	JACS: D400	
	ISIS2: D495	HESA:	
Relevant QAA Subject Benchmark Statements	Agriculture, horticulture, forestry, food and consumer sciences (2009)		
Initial CAP Approval Date	29 May 2014	Revised CAP Approval Date	15 December 2014
Valid from	01 September 2014		
Valid until Date	01 September 2020		
Version	1.2		

Part 2: Educational Aims of the Programme

The programme is designed to build on existing academic and intellectual attainment and to develop new higher level knowledge and understanding of agriculture, conservation and sustainable management to enable effective land management now and in the future. The programme will support the learner from a wide range of social and educational backgrounds, through the provision of a programme of study which meets the needs of the individual, supporting academic progression.

The assessment of this prior learning will be done on an individual basis on application. The assessment will ensure the learning outcomes previously achieved underpin the educational aims of this programme.

The aim of the programme is to enable the students to gain 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. Students should also develop a range of key skills to enable them to communicate their ideas effectively in a variety of media.

The programme will prepare the learner with a foundation for lifelong learning and enable them to:

- 1 Access a coherent programme of study in agriculture, conservation and sustainable management underpinned by current research;
- 2 Build on acquired scientific principles to develop a knowledge and understanding of the land management and use this knowledge to study land management in the context of present day industry and environment;
- 3 Improve on intellectual skills of critical evaluation, analysis and synthesis in order to be able to think constructively and reflectively, and propose sound and reasoned solutions to problems; Choose from a range of options, while maintaining a coherent programme of study;
- 4 Be prepared for successful employment, in particular for employment in land management industries;
- 5 Develop transferable skills and be aware of the relevance of those skills to different working environments;
- 6 As future workers, meet the challenges of a changing industry with confidence;
- 7 Undertake an in-depth and sustained piece of work with minimal supervision;
- 8 Progress into post graduate study or research.

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

The BSc (Hons) Agriculture, Conservation and Sustainable Management programme has been developed in consultation with employers so provides graduates with the knowledge and skills necessary to work effectively in the industry sector. It has been designed to offer a range of subject areas which enables the student to flavour their qualification according to their particular interest and career aspirations. Irrespective of subject area chosen, the programme provides graduates with skills in critical enquiry and evaluation of current processes and practices in the land management sector. This will enable them to not only acquire the most up to date knowledge relating to their chosen subject areas, but also to use that knowledge to meet the challenges of a changing industry with confidence. In addition, the programme provides opportunities for students to develop generic transferrable skills necessary for employment such as project management, use of technology and the ability to communicate ideas effectively using 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:

	Applied Research Project	Investigative Skills for the Successful Undergraduate	Emerging Issues in Agriculture	Advanced Animal Production	Biodiversity and Conservation	Undergraduate Independent Study	Agricultural Enterprise	Sustainable Management of Natural Resources	Sustainable Crop Production
A) Knowledge and understanding of:									
1	An understanding and a critical awareness of the problems and/or new insights in sustainable land management, including issues pertaining to food production, conservation and business management.								
2	A detailed understanding of agronomic and conservation principles related to sustainable land management.								
3	Knowledge of recent advances and research into sustainable land management.								
4	An appreciation of the application, development, ethical and business considerations of sustainable land management.								
5	The ability to apply the knowledge gained during this, and previous programmes, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied science and management.								
(B) Intellectual Skills									
1	Use skills of reflection, evaluation and critical thinking in problem solving and decision making to support effective and sustainable land management.								
2	Discuss animal and plant management based on knowledge gained in this, and previous programmes, 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 research into environmental science and the role it contributes to current and future sustainable land 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.								
(C) Subject/Professional/Practical Skills									
1	Communicate effectively with individuals, establishing professional and ethical relationships.								
2	Maintain and safeguard the standards and practices required within the land management industry.								
3	Prepare, process, interpret and present data using appropriate qualitative and quantitative techniques.								
4	Recognise moral/ethical dilemmas and issues and respond appropriately.								

Learning Outcomes:		Applied Research Project	Investigative Skills for the Successful Undergraduate	Emerging Issues in Agriculture	Advanced Animal Production	Biodiversity and Conservation	Undergraduate Independent Study	Agricultural Enterprise	Sustainable Management of Natural Resources	Sustainable Crop Production
(D) Transferable skills and other attributes										
1	Communicate effectively with a wide range of individuals using a variety of means.	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Reflect on, analyze and evaluate their own academic, vocational and professional performance.	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Utilize 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, prioritize workloads and recognize 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓

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. 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. The curriculum has been designed to provide experience and opportunities to reflect to develop concepts which can be applied to real world issues faced within the agricultural industry.

Methods of delivery will vary depending on the modules selected although will include a wide range of methods from formal lectures to seminars, field trips, guest lectures and student-centred learning. Teaching activities will be supported through the Virtual Learning Environment, which will support the culture of independent learning expected of higher education students.

Scheduled Learning

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork and external visits. Scheduled sessions may vary slightly depending on the module choices made. For some modules there will be expectation complete preparatory reading, follow up tasks and formative assessment.

Independent Learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion, exam revision etc. These sessions constitute an average time per level as indicated in the table below. Requirement may vary slightly depending on the module choices made.

Virtual Learning Environment (VLE)

All modules are supported by the VLE where students will be able to find all necessary module information. Direct

links to information sources will also be provided from within VLE, along with assessment information, contact details, teaching resources and further reading, as appropriate.

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. 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 BSc (Hons) Agriculture, Conservation and Sustainable Management programme provides graduates of a land management-related Foundation degree or HND with the opportunity to gain an Honours degree level qualification within one year of academic study. Students from a range of backgrounds are invited to join the programme and by attaining this higher level qualification students will have an increased opportunity of employment success within this growing and competitive professional sector.

The purpose of the programme is to build on existing academic and intellectual attainment through academic study and to develop new higher knowledge and understanding in the field of sustainable land management. The programme has been designed for those students with existing land management related knowledge who wish to undertake a further level of study to enhance their knowledge and academic skills. The programme design includes compulsory modules to ensure that all students that graduate from this programme have attained the skills and understanding appropriate to sustainable land management and the compulsory module, the Dissertation BSc, ensures students gain appropriate Honours degree research skills. The student will obtain an increased awareness of the current issues in the land management industry and evaluate this information in light of up-to-date research. Students have the opportunity to choose option modules from the Field of Animal and Land Science which gives the student the opportunity to specialise in a specific area of interest.

Distinctive to the Associate Faculty is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practical's (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 defense and practical application.

The Associate Faculty prioritises student support. Key to that support is the Academic Personal Tutorial system that is operated throughout the University. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are strongly encouraged to utilize, and engage in, face to face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. Students receive a diary and study skills guide from the Associate Faculty at the start of the academic year which introduces key aspects of studying at Hartpur. 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 is offered through an induction programme which is tailored to meet the needs of students who are not only progressing to a higher level of study, but to the way in which UWE and the Hartpur faculty uniquely deliver their provision.

Learners are supported throughout the programme via VLE. Access is available remotely and so VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements on VLE and via the SMS text message service with which the Associate Faculty has engaged with.

The Hartpur library service is highly supportive of the academic disciplines within the animal field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

Through complementary studies, students are able to acquire additional professional qualifications such as first aid, health and safety, risk assessment, hedge laying, all-terrain vehicle training, and animal handling. 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 Hartpur students, in order to offer animal and land-based activities to complement formal programme studies. Hartpur College also hosts a students' union, focusing particularly on student life on the campus, working closely with UWE SU and NUS.

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:

A range of teaching and assessment techniques are used throughout the programme to support different learning styles. Theoretical lectures, practical's (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 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 defense and practical application.

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.

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, posters, presentations and written examinations. These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Agriculture, Conservation & Sustainable Development


		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 3	Applied Research Project							A (100)			
	Investigative Skills for the Successful Undergraduate			A (50)				B (50)			
	Emerging Issues in Agriculture		A (50)				B (50)				
Optional Modules Level 3	Advanced Animal Production	A (60)						B (40)			
	Undergraduate Independent Study							A (100)			
	Agricultural Enterprise						A (100)				
	Sustainable Management of Natural Resources	A (100)									
	Biodiversity and Conservation						A (30)	B (70)			
	Sustainable Crop Production									A (100)	

*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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Not applicable.	Not applicable.	<u>BSc Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 at level 3 or above and must include all compulsory modules.
	Year 2	Not applicable.	Not applicable.	*Please note that this would not be available to students having completed all their HE level 1 (4) and HE level 2 (5) learning outside UWE regulations.
	Year 3	Applied Research Project (UINV3S-30-3) Investigative Skills for the Successful Undergraduate (UINV4Y-153) Emerging Issues in Agriculture (UILXK3-30-3)	Students are normally required to select 45 credits from the optional modules listed below: Advanced Animal Production (UINV4V-15-3) Undergraduate Independent Study (UINV3M-15-3) Agricultural Enterprise (UILV4W-15-3) Sustainable Management of Natural Resources (UILV3Q-15-3) Biodiversity and Conservation (UINV39-15-3) Sustainable Crop Production (UILV3P-15-3)	TARGET AWARD <u>BSc (Hons) Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 360 credits at level 0 or above, of which not less than 340 are at level 1 or above, not less than 200 at level 2 or above and not less than 100 credit are at level 3 and must include all compulsory modules.
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, and 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*:

- 1 Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at FHEQ level 6 and are likely to achieve the required standard. The evidence for entry to these programmes will normally take the following form:
- 2 A Foundation Degree or Higher National Diploma in Agricultural Science or a land management-related programme.
- 3 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 RPL 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.

Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.

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.

Relevant subject benchmark statements (Agriculture, horticulture, forestry, food and consumer sciences (2009))

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.

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.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

University of the West of England 2020 Strategy

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Staff research projects:

The proposed modules for the Agriculture, Conservation and Sustainable Management 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, and who bring their current experience to bear on their teaching.

Employer interaction/feedback:

Department of Animal and Land 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. The panel felt that the modules that will be offered were very good as they allowed students to see that there are different ways to examine land use. Current students provided feedback at specific programme meetings and through more generic means such as module and programme surveys. Feedback stated that the top-up degree looks interesting and the agriculture option modules cover all the relevant areas and students could not suggest any additional content area. Ideally it was suggested that there should be more credits in the conservation route to enable them to solely focus on conservation, rather than having to take one of the agriculture modules to make up the credits required. The vocational panel, however, had counseled against including too many credit options.

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](#).