Module Descriptor

Part 1: Basic Data					
Module Title	Sustainable Development in Agriculture				
Module Code	HAGVRQ-30-7		Level	7	Version	1.0
Credit Rating	30		ECTS Credit Rating	15		
Teaching Institution	Hartpury	Department	Animal and Agriculture	Module Type	Standard
Contributes towards	MSc Sustainable Agriculture PG Dip Sustainable Agriculture				
Professional Accrediting Body	None		Module Entry requirements	None	
Pre-requisites	None		Excluded Combinations	None	
Most recent Validation Date	8 February 2024		Due for re-validation by	01 September 2029	
Amendment Approval Date			Approved with effect from	V1.0 - 01 September 2024	

Part 2: Module Content	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically assess a range of strategies to support sustainable development within the agriculture industry (A). 2. Critically analyse and evaluate complex and unpredictable situations, make informed decisions, and critically reflect on their impact (A). 3. Formulate ethical solutions, arguments and strategies in dialogue with peers, clients, mentors and others (A). 4. Critically evaluate how evidence-based solutions should be disseminated to improve industry practice (A). 5. Critically appraise industry, personal, and professional action planning interactions with industry stakeholders (A).
Syllabus Outline	• Sustainable Development Goals including but not limited to: history of agricultural development globally, the role of gender, diversity and colonialism, the Green Revolution, the challenge of rising populations and changing diets, the emergence of the sustainable intensification paradigm • Ethics and ethical solution development • Industry, professional and personal development needs in order to meet sustainable development goals • Agriculture's role in reducing 'policy-practice gap' • Examination of the policy drivers and evidence base for the development activity – including but not limited to changes to agricultural funding, personal wellbeing amongst agricultural and rural populations, and animal welfare legislation

	- Self-auditing, self-awareness and personal effectiveness; emotional intelligence; personal wellbeing and awareness of others' wellbeing within the agriculture industry - Conceptual and cognitive skills: research skills and evaluating information sources - Evaluation and analysis of data to inform sustainable decision-making and problem-solving; innovation and creativity at a personal, professional and industry level - Presentation and communication skills: developing and presenting content to assumed audiences in the lay, professional and academic communities - Evolving industry or government agendas and an ability to respond to (and anticipate) the changing demands of the industry and sector - Engaging with emotionally invested stakeholders and others: team contribution, interpersonal effectiveness, assertiveness, conflict handling and negotiation - Collation and synthesis of planning and reflection records: academic, personal and professional practice.

Part 3: Learning, Teaching and Assessment	
Description of Learning and Teaching	Teaching and learning will be conducted through a series of lectures and seminars with opportunities for students to reflect on how the knowledge and understanding can be applied within agricultural environments, including their own personal and professional development, industry development and policy and legislation. In addition, a short placement will focus on engagement at Hartpury working with the farming enterprises, the Agri-Tech Centre and wider industry through dissemination events to engage the industry with the importance of holistic sustainable development.
	Through the practical learning opportunity, students will be able to apply into practice their skills, explore and reflect on all aspects of sustainable development. To support the student journey, they will be introduced to concepts of different pedagogies that will aid them in defining the nature of, and approach to, knowledge and expertise for a fulfilling career in the agricultural profession.
	The pedagogies will enable the student to focus on observable strategies (their surface structure), their assumptions about theirs and wider knowledge (deeper structure), and their underlying beliefs and values (their implicit structure). This acknowledges that there is an effective / emotional dimension to development across all levels including industry, personal and professional and that these have an influence on values, disposition, and character.
	Through this process students are encouraged to autonomously manage their learning and drive active student engagement and performance that also embraces uncertainty. This will equip them as graduates to make judgements and decisions under certainty that prepares them for the unexpected and is seen as a cornerstone of agricultural professionalism.
	Students will be confident in discussing their plans with all stakeholders, problem solving, and carrying out impactful reflection in diverse environments. Further opportunities for formative feedback will be gained through peer and tutor discussions, and engagement with relevant industry experts through the guest lectures and visits. Throughout the module students will be supported to carry out a set of recurrent routines that include:
	• Inquiry
	• Focused observation

	• Reflection • Integration of their learning within industry, personal, and professional environments.
Resource Strategy	**Essential reading** Essential material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE presence. No requirement for the purchase of set text(s) will be made unless explicitly stated and students will have full access to library services, online applications, and inter-library loans. **Further reading** 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. **Access and skills** 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.
Assessment Strategy	This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification. Assessment on this module is through a portfolio, reflecting sustainable development within industry, personal and professional practice and includes requirements that can be written or produced in digital form using a range of media. The portfolio will allow the students to focus on performance enhancement, and updating and upgrading of experience, which is now a normal feature of most people's work experience, allowing for recognition of their needs, the creation of strategies for further development, and critical reflection on the decisions that have been made. Within the module the students will document how they have utilised their practical learning time to support sustainable development across differing sectors. During the module, there will be opportunities for formative feedback on the reflection as an integral part of the learning experience. The portfolio will also allow the student to evidence how they have bridged the gap between their evolving knowledge and their practice (within industry, personal and professional development) permitting them to demonstrate how the module has improved their learning to think, learning to perform and learning to act with integrity in the professional and personal environment. 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.

Identify final assessment component and element	A1	
	A:	**B:**
% weighting between components A and B	**100%**	**0%**

First Sit

Component A **Description of each element**	**Element weighting** (as % of component)
1. Reflective Portfolio (equivalent to 6,000 words)	100%

Resit (further attendance at taught classes is not required)

Component A **Description of each element**	**Element weighting** (as % of component)
1. Reflective Portfolio (equivalent to 6,000 words)	100%
Please note: If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.	

Part 4: Comparative Information	
Information	Information has to be produced at programme level to produce comparable sets of standardised information about courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Expected learning hours for the module:

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours
300	48	252	0

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:

Total assessment of the module	Percentage
Written Examination (Written Examination / Written Test)	0%
Coursework (~~Coursework / Report /~~ Portfolio)	100%
Practical Examination (Practical Skills Examination / Practical Skills Assessment / Oral Assessment)	0%
Total	100%

Module Amendment Log

Module Title:	Sustainable Development in Agriculture
Module Code:	HAGVRQ-30-7
Initial Approval Date:	8 February 2024

Approved Module Changes (most recent at the top):

Outline Change Details: new module	
Approval Committee and Date:	CVC Chair's action (SB) 2024 02 08
Change approved with effect from:	01 September 2024
Resulting new version number:	1.0

Initial HECOS code:	100517 Agriculture
Initial module description for Course Marketing Purposes: Increase your ability to relate academic theory to the work and business environment to sustainably meet individual and industry aims and objectives. This will include developing self and business to meet one health (people, planet, animals) targets aligned to sustainable development goals.	