




## Module Specification

Part 1: Identification					
Module Title	Skills Development for Agriculture				
Module Code	HAGVD8-30-4	Level	4	Version	2.0
Department	Agriculture	Credit Rating	30	ECTS Credit Rating	15
Contributes towards	BSc (Hons) Agriculture				
Pre-requisites	None		Module Type	Standard	
Excluded Combinations	None		Module Entry requirements	None	
Last Major Approval Date	V1.0 01 September 2017		Valid from	01 September 2018	
Amendment Approval Date	V1.1 31 August 2018 V2.0 13 January 2020		Revised with effect from	V1.1 01 September 2018 V2.0 01 September 2020	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply Health and Safety guidelines to work safely and effectively in the high-risk environment of agriculture. (A)</li> <li>2. Perform a range of practical tasks relating to agricultural practice to an acceptable industry standard. (A)</li> <li>3. Identify and reflect upon the key academic and vocational skills, and personal attributes desirable for employment in the agriculture industry. (A)</li> <li>4. Create high quality and easily adaptable CV's, complete application forms effectively and present themselves well at interview. (A)</li> <li>5. Apply and interpret a range of descriptive statistics which are commonly used in data analysis by the agricultural scientist (A)</li> <li>6. Reflect on experiences in the work and academic environments and use these to plan and implement personal objectives. (A)</li> </ol>
Syllabus Outline	<p>The aim of the module is to develop the student's skills in key areas of university life and the agricultural industry prior to a work placement as well as maintaining health and safety in the work environment.</p> <ul style="list-style-type: none"> <li>• Health and safety assessment and risk analysis.</li> <li>• Core practical skills (these include weed identification, tractor driving and livestock handling).</li> <li>• Personal development (CV writing, interview techniques, placement planning).</li> <li>• Professional expectations in the workplace.</li> <li>• Information research and appropriate use of reference materials and methods.</li> <li>• Academic writing styles and requirements.</li> <li>• Introduction to critical thinking.</li> <li>• Reflective and analytical thinking.</li> <li>• Time management and organisation.</li> <li>• Importance of referencing academic work to meet expected standards.</li> <li>• Interpersonal skills, working with others and taking responsibility.</li> <li>• Oral presentation skills.</li> <li>• Revision strategies and examination techniques.</li> </ul>

	<ul style="list-style-type: none"><li>• Introduction to a range of descriptive statistics which are commonly used in data analysis.</li><li>• Appraise the quality of available resources for a subject area and demonstrate the ability to synthesis appropriate information within academic work.</li></ul>																																										
Teaching and Learning Methods	<p>The module will be delivered across the academic year to allow students to complete the work placement element. Students are also encouraged to develop core vocational and academic skills through relevant short courses (subject specific and academic skills related) which will occur through-out the module to support student learning.</p> <p>The placement will build on the fundamental vocational skills developed through the module and enable students to transfer and refine these within the agriculture industry, to enable them to become effective and competent members of an agricultural business. In addition, students will be expected to engage in independent learning and complete a range of guided learning activities throughout the course of the module.</p> <p>The mix of contact time, directed study, independent study and practical skills sessions will develop the student's academic and vocational skills knowledge and understanding of the subject area alongside development of key vocational skills to support the student in their work placement.</p> <p><b>Scheduled learning may</b> include lectures, seminars, tutorials, achievement and success sessions, demonstrations, practical classes and workshops; external visits;</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual Learning Environment (VLE)</b> This specification is supported by Moodle where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p> <p><b>Placement learning:</b> The module will include a work placement (220 hours) of approved and verified work experience which can be taken throughout the year. Flexibility of timing will allow students to potentially carry out a range of placements to further their experience of the agriculture industry (lambing, harvest, cultivations etc.). Staff will maintain regular contact with students during the placement via a range of communication methods.</p>																																										
Unistats Information	<p>The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><td colspan="5">Expected learning hours for the module:</td><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>400</td><td>72</td><td>108</td><td>220</td><td>400</td><td></td></tr><tr><td colspan="5"></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Expected learning hours for the module:												Number of credits for this module				30								Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		400	72	108	220	400							
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	<p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>100%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			0%	Practical exam assessment percentage			100%				100%
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Reading Strategy	<p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.</p> <p>Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>																								
Indicative Reading List	<p>The following list is offered to provide the Curriculum Approval Committee/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Bright, J. and Earl, J. (current edition) <i>Brilliant CV: what employers want to see and how to say it</i>. Harlow: Pearson Prentice Hall.</p> <p>Burns, T. and Sinfield, S. (current edition). <i>Essential study skills: the complete guide to success at university</i>. Los Angeles: SAGE.</p> <p>Cottrell, S. (current edition). <i>The Study Skills Handbook</i>. Basingstoke: Palgrave Macmillan.</p> <p>Craig, G.M. (current edition) <i>Agriculture and rural land use information in the UK</i>. Wetherby: British Library</p> <p>Guirdham, M. (current edition) <i>Interpersonal skills at work</i> London: Prentice Hall.</p> <p><u>Journals and periodicals</u></p> <p>Farmers Guardian</p> <p>Farmers Weekly</p> <p><u>Websites and databases</u></p> <p>Department for Business, Innovation and Skills: <a href="http://www.gov.uk/government/organisations/departments-for-business-innovation-skills">www.gov.uk/government/organisations/departments-for-business-innovation-skills</a></p>																								

	Department for Environment, Food and Rural Affairs: <a href="http://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs">www.gov.uk/government/organisations/department-for-environment-food-rural-affairs</a>
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Part 3: Assessment	
Assessment Strategy	<p>The portfolio will provide a summary of student progress throughout their placement including formative assessment of competency (pass /fail) in core practical skills (list of which are included in the assessment brief, this may include credit for achievement of vocationally relevant qualifications) and academic skills (reflective writing, evaluation, research methods, referencing etc.). Students will be required to undergo a controlled conditions job interview assessment as part of their portfolio. During the placement in the agricultural industry, students are encouraged to seek formative feedback on their performance from industry professionals to enable them to reflect on their progress and improve their performance.</p> <p>Alongside this module, students will be able to utilise their vocational skills development bursary to undertake industry recognised competency awards. Throughout the development of vocational skills' competency there will be opportunities for students to receive feedback to support them in their development and allow them to reflect effectively on their performance and whether it meets industry requirements.</p> <p>Additional opportunities for reflection will occur within groups during seminars, visits and individual tutorials. Students will be required to reflect on their individual tutorial feedback and provide evidence of the 220 hours in a Hartpury approved work placement within their portfolio.</p> <p>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.</p>


Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio (equivalent to 4,000 words)	100%	


Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio (equivalent to 4,000 words)	100%
If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.	

## Module Amendment Log

<b>Module Title:</b>	Skills Development for Agriculture
<b>Module Code:</b>	HAGVD8-30-4 (was HAGV74-45-4 until v2.0)
<b>Initial Approval Date:</b>	01 September 2017

**Changes:** *Most recent at the top of the page*

<b>Current version number:</b> v1.1	
<b>Outline Change Details:</b> Reduced the credit level from 45 to 30 credits, the assessment word count and the teaching hours to reflect this.  Module code changed from HAGV74-45-4 to HAGVD8-30-4  LO5 removed (Work and communicate effectively as a team member) as this is covered elsewhere in the programme.  Learning outcomes re-ordered.	
<b>Material Alteration:</b> No	
<b>Rationale:</b> Student feedback from the three cohorts to have taken the module has been that there is repetition between the module and the other modules on the programme at level four. Portfolio reduced to reflect credit level	
<b>Module description for Course Information Sheets:</b> The aim of the module is to develop the student's skills in key areas of university life (academic writing, research methods, critical evaluation) and the agricultural industry (machinery operations, livestock handling) prior to completing a work placement.	
<b>Change requested by:</b> Programme manager and teaching team	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <b>Signature:</b> </div> <div> <b>Date:</b> 01/11/2019 </div> </div>	
<b>Approval Committee and Date:</b>	CVC 2020 01 13
<b>Change approved with effect from:</b>	1 September 2020
<b>Resulting new version number:</b>	2.0

<b>Current version number:</b> v.1.0	
<b>Outline Change Details:</b> Adopting new naming system for programmes	
<b>Material Alteration:</b> No	
<b>Rationale:</b> To reflect the Hartpury Academic Regulations	
<b>Change requested by:</b> Academic Registrar	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">   <b>Signature:</b> </div> <div> <b>Date:</b> 01 August 2018 </div> </div>	
<b>Approval Committee and Date:</b>	Curriculum Validation Committee 2018 08 31
<b>Change approved with effect from:</b>	01 September 2018
<b>Resulting new version number:</b>	v.1.1