



Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury College		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Agriculture		
Programme Title	BSc (Hons) Agriculture, Conservation and Sustainable Management		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Agriculture, Conservation and Sustainable Management BSc (Hons) Agriculture BSc (Hons) Conservation		
Default Award Title	None		
Interim Award Titles	BSc Agriculture, Conservation and Sustainable Management		
Mode(s) of Study	FT / PT		
Codes	UCAS: D495 D496 (Agriculture) D497 (Conservation)	JACS: D400	
	UNIT-e: ACSM	HESA:	
Relevant QAA Subject Benchmark Statements	Agriculture, horticulture, forestry, food and consumer sciences (2009)		
Last Major Approval Date	1 September 2017	Valid from	1 September 2018
Amendment Approval Date	V1.2- 01 March 2018	Amended with effect from	1 September 2018
Version	1.2		
Review Due By	1 September 2023		

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: Programme Structure for BSc (Hons) Agriculture, Conservation and Sustainable Management

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
		Applied Research Project (HANV3S-30-6)	Students are normally required to select 75 credits from the optional modules listed below: Advanced Animal Production (HANV4V-15-6)	<u>BSc Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 are at level 5 or above and not less than 60 at level 6 or above and must include all compulsory modules. TARGET AWARD <u>BSc (Hons) Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 360 credits at level 3 or above, of which not less than 340 are at level 4 or above, not less than 200 at level 5 or above and not less than 100 credit are at level 6 and must include all compulsory modules.

GRADUATION

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 3: Programme Structure for BSc (Hons) Agriculture

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
	<p>Applied Research Project (HANV3S-30-6)</p> <p>Investigative Skills for the Successful Undergraduate (HANV4Y-15-6)</p>	<p>Students are normally required to select 75 credits from the optional modules listed below:</p> <p>Undergraduate Independent Study (HANV3M-15-6)</p> <p>Advanced Animal Production (HANV4V-15-6)</p> <p>Developments in Crop Production (HAGV7E-15-6)</p> <p>Developments in Livestock Production (HAGV7J-15-6)</p> <p>Sustainable Crop Production (HAGV3P-15-6)</p> <p>Applied Business Management (HANXKU-15-6)</p> <hr/> <p>Pig and Poultry Production (HAGV7H-15-5)</p> <p>OR</p> <p>Independent Report (HANXRX-15-5)</p>	<p><u>BSc Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 are at level 5 or above and not less than 60 at level 6 or above and must include all compulsory modules.</p> <p>TARGET AWARD <u>BSc (Hons) Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 360 credits at level 3 or above, of which not less than 340 are at level 4 or above, not less than 200 at level 5 or above and not less than 100 credit are at level 6 and must include all compulsory modules.</p>

GRADUATION

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 3: Programme Structure for BSc (Hons) Conservation

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
	<p>Applied Research Project (HANV3S-30-6)</p> <p>Investigative Skills for the Successful Undergraduate (HANV4Y-15-6)</p> <p>Sustainable Management of Natural Resources (HAGV3Q-15-6)</p> <p>Biodiversity and Conservation (HANV39-15-6)</p>	<p>Students are normally required to select 45 credits from the optional modules listed below:</p> <p>Advanced Animal Production (HANV4V-15-6)</p> <p>Undergraduate Independent Study (HANV3M-15-6)</p> <p>Agricultural Enterprise (HAGV4W-15-6)</p> <p>Developments in Animal Science (HANV3G-15-6)</p> <p>Sustainable Crop Production (HAGV3P-15-6)</p>	<p><u>BSc Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 are at level 5 or above and not less than 60 at level 6 or above and must include all compulsory modules.</p> <p><u>TARGET AWARD</u> <u>BSc (Hons) Agriculture, Conservation and Sustainable Management</u> <i>Credit requirements:</i> 360 credits at level 3 or above, of which not less than 340 are at level 4 or above, not less than 200 at level 5 or above and not less than 100 credit are at level 6 and must include all compulsory modules.</p>
GRADUATION			

Part 4: 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	Sustainable Crop Production	Advanced Animal Production	Applied Business Management	Undergraduate Independent Study	Developments in Crop Production	Developments in Livestock Production	Pig and Poultry Production	Independent Report
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.		✓	✓	✓		✓	✓	✓	✓	

(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	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, 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 5: Student Learning and Student Support

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

There is a policy for contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: 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.

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 the institution 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 Applied Research Project, 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 Agriculture which gives the student the opportunity to specialise in a specific area of interest.

Distinctive to the institution 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 institution prioritises student support. Key to that support is the Academic Personal Tutorial system that is operated throughout the Institution. 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 institution's Welfare Officer and the onsite counselling service provided by the institution. Students receive a diary and study skills guide from the institution at the start of the academic year which introduces key aspects of studying at the institution. 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 progressing to a higher level of study.

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 institution has engaged with.

The institution's 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 Students Union and associated societies, it will also be possible to join the Land and Animal Biology Society (LABS) which is administered by the institution's students, in order to offer agriculture-based activities to complement formal programme studies.

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

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 institution'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** and these are detailed in the following assessment map:

Assessment Map for BSc (Hons) Agriculture, Conservation and Sustainable Management

		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 6	Applied Research Project								A (100)		
	Investigative Skills for the Successful Undergraduate			A (50)					B (50)		
Optional Modules Level 6	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.

Assessment Map for BSc (Hons) 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 6	Applied Research Project								A (100)		
	Investigative Skills for the Successful Undergraduate			A (50)					B (50)		
Optional Modules Level 6	Advanced Animal Production	A (60)							B (40)		
	Undergraduate Independent Study								A (100)		
	Applied Business Management						A (100)				
	Sustainable Crop Production										A (100)
	Developments in Crop Production		A (100)								
	Developments in Livestock Production		A (100)								
Optional Modules Level 5	Pig and Poultry Production	A (50)							B (50)		
	Independent Report		A (25)						B (75)		

Assessment Map for BSc (Hons) Conservation

		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 6	Applied Research Project								A (100)		
	Investigative Skills for the Successful Undergraduate			A (50)					B (50)		
	Sustainable Management of Natural Resources	A (100)									
	Biodiversity and Conservation						A (30)	B (70)			
Optional Modules Level 6	Advanced Animal Production	A (60)						B (40)			
	Undergraduate Independent Study								A (100)		
	Agricultural Enterprise						A (100)				
	Sustainable Crop Production										A (100)
	Developments in Animal Science	A (100)									

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institution's website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL 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.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

Relevant subject benchmark statements:

Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences

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.

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021

These have 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

Part 8: Reference Points and Benchmarks

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

The proposed modules for BSc (Hons) Agriculture and Sustainable Management are based on well-established teaching areas. These modules will be developed & taught by staff who are research or consultancy active, have significant sports business experience, and who bring this experience to bear on their teaching.

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 Agriculture 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 Institution's website.