

Royal
Agricultural
University
Cirencester



PROGRAMME SPECIFICATION

FdSc AGRICULTURAL MANAGEMENT 2015/2016



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NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University & Wiltshire College.

The information contained herein is correct at the time of going to print, but the College reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

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1 ABOUT THE PROGRAMME

Awarding Institution	Royal Agricultural University (RAU)
Teaching Institution	Wiltshire College, Lackham
Final Award Title(s)	FdSc Agricultural Management
UCAS Code(s)	D400
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FHEQ, FD qualification benchmark	<p>This Foundation Degree has been developed with reference to:</p> <p>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008).</p> <p>Subject Benchmark Statement - Agriculture, Horticulture, Forestry, Food and Consumer Science (QAA 2009)</p> <p>Foundation Degree Qualification Benchmark (QAA 2010)</p> <p>Sector Qualifications Strategy (LANTRA 2007)</p> <p>Livestock Production National Occupational Standards (Lantra 2009)</p> <p>Agricultural Crop Production National Occupational Standards (Lantra 2007)</p> <p>Agricultural Management National Occupational Standards (Lantra 2010)</p> <p>England Skills Assessment (Lantra 2010)</p>
Details of accreditation by a professional/statutory body	N/A
Mode of study	Full-time or part-time
Language of study	English
Date of production/revision	May 2015

2 EDUCATIONAL AIMS OF THE PROGRAMME

The Foundation Degree in Agricultural Management is designed to fulfil the following aims:

1. To provide an understanding of the UK agricultural sector and show how to develop skills and tools for its management.
2. To provide specialised studies directly relevant to crop and animal production systems.
3. To equip students with the underpinning scientific, economic and business knowledge and skills to make an immediate contribution to the agricultural sector.
4. To provide a foundation for further study and professional development.
5. To develop personal qualities and attitudes essential for successful performance in working life.

3 INTENDED LEARNING OUTCOMES

3.1 Knowledge and Understanding

1. Recall knowledge based on the programme with evidence of wider enquiry.
2. Understand agricultural specific theories, concepts and principles.
3. Understand policy, legal and socio-economic factors which form and influence agricultural systems and production.
4. Understand professional standards and responsibilities in relation to the broader agricultural sector.
5. Understand significance of biosecurity, food quality, ethics and animal welfare to society.

3.2 Intellectual Skills

1. Evaluate the roles and responsibilities of regulatory and advisory bodies.
2. Assess the value and application of new technologies and developments.
3. Evaluate the environmental impact and sustainability of agricultural practices.
4. Research, analyse and critically evaluate evidence relating to production systems.
5. Define problems and devise and evaluate possible solutions utilising a variety of information sources.

3.3 Practical / Professional Skills

1. Apply hands-on skills to manage, lead and complete practical tasks.
2. Propose improvements to production systems.
3. Recognise, anticipate and address legal, ethical and moral implications of the exploitation of biological entities.
4. Evaluate and apply economic and business management theories and techniques for management purposes.
5. Evaluate and apply a range of appropriate processes and techniques for routine and non-routine problem evaluation and amelioration.
6. Plan for and demonstrate best practice in risk assessment, health and safety and animal welfare issues.

7. Plan for and demonstrate best practice in sustainability and environmental impact.
8. Apply work-based learning experience to relevant employment opportunities.
9. Use appropriate laboratory and field equipment competently and safely.
10. Describe adequately and record accurately in the field and laboratory.
11. Plan, conduct and present an independent investigation.
12. Reference appropriate sources.

3.4 Transferable Skills

1. Manage a responsible, adaptable and flexible approach to study and work.
2. Apply knowledge creatively to a range of real-life situations.
3. Critically review and evaluate personal performance to identify lifelong learning opportunities.
4. Effectively communicate to a range of audiences using a variety of techniques including reports and presentations.
5. Use a range of IT / technology skills to assist in the analysis of data and in successful communication.
6. Manage own time, resources and responsibilities to achieve time limited outcomes.
7. Contribute effectively in a team to achieve mutual goals.
8. Recognise, respect and respond effectively to the views of others.

4 PROGRAMME STRUCTURE AND REQUIREMENTS

4.1 Student workload

All full-time academic programmes validated by the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of a module will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practical's and visits; for approximately one third of the total time – usually around 1½ hours per week for a 15-credit module studied over 30 weeks of the year. Thus the majority of module activities, such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations, will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus, it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examinations.

4.2 Length of Study Programme

Students registered full-time will complete the programme over two academic years (30 weeks per year), with the additional requirement of a compulsory period of work experience totalling a minimum of 30 days completed during the summer vacation between year 1 and year 2 (or, by agreement with the Programme Manager, during the student's first academic year). The objective of this period is to expose the students directly to farming and agricultural activities within the sector. Students who can already demonstrate suitable prior experience *may* seek exemption from this 30-day requirement, following agreement with the Programme Manager. However they will not be exempted from the associated assessments for this period, which contribute to the Work-Based Learning 1 and 2 modules.

Part-time students would complete the programme over a three year period, although they would have up to a maximum of six academic years to successfully complete. They would access a standard route consisting annually of 2/3rds of the guided learning of a full-time student; the specific modules studied would be dependent upon the current timetable and module availability, with part-time students in filling into modules delivered to full-time students. It is expected that the Introduction to HE Study Skills module would be prescribed as part of the first year of any part-time study programme. However, an individual study plan would be developed between part-time students and Wiltshire College to account for individual circumstances where appropriate.

4.3 Detailed Modular Structure and Assessment

The curriculum for the full-time route for the FdSc consists of the following modules, the assessment methods and weightings.

YEAR 1 (Course code:LAF0020H1)					
Module		Credits	Level	Assessment	Weighting
Code	Title				
1115	Work-based Learning1	30	4	Vocational day report PDP 6 weeks placement report Placement log	25% 25% 25% 25%
1142	Law and Legislation	15	4	Assignment Examination	50% 50%
1214	Animal Biology and Nutrition	15	4	Assignment Examination Laboratory Report	30% 50% 20%
1215	Crop Biology and Soil Science	15	4	Assignment Practical In-Class Test	50% 25% 25%
1216	Farm Accounting and Financial Management	20	4	Assignment In-Class Test Presentation	25% 25% 50%
1217	Sustainable Agriculture	15	4	Assignment Examination	50% 50%
	Agricultural Technologies	10	4	Assignment Examination	70% 30%
Total credits = 120					
Progression to year two is subject to the approval of the RAU Exam Board. On successful completion of 120 credits at Level 4, a student who left the programme would be awarded a Certificate of Higher Education in Agricultural Management.					

YEAR 2 (Course code: LAF0020H2)					
Module		Credits	Level	Assessment	Weighting
Code	Title				
2109	Work-based Learning2	20	5	Placement report Skills evaluation report Group activity report	25% 15% 60%
2110	Research Project	15	5	Proposal Research Report Presentation	Pass / Fail 80% 20%
2211	Livestock Production and Management	20	5	Assignment Examination	60% 40%
2212	Crop production	10	5	Assignment Practical report Written test	30% 40% 30%
2213	Agricultural Marketing	15	5	Assignment Examination	50% 50%
2214	Grassland and Forage Management	15	5	Assignment Examination	60% 40%
2215	Farm Resource Planning	15	5	Assignment Examination	60% 40%
2216	Farm Business Planning	10	5	Assignment Presentation	70% 30%
Total credits = 120					
On successful completion of 120 credits at level 4 and 120 credits at level 5, students would be awarded the Foundation Degree in Agricultural Management, subject to the approval of the RAU Exam Board.					

At the end of the module, a mark is awarded based on evidence of the summative assessments. A minimum overall mark of 40% must be achieved to pass a module.

Modules are graded as follows

70% or above	Distinction
60 – 69 %	Merit
40 – 59 %	Pass
Below 40%	Fail

4.4 Academic Level of the Programme

This Foundation Degree in Agricultural Management is a qualification in its own right, matched to the Intermediate Level in the QAA Framework for Higher Education Qualifications. It is recognised as an appropriate qualification for graduate level recruitment by many employers.

This programme has been designed so that those successfully completing this Foundation Degree can undertake a period of further study, normally of one year's duration, to achieve a BSc (Honours) Degree. It is envisaged that this programme would prepare students for progression to the RAU's top-up BSc (Hons) Agricultural Management programme.

4.5 Credits Relating to the Programme

The programme is in line with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008) and the Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (QAA 2008), as shown below:

QAA Level	Credits	Higher Education Award
Level 4	120	Certificate in Higher Education
Level 5	240*	Foundation Degree

* 120 @ Level 4 + 120 @ Level 5

4.6 Awards and Distinctive Features of the Programme

Successful completion of all modules will lead to the award of a Foundation Degree (FdSc) in Agricultural Management.

The Foundation Degree has been developed in consultation with employers in the areas of farming and agricultural management to ensure the delivery of a vocationally focused programme that integrates academic and work-based learning. Students are prepared for a variety of careers within agriculture and closely related sectors and industries.

The distinctive features of this programme include:

1. The holistic approach of the programme, closely integrating the legal, ethical, socio-economic and other influences on the exploitation and management of agricultural resources and systems.
2. The partnership between the RAU and Wiltshire College provides access to a diverse range of staff expertise and educational resources.

3. Wiltshire College Lackham affords students access to a substantial agricultural estate with a wide range of enterprises associated with the farmed environment.
4. The geographical location of the RAU and Wiltshire College Lackham provides easy access to a wide variety of commercial agricultural production enterprises.
5. Existing well-established links with employers, organisations and agencies which are influential within the sector within the south-west and nationally.

5 PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the RAU's Teaching Quality Handbook and the Equality Act 2010. However, due to the particular requirements of this programme, students who are hearing impaired and/or vision impaired and/or mobility impaired are advised to contact the College's Disability Officer to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support may be provided. Students have the right to request that the nature of their impairment be treated as confidential.

5.1.1 Teaching and Learning Methods

The teaching on this programme will involve a mixture of lectures, seminars, tutorials, visits, fieldwork, guest speakers from industry and practical instruction. It must be emphasised however that in a programme at this level, the most important factor is the student's input. The taught sessions provide a framework upon which to build independent study. Throughout the programme, the teaching staff will work to encourage and assist students to develop a fully independent approach to learning.

Lectures

Lectures are normally presented to a large group of students (often all the students on the same year of a programme).

Lectures can be helpful to study by:

- Stimulating interest in the subject matter.
- Giving information.
- Offering different perspectives on a subject.
- Explaining difficult concepts and theories.
- Showing students how to deepen their knowledge.
- Providing an opportunity to listen to specialist guest lecturers.

Seminars and Tutorials

Seminars and tutorials are primarily interactive; their success is dependent upon student input. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

Seminars and tutorials can be helpful to study by:

- Allowing academic interaction.
- Giving students valuable practice in making presentations.
- Facilitating discussions.
- Encouraging structured research.
- Sharing and dissemination of information and experience.
- Introducing group work.

Directed and Private Study

Students are expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the College's (RAU and Lackham) library resource Learning and Resource Centre (LRC)(s) is very important for the effective use of private study time

The library staff will provide advice and assistance on both finding and using relevant material. The academic staff will give guidance in private study.

Visits

A programme of visits to livestock, arable and specialist production units will reinforce and extend the learning developed through the formal teaching programme.

Fieldwork and Practical Experience

The development of field work and practical skills is particularly important in the agriculture sector. In addition to formal teaching related to field-work skills, students will be involved with the practical activities of the College farm and associated estate. This will provide opportunities to apply underpinning knowledge, and develop or enhance practical skills.

5.1.2 Assessment

A wide range of assessment techniques will be used throughout the programme using assessment modes approved by the RAU. These will include:

- Laboratory report (LAB)
- Presentation (PRE)
- Case analysis (CSA)
- Unseen examination (UEX)
- Seen examination
- Group presentation (GPN)
- Practical report (PRT)
- Personal journal (JOU)
- Learning diary (LDY)
- Reflective essay (RES)
- Open note examination (ONT)
- Take away paper (TAP)
- Oral examination (ORL)

A key objective of the assessment process is that work submitted will act as evidence of the students' ability to apply learning and critical thinking to industry relevant outcomes.

5.2 Marking Guides and Assessment Regulations

Each module is assessed by one or more pieces of coursework and / or examinations. Full details are given on individual module sheets, available on the University website. To gain credits for a module, the student must average at least 40% in the assessments for that module. Students do not have to pass, nor attempt, all assessment components to achieve a module pass, providing the final module average is 40% or above.

Examinations take place in both the spring and summer terms and students must ensure that they are available at these times. Examinations are generally unseen, written papers.

Students are responsible for ensuring that coursework assessments are submitted on time and that coursework is retained for subsequent resubmission as required.

Any non-submission or non-attendance should be recorded as zero and a note placed against the individual assessment and against the module in Quercus.

The opportunity to refer (resit an exam or resubmit coursework) will be available to allow students who have failed to reach an overall mark of 40% to re-take or re-submit elements of up to two full modules (examinations and/or coursework assessments). A maximum module mark of 40% is available following referral.

Maximum credits permitted for referral is 50% of registered module credits per academic year for both undergraduate and postgraduate programmes. For students studying part-time, limits will be 50% of registered module credits or a maximum of 30 credits, whichever is the greater.

Students unable to complete coursework to the appropriate standard by the due date as a result of mitigating circumstances should submit as soon as possible for assessment and also submit a completed mitigating circumstances form to Registry. When a Mitigating Circumstances form supported by acceptable evidence has been submitted and accepted by the Mitigating Circumstances Panel, resits may be taken without prejudice (as if for the first time), so that a mark greater than 40% may be awarded.

Full details of the assessment regulations for the University and generic marking guidelines for coursework and examinations can be found on the RAU website and the issued USB memory stick.

The current version of both the Marking Criteria Guidelines for Coursework (Assignments and Reports) and the Marking Criteria Guidelines for Examinations, as well as the current Assessment Regulations can be found on the RAU website: <http://rac.ac.uk/study/academic-policies-and-procedures/assessment-regulations-and-marking-criteria>

5.3 Work-based Learning

Work-based learning is a very important feature of this Foundation Degree. Students will undertake training in work-based learning throughout the modular programme, specifically in the Work-Based Learning 1 module at Level 4 and in the Work-Based Learning 2 module at Level 5. Each of these modules is associated with 15 work experience days to be completed

between September and June of the academic year. In addition, all students undertake a period of work-based learning (minimum 30 days), either or during the summer vacation between Year 1 and Year 2 (or, by agreement with the Programme Manager, during the academic year of Year 1). Assessment of this period will be linked to the Work-Based Learning 2 module at level 5.

Part-time students who are already working for relevant employers can utilise on-going industrial experience as work-based learning. Other part-time students will need to supplement their experience with a relevant work placement.

Students will be responsible for identifying their own placements, subject to the approval of the Programme Manager, with support and guidance provided by Wiltshire College Lackham staff.

At the end of the Work-Based Learning, students are required to secure an assessment of their performance from their work-based supervisor(s), using either the RAU's or their organisation's own appraisal form, to demonstrate successful completion and help inform the students' own Personal Development Plan.

Further details of the Work-Based Learning activities are included in the Work-Based Learning Handbook available on the College's VLE (eStudy). In addition to the above, learning and assessment activities throughout the programme will further involve students in activities pertinent to future careers in agriculture and farm management.

5.4 Ownership of Programme Specification

This Programme Specification is owned by the RAU's School of Agriculture, Food and Environment

6 QUALITY ASSURANCE AND PROCEDURES

RAU Procedures for Quality Assurance

These are described in the RAU's Teaching Quality Handbook and include procedures for:

- Programme and module development, monitoring and review.
- Student assessment, progression and awards.
- Assessment moderation and external examining.

The Programme Management Group and Student Representation

A Programme Management Group (PMG) will be appointed with the following membership:

- Programme Manager who will be Chair
- Dean of the School of Agriculture, Food and the Environment
- The Module Tutors
- The RAU Link Tutor
- Two student representatives, one from each programme year-group.

The student representatives will be elected at the beginning of each academic year and will serve for a minimum period of one year. Their prime function will be to bring the student's perspective to the deliberations of the Programme Management Group (PMG) and feedback on the progress of the programme.

The PMG will normally meet at least twice a year and its function will include discussion of general issues relating to teaching, learning resources, curriculum and careers guidance.

Stakeholder Feedback

Wiltshire College's practice for programme reviews, which provides useful stakeholder feedback, includes a yearly Self-assessment Report on the programme, within which there is input from employers. Because of the emphasis on work-based learning and the acquisition of practical skills in this programme, the Programme Manager will meet twice a year with industry representatives to inform the future development of the programme.

7 CURRICULUM MAP

		Work-Based Learning 1	Agricultural Technologies	Animal Biology and Nutrition	Crop Biology and Soil Science	Farm Accounting and Financial Management	Law and Legislation	Sustainable Agriculture	Work-based Learning 2	Research Project	Livestock Production and Management	Crop Production	Agricultural Marketing	Grassland and Forage Management	Farm Resource Planning	Farm Business Planning
Status of Module	Level	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
	Credit value	30	10	15	15	20	15	15	20	15	20	10	15	15	15	10
Knowledge and Understanding	Recall knowledge based on the programme with evidence of wider enquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understand agricultural specific theories, concepts and principles		✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓
	Understand policy, legal and socio-economic factors which form and influence agricultural systems and production		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	Understand professional standards and responsibilities in relation to the broader agricultural sector						✓	✓			✓	✓	✓			
	Understand significance of biosecurity, food quality, ethics and animal welfare to society			✓	✓					✓	✓	✓	✓	✓		
Intellectual Skills	Evaluate the roles and responsibilities of regulatory and advisory bodies				✓	✓	✓				✓	✓			✓	✓
	Assess the value and application of new technologies and developments		✓	✓	✓					✓	✓	✓		✓	✓	
	Evaluate the environmental impact and sustainability of agricultural practices		✓		✓			✓			✓	✓		✓	✓	
	Research, analyse and critically evaluate evidence relating to production systems		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	

		Work-Based Learning 1	Agricultural Technologies	Animal Biology and Nutrition	Crop Biology and Soil Science	Farm Accounting and Financial Management	Law and Legislation	Sustainable Agriculture	Work-based Learning 2	Research Project	Livestock Production and Management	Crop Production	Agricultural Marketing	Grassland and Forage Management	Farm Resource Planning	Farm Business Planning
Status of Module	Level	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
	Credit value	30	10	15	15	20	15	15	20	15	20	10	15	15	15	10
	Define problems and devise and evaluate possible solutions utilising a variety of information sources		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Practical and Professional Skills	Apply hands-on skills to manage, lead and complete practical tasks	✓	✓	✓	✓				✓	✓	✓	✓		✓		
	Propose improvements to production system		✓		✓	✓					✓	✓			✓	✓
	Reference appropriate sources		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Recognise, anticipate and address legal, ethical and moral implications of the exploitation of biological entities			✓	✓		✓				✓	✓	✓		✓	✓
	Evaluate and apply economic and business management theories and techniques for management purposes		✓			✓					✓	✓	✓	✓	✓	✓
	Evaluate and apply a range of appropriate processes and techniques for routine and non-routine problem evaluation and amelioration		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
	Plan for and demonstrate best practice in risk assessment, health and safety and animal welfare issues	✓	✓	✓	✓		✓			✓	✓	✓			✓	
	Plan for and demonstrate best practice in sustainability and environmental impact		✓				✓	✓			✓	✓		✓	✓	
	Apply work-based learning experience to relevant employment opportunities.	✓							✓							

		Work-Based Learning 1	Agricultural Technologies	Animal Biology and Nutrition	Crop Biology and Soil Science	Farm Accounting and Financial Management	Law and Legislation	Sustainable Agriculture	Work-based Learning 2	Research Project	Livestock Production and Management	Crop Production	Agricultural Marketing	Grassland and Forage Management	Farm Resource Planning	Farm Business Planning
Status of Module	Level	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
	Credit value	30	10	15	15	20	15	15	20	15	20	10	15	15	15	10
	Use appropriate laboratory and field equipment competently and safely		✓	✓	✓			✓		✓	✓	✓		✓		
	Describe adequately and record accurately in the field and laboratory		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		
	Plan, conduct and present an independent investigation					✓				✓		✓				✓
Transferable Skills	Manage a responsible, adaptable and flexible approach to study and work	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Apply knowledge creatively to a range of real-life situations	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Critically review and evaluate personal performance to identify lifelong learning opportunities	✓							✓							
	Effectively communicate to a range of audiences using a variety of techniques including reports and presentations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use a range of IT / technology skills to assist in the analysis of data and in successful communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Manage own time, resources and responsibilities to achieve time limited outcomes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Contribute effectively in a team to achieve mutual goals	✓	✓	✓	✓			✓	✓							
	Recognise, respect and respond effectively to the views of others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

8 CRITERIA FOR ADMISSIONS

8.1 Entry Criteria

1. Applicants should normally be at least 18 years of age by 31 December in the year of entry.
2. Applicants should confirm their ability to study on a Foundation Degree by presenting evidence of 120 UCAS points obtained **either** from
 - At least one A2 level grade A or two A2 levels at grade D or an AVCE Double Award at DD, or a mixture of A2 and AS levels. Candidates from A level programmes normally should have included a significant element of Science and/or Geography in their qualification

Or

- BTEC National Certificate (MP) or Diploma (PPP), or BTEC Level 3 Extended Diploma (PPP), or equivalent City & Guilds qualification in a relevant vocational subject area.

Additionally, candidates will normally be expected to present GCSE passes at Grade C or above in English, Mathematics and Science plus at least three other subjects.

Mature students will be considered if one or more of the following applies:

1. Successful completion of an Access to Higher Education programme (which should normally have included a significant element of Science and/or Geography).
2. Learning through experience, demonstrated in portfolios or records of achievement, and/or by specific learning tasks set at interview, and confirmed by employer reference(s).
3. A combination of academic and experiential learning, to be considered on its individual merits.

Applicants should have sufficient motivation to benefit from the programme, based on an understanding of what is involved. Potential candidates may be interviewed to assess their enthusiasm and suitability for the programme.

8.1.1 Accreditation of Prior Learning (APL)

The Programme Manager, in consultation with the Link Tutor and RAU Registry staff, will make the admissions decision in cases involving APL and ensure that correct documentation is completed for all APL cases.

8.1.2 Accreditation of Prior Experiential Learning (APEL)

The Programme Manager, in consultation with the Link Tutor and RAU Registry staff, will make the admissions decision in cases involving APEL, and ensure that students can show intellectual ability, by the submission of a work portfolio and the completion of appropriate coursework.

8.1.3 Overseas Students

Applicants whose first language is not English must offer evidence of a qualification in written and spoken English. The acceptable qualifications are a) IELTS band score 6.0 overall or above with no less than 5.5 in each component of the 'academic' IELTS test and the test must have been taken within two years of the start of the course; b) Trinity College London – ISE II (Integrated Skills in English).

9 STUDENT SUPPORT SERVICES

1. A formal induction programme provides an orientation and introduction to all aspects of student life, both at Wiltshire College Lackham and at the RAU.
2. The Wiltshire College Student Handbook similarly provides details of all facilities available within Wiltshire College.
3. The Programme Specification and individual module handbooks provide clear details of the assessment regulations as well as outlining the teaching and assessment programme for each module of study.
4. Access to Wiltshire College Libraries and study skill packages (both printed and online).
5. Access to student e-mail and internet facilities.
6. Access to eStudy, the Wiltshire College online Virtual Learning Environment (VLE). This is a gateway to many of the teaching resources and other course related materials (including on-line forums) and can be accessed via the internet at any time.

7. Each student is allocated a personal tutor at Wiltshire College Lackham.
8. Appropriate access to teaching and support staff and managers at Wiltshire College.
9. Access at Wiltshire College Lackham to:
 - a. Additional learning support services e.g. dyslexia
 - b. Access to student welfare officer
 - c. Access to confidential local counselling services
 - d. Access to careers guidance staff

10 CAREER PROSPECTS

Competition for jobs within the agricultural and related sectors is considerable. Nevertheless, employment prospects for qualified and motivated candidates are good in both public and private sectors.

Within the public sector potential employers include:

- Department for Environment, Food and Rural Affairs
- The Environment Agency
- Natural England
- Further/Higher Education Institutions
- Teaching

Charitable sector employers include:

- National Farmers Union
- NFU Mutual
- County Wildlife Trusts
- The National Trust
- Royal Society for the Protection of Birds

Private employers include:

- ADAS
- Private landowners
- Agricultural contractors
- Agricultural merchants
- Self-employment

- Plant breeders
- Commodity buyers
- Auctioneers
- Genetic reproductive services

In addition, there are related work opportunities overseas. Students are also able to progress to Level 6 top-up degree programmes in the UK and abroad, with previous students from this programme choosing to progress to the BSc (Hons) Agricultural Management top-up programme at the Royal Agricultural University.

11 FURTHER INFORMATION

This Programme Specification document is designed to be a concise summary of the main features of the Foundation Degree in Agricultural Management. More detailed information about the programme modules is available in the individual module handbooks and websites available from the College's VLE, eStudy.

APPENDICES

APPENDIX 1: Year 1 Module Reference Sheets

FdSc Agricultural Management Year 1				
Module		Credits	Level	Modular leader
Code	Title			
1115	Work-based Learning 1	30	4	HS
1142	Law and Legislation	15	4	RJ
1214	Animal Biology and Nutrition	15	4	JD
1215	Crop Biology and Soil Science	15	4	HS
1216	Farm Accounting and Financial Management	20	4	CT
1217	Sustainable Agriculture	15	4	HS
xxxx	Agricultural Technologies	10	4	RM/HS
Total credits		120		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module code 1115	Module title Work-Based Learning 1	Module leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Animal Science and Management (core) FdSc Game and Wildlife Management (core) FdSc Agricultural Management (core)	
Module level 4	Module credits 30	Prerequisites None
Minimum study time 300 hours	Contact hours within study time 15 days (6 hours/day) + 6 weeks of placement (7 hours/ day)	Teaching period Year 1, Semesters 1 & 2
<p>Module content</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • Production of a CV and letters of application • Production of personal development statements (PDP) • Identifying of achievements and skills to date • Identification and agreement of appropriate learning objectives and learning agreements • Completion and evaluation of a minimum of 15 days vocationally relevant experience • Demonstrate competence in a range of basic professional skills related to the rural environmental management industry. • Completion and evaluation of 6 weeks vocationally relevant work placement • Report evaluating various working practises in work placement • Evaluation of Health & Safety in work placements • Evaluation of employment potential by work provider 		
<p>Module outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Analyse individual strengths and weaknesses and, as a result, construct an appropriate CV, apply for employment and develop a plan for continuous evaluation and professional development. 2. Demonstrate competence in a range of basic professional skills appropriate to a specific employment sector. 3. Investigate and report showing understanding of the working practices and the principles of health and safety in employment related situations. 4. Sustain and evaluate learning achieved during an appropriate work placement. 		

Assessment	Description	Weighting
Coursework	Vocational day work-based learning portfolio and report (2,000 words).	25%
	Personal Development Plan.	25%
	Work-based learning report on working practices of selected employer (6 week work placement).	25%
	Employer's report and monthly workplace diary / log of activities mapped against key employment skills.	25%

Key texts and information sources:

Cottrell, S. (2005). *Critical Thinking Skills*. Palgrave Macmillan.

Cottrell, S. (2003). *The Study Skills Handbook*. (2nd Edition). Palgrave Macmillan.

Drew, S. and Bingham, R. (2001). *The Student Skills Guide*. (2nd Edition). London: Gower.

Payne, E. and Whittaker, L. (2000). *Developing Essential Study Skills*. London: Financial Times Prentice Hall.

Supporting texts:

Herbert, I. (2005). *Managing Your Placement: A Skills Based Approach*. Basingstoke: Palgrave Macmillan.

McMillan, K. (2007). *How to write Essays and Assignments*. Harlow: Pearson Prentice Hall.

Northedge, A. (2005). *Good Study Guide*. Milton Keynes: Open University.

Web pages

<http://www.derby.ac.uk/preview/chrismartindale/plagiarism/index.html>;

<https://ilrb.cf.ac.uk/plagiarism/tutorial/index.html>;

<https://ilrb.cf.ac.uk/plagiarism/tutorial/whento2.html>.

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code XXXX	Module Title Agricultural Technologies	Module Leader Ronan Mulcahy/ Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 4	Module Credits 10	Pre-Requisites None
Minimum Study Time 100 hours	Contact Hours within Study Time 30	Teaching Period Year 1, Semesters 1 & 2
<p>Module Content</p> <p>The module considers the development, adoption, and implementation of technology in agriculture. It is designed to develop the students' competences in recognising and evaluating the role of existing and evolving technologies in the UK agricultural industry, enabling them to make informed decisions with regards to contemporary issues that may lead to delay in technology adoption, consequently affecting the industry development.</p> <p>The indicative content will include: An overview of the UK agricultural industry, in terms of structure and economic value, focusing upon contemporary issues impacting on technology adoption and implementation.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a knowledge and understanding of the operation and function of a range of agricultural technologies and the effect they have upon UK agriculture. 2. Describe and evaluate the feasibility of using farming technology to increase the efficiency of existing farming practices and critically assess its suitability. 3. Evaluate the roles of information technology on farms. 		
Assessment	Description	Weighting
Coursework	A 2,000 word article for a specified audience outlining adoption of technology within a specified agricultural sector.	70%
Examination	1 hour written unseen examination.	30%

Supporting texts

- Ashman, M.R. and Puri, G. (2002). *Essential Soil Science*. Blackwell Science.
- Ball, P.J.H. and Peters, A. R. (2004). *Reproduction in Cattle* (3rd Edition). Blackwell Publishing.
- Battaglia, R. A. (2001). *Handbook of Livestock Management* (3rd Edition). Prentice Hall.
- Burrough, P.A., McDonnell, R.A. and Lloyd, C.D. (2015) *Principles of Geographical Information Systems* (3rd Edition). Oxford University Press.
- Chamberlain, A.J. and Wilkinson, J.M. (1996). *Feeding the Dairy Cow*. Chalcombe Publications.
- Croston, D. & Pollott G. (1994). *Planned Sheep Production* (2nd Edition). Blackwell Scientific Press.
- English, P.R., Fowler, V.R., Baxter, S. and Smith W (1996). *The Growing and Finishing Pig: Improving Efficiency*. Farming Press.
- Esslemont, R.J. (2002). *The Costs of Poor Fertility and Disease in UK Dairy Herds*. Intervet UK.
- Finch, H.J.S., Samuel, A.M. and Lane, G.P.F (2014) *Lockhart and Wiseman's Crop Husbandry* (9th Edition). Woodhead Publishing Ltd.
- Gillespie, J. R. and Flanders, F. B. (2009). *Modern Livestock and Poultry Production* (8th Edition). New York, USA: Delmar Cengage Learning.
- Graham, L.E., Graham, J.M. and Wilcox, L.W. (2006). *Plant Biology*. Pearson, Prentice Hall.
- Hopkins, W.G. (1999). *Introduction to Plant Physiology*. John Wiley & Sons.
- Lillesand, T., Kiefer, R.W and Chipman, J. (2015). *Remote Sensing and Image Interpretation* (7th Edition). John Wiley and Sons.
- Martin, J.H., Waldren, R P. and Stamp, D.L. (2006). *Principles of Field Crop Production* (4th Edition). Pearson Education.
- Mikesell, R. and Baker, G. (2010). *Animal Science: Biology and Technology* (3rd Edition). New York , USA Delmar.
- Orskov, E.R. (1998). *Feeding of Ruminants: Principles and Practice* (2nd Edition). Chalcombe Publications.
- Redman, G. (2014) *The John Nix Farm Management Pocketbook 2015* (45th Edition). Agro Business Consultants Ltd.
- Simmonds, N.W. (1999). *Principles of Crop Improvement*. (2nd Edition). Longman.
- Soffe, R.J. (ed.) (2003) *Primrose McConnell's The Agricultural Notebook* (20th Edition). Blackwell Science.

White, R.E. (2006). *Principles and Practice of Soil Science*. (4th Edition). Blackwell Science.

Magazines and Journals

Farmers Weekly

European Journal of Agronomy

International Journal of Agricultural Management

International Journal of Livestock Production

Journal of Agricultural Science

Journal of Agricultural Systems, Technology, and Management

Journal of Crop Science

Journal of Farm Management

Journal of Grass and Forage Science

Livestock Science

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module Code 1142	Module Title Law and Legislation	Module Leader Dr Robin Jackson
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core) FdSc Game and Wildlife Management (core)	
Module Level 4	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 1, Semesters 1 & 2
<p>Module Content</p> <p>The aim of this module is to provide an overview of the development, operation and application of the English legislative systems, with specific reference to environmental and rural contexts.</p> <p>This module concentrates on:</p> <ul style="list-style-type: none"> • The application of agriculture and environmental relevant laws including those affecting habitats and wildlife, ownership of property and land, food safety, health and safety and employment. • The historical development of sources of law, including general and local customs, common law, equity and judicial precedent and links to modern legislation. • Differences between civil and criminal law for the agricultural and environmental sectors. • Wider framework of UK law and the main differences between constituent nations for agricultural and environmental practitioners. • European directives and international treaties relevant to agriculture and the environment. • Administration of the law through Magistrate and County Courts, High Court, Crown and Court of Appeal, House of Lords and the European Court and their jurisdiction. 		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Describe the evolution of the English law and workings of the English judicial system. 		

2. Assess the impact of international law on rural land management in the UK.
3. Identify key agricultural and environmental relevant legislation and associated legal responsibilities
4. Outline how key agricultural and environmental relevant legislation may be enforced
5. Apply an understanding of key agricultural and environmental relevant legislation to case studies

Assessment	Description	Weighting
Coursework	A report based on the observation and analysis of an observed simulation/role play case analysis (2,500 words).	50%
Examination	2 hour written unseen examination.	50%

Supporting Texts

Bill, S. McGillivray, D. and Pederson, O.W. (2013). *Environmental Law*. (8th Edition). Oxford: Oxford University Press.

Card, R., Murdoch, J. and Murdoch, S. (1998). *Law for Estate Management Students*. (5th Edition). Butterworths.

Chapelle, D. (2006). *Land law*. (7th Edition). Harlow: Pearson Education.

Duddington, J. (2014) *Law Express: Land Law* (5th Edition). Pearson.

Finch, E and Fafinski, S. (2014) *Law Express: Tort Law* (5th Edition).
Pearson

Howarth, W. and Jackson, S. (2011). *Wisdom's Law of Watercourses* (6th Edition). Sweet & Maxwell, London.

Hughes, D. (2002). *Environmental Law*. (4th Edition). Butterworths.

Jones, B., Palmer, J. and Sydenham, A. (2004). *Countryside Law*. (4th Edition). Shaw & Sons.

Kramer, L. (Ed) (2012) *EU Environmental Law* (7th Edition). Sweet & Maxwell, London.

Lorton, R. (2001). *A-Z of Countryside Law*. Stationery Office Books.

Mynors, C. (2011) *The Law of Trees, Forests and Hedges* (2nd Edition).
Sweet & Maxwell, London.

- Parkes, C. and Thornley, J. (2008). *Deer: Law and Liabilities* (2nd Edition). Quiller, Shrewsbury.
- Pugh-Smith, J., Sinclair, G., and Upton, W. (2009) *Neighbours and the Law* (5th Edition). Sweet & Maxwell, London.
- Reid, C. (2002). *Nature Conservation Law*. (2nd Edition). W Green.
- Saunbury, L., Doherty, N. and Dobby, H. (2011). *The British Firearms Law handbook*. Sweet & Maxwell, London.
- Silberstein, S. (2007). *Consumer Law in a Nutshell* (5th Edition). Sweet & Maxwell, London.
- Slapper, G. and Kelly, D. (2006). *The English Legal System*. (8th Edition). London: Routledge-Cavendish.
- Sneddon, S. (2014) *Law Express: Environmental Law* (2nd Edition). Pearson.
- Sydenham, A., Monnington, B. and Pym, A. (2002). *Essential Law for Landowners and Farmers*. (4th Edition). Blackwell Publishing.
- Thompson, M. (2006). *Modern Land Law* (3rd Edition). Oxford University Press.

Journals

Journal of Planning and Environmental Law

Useful websites

UK Environmental Law Association *Law and your environment: the plain guide to environmental law* available at <http://www.environmentlaw.org.uk/>

Department for Environment, Food and Rural Affairs www.defra.gov.uk

The Chartered Institute of Waste Management (CIWM) www.ciwm.co.uk

The Environment Agency www.environment-agency.org.uk

The Waste and Resources Action Programme (WRAP) www.wrap.org.uk

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 1214	Module Title Animal Biology and Nutrition	Module Leader Jane Davies
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core) FdSc Game and Wildlife Management (core)	
Module Level 4	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 1, Semesters 1 & 2
<p>Module Content</p> <p>The module is designed to improve students' knowledge and scientific understanding of animal biology and nutrition. The module focuses upon the main generic biological and physiological precepts for animal health, such as: animal physiology, animal biology, animal nutrition, zoology, microbiology, and the biology and control of parasites.</p> <p>The module is complimented by a series of laboratory investigations, demonstrations and visits, which focus on specific aspects of animal science.</p> <p>The indicative content will include: Animal science, growth and development, reproductive anatomy (male and female), physiology of lactation, parturition, neo-natal care, nutrition, animal characteristics, microbiology, parasitology, health and dietary-related disease.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the scientific principles that underpin animal health. 2. Apply an understanding of laboratory analysis to determine the nutrient values of feeds. 3. Evaluate the role of nutrition on health and diet related diseases. 4. Identify and analyse the causative agents and routes of disease transmission. 		
Assessment	Description	Weighting
Assignment	Written literature review (1,500 words).	30%
Exam	Written 2 hour unseen examination.	50%
Practical write up	Laboratory report (1,000 words).	20%

Supporting texts

Chesworth, J.M., Stuchbury, T. and Scaife, J.R. (1998). *An Introduction to Agricultural Biochemistry*. Chapman and Hall.

Frandsen, R.D, Wilke, W.L and Fails, A.D. (2009) *Anatomy and Physiology of Farm Animals* (7th Edition). Wiley-Blackwell.

Fuller, M.F. (2004). *The Encyclopaedia of Farm Animal Nutrition*. CABI Publishing.

Givens, D.I., Owen, E., Axford, R.F.E. and Omed, H.M. (2000). *Forage Evaluation in Ruminant Nutrition*. CABI Publishing.

Herren, R. (2000). *The Science of Animal Agriculture*. (2nd Edition). Delmar Publishers.

Jackson, A.O. (2014) *The Wild Game Birds Manual: A Guide To Raising, Feeding, Care, Diseases and Breeding Game Birds* (4th Edition). CreateSpace Independent Publishing Platform

Lawrence, T.L.J. and Fowler, V.R. (1997). *Growth of Farm Animals*. CAB International.

McDonald, P., Edwards, R.A. Greenhalgh, J.F.D., Morgan, C.A., Sinclair, L.A. and Wilkinson, R.G. (2011). *Animal Nutrition*. (7th Edition). Benjamin Cummings.

Moyes, C.D., Schulte, P.M. (2013). *Principles of Animal Physiology* (2nd Edition). Pearson

Robbins, C.T. (1993). *Wildlife Feeding and Nutrition*. Academic Press

Soffe, R.J. (ed.) (2003) *Primrose McConnell's The Agricultural Notebook* (20th Edition). Blackwell Science.

Willis, M.B. (1998). *Dalton's Introduction to Practical Animal Breeding*. (4th Edition). Blackwell Science.

Magazines and Journals

Journal of Animal Science

Journal of Livestock Science

Journal of Agricultural Science

Beef Farmer

Farmers Weekly

International Journal of Agricultural Management

Journal of Rural Enterprise and Management

Sheep Farmer

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module Code 1215	Module Title Crop Biology and Soil Science	Module Leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 4	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 1 Semesters 1 & 2
<p>Module Content</p> <p>The module is designed to develop and improve students' knowledge and understanding of crop biology and soil management, enabling them to evaluate and make informed management decisions relating to crops grown.</p> <p>The indicative content will include:</p> <p>Soil properties (texture, organic matter, soil structure, soil water relationship, soil and crop nutrition, organic manures), plant structures, plant cell biology, plant physiological processes, crop growth stages and crop growth cycles and yields.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the importance of climate and soil type in determining crop systems. 2. Analyse soil structure and describe soil management techniques. 3. Explain plant biology and assess the significance of this in crop production and management. 4. Describe the characteristics of crop growth and evaluate the possible limitations to productivity. 		
Assessment	Description	Weighting
Coursework	Written essay (2,500 words)	50%
Examination	Practical assessment	25%
	1 hour in class test	25%

Key Texts

Finch, H.J.S., Samuel, A.M. and Lane, G.P.F (2002). *Lockhart and Wiseman's Crop Husbandry*. (8th edition). Woodhead Publishing Ltd.

Supporting Texts

Ashman, M.R. and Puri, G. (2002). *Essential Soil Science*. Blackwell Science.

White, R.E. (2006). *Principles and Practice of Soil Science*. (4th edition). Blackwell Science.

Martin, J.H., Waldren, R.P. and Stamp, D.L. (2006). *Principles of Field Crop Production*. (4th edition). Pearson Education.

Hopkins, W.G. (1999). *Introduction to Plant Physiology*. John Wiley & Sons.

Graham, L.E., Graham, J.M. and Wilcox, L.W. (2006). *Plant Biology*. Pearson, Prentice Hall.

Simmonds, N.W. (1999). *Principles of Crop Improvement*. (2nd edition). Longman.

Soffe, R.J. (ed.) (2003). *Primrose McConnell's The Agricultural Notebook*. (20th edition). Blackwell Science.

Journals:

Journal of Agricultural Science

Journal of Crop Science

Soil Science

Open Journal of Soil Science

Annals of Applied Biology

Journal of Grass and Forage Science

European Journal of Agronomy

International Journal of Agricultural Management

Journal of Farm Management

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 1216	Module Title Farm Accounting and Financial Management	Module Leader Chris Taylor
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 4	Module Credits 20	Pre-Requisites None
Minimum Study Time 200 hours	Contact Hours within Study Time 60	Teaching Period Year 1 Semesters 1 & 2
Module Content		
<p>The module is designed to improve students' accounting and financial management knowledge and skills, enabling them to evaluate and make informed decisions with regards to farming enterprises, whilst promoting financial viability.</p> <p>The module will cover the following areas: concept and impact of economics on a farming business, concept of fixed and variable costs, cash analysis interpretation of the financial statements of businesses, Ratio Analysis, depreciation and taxation.</p>		
Module Outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the principle techniques of cash analysis. 2. Assess the basic principles of economics in relation to agricultural products and commodities. 3. Demonstrate an understanding and application of basic accounting conventions. 4. Interpret financial statements for a farm business using appropriate financial analysis tools. 		
Assessment	Description	Weighting
Coursework	Written 1 hour in-class test	25%
	Case analysis (1,250 words)	25%
Presentation	Individual presentation (20 minutes)	50%

Key Texts

Atrill, P. (2009). *Financial Management for Non-Specialists*. (5th Edition). Prentice Hall.

Beardshaw, J. (2001). *Economics: A Student's Guide*. (5th Edition). Pitman.

Brown, B. (2003). *Practical Accounting and Financial Management for Farms and Small Business*. Crowood Press.

Craig, K. and Logan, R. (eds.) (2011). *The Farm Management Handbook 2011/12: The UK Reference for Farm Business Management*. (32nd Edition). SAC.

Dyson, J.R. (2001). *Accounting for Non-Accounting Students*. (5th Edition). Pearson.

Hugos, M. (2006). *Essentials of Supply Chain Management*. (2nd Edition). Wiley.

Redman, G. (2014) *The John Nix Farm Management Pocketbook 2015 (45th Edition)*. Agro Business Consultants Ltd.

Turner, J. and Taylor, M. (1998). *Applied Farm Management*. (2nd edition). Blackwell.

Journals

International Journal of Agricultural Management

Journal of Farm Management

Journal of Rural Enterprise and Management

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 1217	Module Title Sustainable Agriculture	Module Leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 4	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 1 - Semesters 1 & 2
Module Content		
<p>The module is designed to improve students' competences in recognising and evaluating the existing and potential value of sustainability that can occur within the agricultural sector, including arable, pasture, hedgerows, ancient trees, wetland and woodland, and balancing these against other business considerations. They will also develop a scientific understanding of the principles of sustainable development as applicable to an agricultural business.</p> <p>Learning activities will be achieved primarily through practical exercises and investigative activities, as well as class-based discussions and vocational work.</p> <p>This module will be complemented by a series of guest speakers, case studies, demonstrations and farm visits.</p> <p>The module will cover the following areas:</p> <ul style="list-style-type: none"> • The concepts and principles of sustainable development and strategies used to promote responsibility and stewardship. • The range and diversity of farm habitats, their components, value, associated ecological dynamics and inter-relationships. • Positive and negative impacts of intensive and alternative management practices and production systems on agro-ecosystems. • Potential business opportunities and considerations associated with diversification and secondary agricultural products. • Business benefits of waste minimisation and the sustainable use of resources. 		

Module Outcomes

To achieve credit for this module, students must be able to:

1. Demonstrate a knowledge and understanding of the ecological dynamics of farmland habitats and their potential in supporting biodiversity.
2. Assess and evaluate the policy framework mechanisms for delivery and implementation of sustainability measures.
3. Identify potential business opportunities and management practices which contribute to sustainable development.
4. Appraise contemporary issues of sustainability in relation to business ideas and practices.

Assessment	Description	Weighting
Assignment	Organisational development plan (2,500 words)	50%
Examination	Written 2 hour seen examination	50%

Key Texts

Natural England. (2010). *Entry Level Stewardship Handbook: Environmental Stewardship Handbook*. (3rd Edition). NE226.

Natural England. (2010). *Higher Level Stewardship: Environmental Stewardship Handbook*. (3rd Edition). NE227. Available from: <http://www.naturalengland.org.uk/ourwork/farming/funding/es/default.aspx>

Supporting Texts

Ausden, M. (2007). *Habitat Management for Conservation: A Handbook of Techniques*. Oxford University Press.

Boyd, J.A., Jalal, K.F. and Rogers, P.P. (2008). *An Introduction to Sustainable Development*. Earthscan.

Chapman, J.L. and Reiss, M.J. (1999). *Ecology: Principles and Applications*. (2nd Edition). Cambridge University Press.

DEFRA. (2012). *Progress Towards a Sustainable Future for Livestock Farming*. DEFRA.

DEFRA. (2009). *The Future of our Farming*. DEFRA.

DEFRA. (2006). *Sustainable Farming and Food Strategy: Forward Look*. DEFRA.

DEFRA. (2002). *The Strategy for Sustainable Farming and Food. Facing the*

Future. DEFRA.

Dresner, S. (2008). *The Principles of Sustainability*. (2nd Edition). Earthscan.

Environment Agency (2008). *Think Soils: Soil Assessment to Avoid Erosion and Runoff*. Environment Agency.

Graham, I. (2011). *Farming in the Future*. Wayland.

Hawkins, D.E. (2006). *Corporate Social Responsibility: Balancing Tomorrow's Sustainability and Today's Profitability*. Palgrave Macmillan.

Jackson, L. and Jackson, D. (2002). *The Farm as Natural Habitat: Reconnecting Food Systems with Ecosystems*. Island.

Law, B. (2001). *The Woodland Way: A Permaculture Approach to Sustainable Woodland Management*. Permanent Publications.

Maclean, M. (2006). *Hedges and Hedgelaying: A Guide to Planting, Management and Conservation*. Crowood.

Price, E.A.C. (2003). *Lowland Grassland and Heathland Habitats*. Routledge.

Robinson, G.M. (2008). *Sustainable Rural Systems: Sustainable Agriculture and Rural Communities*. Ashgate.

Soffe, R. (2005). *The Countryside Notebook*. Blackwell Publishing.

Spilsbury, R. and Spilsbury, L. (2011). *Farming and the Environment*. Wayland.

Wilson, J.D., Evans, A.D. and Grice, P.V. (2009). *Bird Conservation and Agriculture*. Cambridge University Press.

Magazines and Journals

- *Farmers Weekly*
- *International Journal of Agricultural Management*
- *Agroecology and Sustainable Food Systems*
- *International Journal of Agricultural Sustainability*
- *Renewable Agriculture and Food Systems*
- *Journal of Environmental Conservation*
- *Journal of Environmental Planning and Management*
- *Journal of Planning and Environmental Law*
- *Journal of Farm Management*
- *Journal of Rural Enterprise and Management*

APPENDIX 2: Year 2 Module Reference Sheets

FdSc Agricultural Management Year 2				
Module		Credits	Level	Modular leader
Code	Title			
2109	Work-based Learning 2	20	5	HS
2110	Research Project	15	5	HS
2211	Livestock Production and Management	20	5	RM
2212	Crop Production	10	5	HS
2213	Agricultural Marketing	15	5	CT
2214	Grassland and Forage Management	15	5	RM
2215	Farm Resource Planning	15	5	CT
2216	Farm Business Planning	10	5	CT
Total credits		120		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module code 2109	Module title Work-Based Learning 2	Module leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Animal Science and Management (core) FdSc Game and Wildlife Management (core) FdSc Agricultural Management (core)	
Module level 5	Module credits 20	Prerequisites 1115 Work-Based Learning 1
Minimum study time 200 hours	Contact hours within study time 15 days (105 hours) 7 hours / day. 95 hours independent study.	Teaching period Year 2, Semesters 1 & 2
<p>Module content</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • To maintain and update CV and personal statement • Synthesize and evaluate work-based activities & achievements to date • Review & update personal development plan • Produce a key skills self audit; further guidance on job application and interview techniques; • Recognition of the key performance indicators for an efficient and successful enterprise / business • Evaluate the value, relevance and importance of planning/marketing and running a work related activity or event. 		
<p>Module outcomes</p> <p>To achieve credit for this module, a student must be able to:</p> <ol style="list-style-type: none"> 1. Analyse & evaluate individual strengths and weaknesses and, as a result, construct an appropriate development plan for continuous evaluation and professional achievement. 2. Demonstrate improved & continuing competence in a range of professional skills appropriate to a specific employment sector. 3. Undertake work-based learning activities, and analyse and evaluate the working practices of one or more land based related employers. 4. Identify and analyse the planning, management and marketing needs of a vocational activity / event or enterprise. 		

Assessment	Description	Weighting
Coursework	A portfolio consisting of a revised Personal Development Plan, key skills audit, work-based learning industrial vocational day employer's report, and College based practical assessments.	25%
	A brief report (600 words) evaluating competence in relevant professional skills	15%
	Report on a group-organised marketed and managed industry related activity based at the College (1,500 words).	60%
Key texts:		
Cottrell, S. (2005). <i>Critical Thinking Skills</i> . Palgrave Macmillan.		
Fairbairn, G. and Fairbairn, S. (2001). <i>Reading at University: A Guide for Students</i> . Buckingham: Open University Press.		
Kumar, A. (2007). <i>Personal, Academic and Career Development in Higher Education: Soaring to Success</i> . Routledge.		
Whetten, D.A. and Cameron, K.S. (2007). <i>Developing Management Skills</i> . (7 th Edition). Pearson International Edition. Pearson Education.		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module code 2110	Module title Research Project	Module leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Animal Science and Management (core) FdSc Game and Wildlife Management (core) FdSc Agricultural Management (core)	
Module level 5	Module credits 15	Prerequisites None
Minimum study time 150 hours	Contact hours within study time 45	Teaching period Year 2, Semesters 1 & 2
<p>Module content</p> <p>This module is essentially a student led independent study module. Given the range of subject matter available, specific content is not relevant. Students will be guided to develop skills such as time management, analytical skills, critical evaluation of own and others work, appropriate writing and presentation formats, as well as the ethical implications of research.</p> <p>The learner will carry out a piece of research on a topic agreed by the tutor.</p> <p>A tutor or co-supervisor with some knowledge and experience of the subject will support the student in his/her research on an individual basis.</p> <p>The student will submit a research report of approximately 4,500 words in length, written and presented in an appropriate format.</p> <p>The student will give a 15 minute research presentation, followed by the question session centred on the study.</p>		
<p>Module outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Select a topic of study for investigation, and assess its feasibility. 2. Evaluate in detail the proposed project, investigate and analyse related past and current work, assess the ethical implications of the research and prepare a plan of action for the project. 3. Produce a report on the research project, to be written in an appropriate format, as agreed with tutor/supervisor. 4. Undertake the delivery of a presentation in which aspects of the literature surrounding the topic, the project and its findings and methodology are discussed. 		

Assessment	Description	Weighting
Coursework	Research proposal.	Pass / Fail
	Written research project / dissertation (4,500 words).	80%
	Research presentation (15 minutes)	20%
Key texts		
<p>Flowerdew, R & Martin, D. (2005) <i>Methods in Human Geography: A Guide for Students doing a Research Project</i>. Prentice Hall</p> <p>Greetham, B. (2009) <i>How to Write your Undergraduate Dissertation</i>. Palgrave Macmillan</p> <p>McMillan, K & Weyers, J. (2007) <i>How to Write Dissertations and Project Reports</i>. Pearson Education</p> <p>Morris, T.R. (1999). <i>Experimental Design and Analysis in Animal Sciences</i>. CABI Publishing.</p> <p>Ó Dochartaigh, N (2007) <i>Internet Research Skills</i>. Sage</p> <p>Petrie, A. & Watson, P. (2006). <i>Statistics for Veterinary and Animal Science</i>. Blackwell Science.</p> <p>Sharp, J.A & Howard, K (2002) <i>The Management of a Student Research Project</i> (2nd Edition). Gower</p> <p>Sirkin, M.R. (2006) <i>Statistics for the Social Sciences</i>. Sage</p> <p>Thomas, A. & Mohan, G. (2007) <i>Research Skills for Policy and Development: How to find out fast</i>. Open University/sage</p> <p>Wisker, G. (2009) <i>The Undergraduate Research Book</i>. Palgrave Macmillan</p> <p>Wheater, P.C., Cook, P.A., & Bell, J.R. (2011) <i>Practical Field Ecology: A Project Guide</i>. Wiley-Blackwell</p>		

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 2211	Module Title Livestock Production and Management	Module Leader Ronan Mulcahy
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 20	Pre-Requisites None
Minimum Study Time 200 hours	Contact Hours within Study Time 60	Teaching Period Year 2 - Semesters 1 & 2
Module Content		
<p>The module is designed to develop and improve students' knowledge and understanding of the main systems of livestock production and management available to UK farmers.</p> <p>The module will cover the following areas: structure of the livestock industry, production techniques, production targets, analysis of performance and livestock management. Animal disease; causes, symptoms, control, prevention and biosecurity. Animal breeding; selection of breeding stock, breeding techniques and management of breeding.</p>		
Module Outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the selection and management of animals in a breeding programme. 2. Identify and recommend methods to target, manipulate and correct sub-optimal physical and financial performance of animals and animal enterprises. 3. Evaluate the importance of the management of the breeding cycle, replacement policies and nutritional demands throughout the production period. 4. Analyse various systems of rearing and/or finishing meeting specified performance criteria and evaluating the ethical considerations of the various systems. 		
Assessment	Description	Weighting
Assignment	Written case study assignment (3,500 words)	60%
Examination	Written 2 hour unseen examination	40%

Key Texts

- Rollin B E, 1999, *Farm Animal Welfare*, Blackwell Publishing.
- Sainsbury D, 1998, *Animal Health*, Blackwell Science.
- Allen, D. (2001). *Rationing Beef Cattle*. Chalcombe Publications.
- Soffe, R.J. (Ed.) (2003) *Primrose McConnell's The Agricultural Notebook* (20th Edition). Blackwell Science.
- Boden (ed), 2001, *Black's Veterinary Dictionary*, A & C Black.
- Allen, D. (1990). *Planned Beef Production and Marketing*. BSP Professional Books.
- Blowey, R. W. (1999). *A Veterinary Book for Dairy Farmers* (3rd Edition). Farming Press.
- Blowey, R.W. and Weaver, A.D. (2003). *Colour Atlas of Diseases and Disorders of Cattle* (2nd Edition). Mosby.
- Brown, D. (1996). *The Modern Shepherd*. Farming Press.
- Case, A (2001). *Starting with Pigs: A Beginner's Guide*. Broad Leys Publications.
- Chamberlain, A.J. and Wilkinson, J.M. (1996). *Feeding the Dairy Cow*. Chalcombe Publications.
- Croston, D. & Pollott G. (1994). *Planned Sheep Production* (2nd Edition). Blackwell Scientific Press.
- English, P.R., Fowler, V.R., Baxter, S. and Smith W (1996). *The Growing and Finishing Pig: Improving Efficiency*. Farming Press.
- Esslemont, R.J. (2002). *The Costs of Poor Fertility and Disease in UK Dairy Herds*. Intervet UK.
- Kyriazakis, I. (1999). *A Quantitative Biology of the Pig*. CAB International.
- Lampkin, N., Measures, M. and Padel, S. (Eds.) (2011) *2011/12 Organic Farm Management Handbook* (9th Edition). Organic Research Centre Elm Farm.
- Gregory, N.G. (1998). *Animal Welfare and Meat Science*. CABI Publishing.
- Orskov, E.R. (1998). *Feeding of Ruminants: Principles and Practice* (2nd Edition). Chalcombe Publications.
- Sainsbury D. (1992). *Poultry Health and Management* (3rd Edition). Blackwell

Scientific.

Te Pas, M.F.W, Everts, M.E. and Haagsman, H.P. (2004) *Muscle Development of Livestock Animals: Physiology, Genetics and Meat Quality*. CABI Publishing.

Whittemore, C.T. and Kyriazakis, I. (2006) *Whittemore's Science and Practice of Pig Production* (3rd Edition). Wiley-Blackwell.

Webster, J. (2000). *Calf Husbandry, Health and Welfare*. (2nd Edition) Blackwell Science.

Younie, D. and Wilkinson, J.M. (2001). *Organic Livestock Farming: Principles, Practicalities and Profits*. Chalcombe Publications.

Magazines and Journals

Journal of Animal Science

Journal of Livestock Science

Journal of Agricultural Science

Journal of Dairy Science

Beef Farmer

Farmers Weekly

Journal of Farm Management

Sheep Farmer

Websites

Dairyco, <http://dairy.ahdb.org.uk/> [Accessed

EBLE, <http://beefandlamb.ahdb.org.uk/>

BPEX, <http://pork.ahdb.org.uk/>

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 2212	Module Title Crop Production	Module Leader Dr Hamad Saeed
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 10	Pre-Requisites None
Minimum Study Time 100 hours	Contact Hours within Study Time 30	Teaching Period Year 2 Semesters 1 & 2
Module Content		
<p>The module is designed to develop and improve students' knowledge and understanding of arable crop production and management, enabling them to evaluate and make informed management decisions relating to crops commonly grown.</p> <p>The module will cover the following areas: systems of production, cropping sequences, varietal choices, nutritional programmes, management programmes (integrated crop and pest management), organic production, market specifications and financial viability of crops, crop storage and transport.</p>		
Module Outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Plan cropping sequences and varietal choices for given scenarios. 2. Demonstrate the ability to produce crop nutrition and protection programmes. 3. Assess the financial viability of different crops in different given scenarios. 		
Assessment	Description	Weighting
Coursework	Written briefing paper (1,000 words)	30%
	Practical report (1,000 words)	40%
	Written test	30%

Students should be familiar with the content of the following:

Finch, H.J.S., Samuel, A.M. and Lane, G.P.F (2002) *Lockhart and Wiseman's Crop Husbandry* (8th Edition). Woodhead Publishing Ltd.

Supporting texts

Ashman, M.R. and Puri, G. (2002). *Essential Soil Science*. Blackwell Science.

White, R.E. (2006). *Principles and Practice of Soil Science*. (4th Edition). Blackwell Science.

Martin, J.H., Waldren, R P. and Stamp, D.L. (2006). *Principles of Field Crop Production*. (4th Edition). Pearson Education.

Hopkins, W.G. (1999). *Introduction to Plant Physiology*. John Wiley & Sons.

Graham, L.E., Graham, J.M. and Wilcox, L.W. (2006). *Plant Biology*. Pearson, Prentice Hall.

Redman, G. (2014) *The John Nix Farm Management Pocketbook 2015* (45th Edition). Agro Business Consultants Ltd.

Simmonds, N.W. (1999). *Principles of Crop Improvement*. (2nd Edition). Longman.

Soffe, R.J. (ed.) (2003) *Primrose McConnell's The Agricultural Notebook* (20th Edition). Blackwell Science.

Magazines and Journals

European Journal of Agronomy

Journal of Field Crop Research

Journal of Crop Science

Journal of Agricultural Science

Farmers Weekly

International Journal of Agricultural Management

Journal of Farm Management

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 2213	Module Title Agricultural Marketing	Module Leader Chris Taylor
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 2 Semesters 1 & 2
Module Content		
<p>The module is designed to develop and improve students' knowledge and understanding of both marketing principles and management, enabling them to evaluate and make informed decisions concerning marketing in different farm and ancillary business scenarios.</p> <p>The module will cover the following areas: the understanding of methods adopted in agriculture for the marketing of its produce, such as commodities marketing, marketing live and dead stock, as well as service providing/contracting, processing and adding value. The content will also include core marketing principles and theory, such as the marketing environment and analysis tools, marketing mix (7Ps), marketing channels, segmentation, branding, marketing strategies and plans and customer decision making.</p>		
Module Outcomes		
<p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Apply and analyse the principles of marketing and assess how they inform business decision making. 2. Apply marketing management theory and strategy within a farm enterprise context. 3. Evaluate suitable marketing and sales strategies for agricultural produce. 4. Compare and contrast different marketing channels for farm enterprise produce. 		
Assessment	Description	Weighting
Coursework	Production of a management report for	50%

	a farm enterprise scenario (~2,500 words)	
Examination	Written 2 hour open note examination	50%

Students should be familiar with the content of the following:

Kotler, P. (2011) *Principles of Marketing* (14th Edition). Pearson Education.

Supporting texts

Chand. R. (2011). *Agriculture Marketing*. Khel Sahitya Kendra

Dibb, S. (2006). *Marketing Concepts and Strategies*. (5th Edition). Houghton Mifflin.

Haines, M. (1999). *Marketing for Farm and Rural Enterprises*. Farming Press.

Jobber. D. (2010). *Principles and Practice of Marketing*. (6th Edition). McGraw-Hill Education.

Kohls, R and Uhl, J. (2003). *Marketing of Agricultural Products*. (9th Edition). Prentice Hall.

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 2214	Module Title Grassland and Forage Management	Module Leader Ronan Mulcahy
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 2 - Semesters 1 & 2
<p>Module Content</p> <p>The module is designed to develop and improve students' knowledge and understanding of grass and forage management, enabling them to evaluate options and make informed management decisions relating to grassland and forage crops (including brassicas, maize and whole crop forage).</p> <p>The module will cover the following areas: importance of grassland and forage crops to UK agriculture, species selection and methods of establishment, crop management and harvesting, grazing systems and provision of winter forage, integrated crop and pest management, organic production systems, conservation grasslands, grazing behaviour.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of grasses, forage legumes and an understanding of their relevance to the agricultural industry. 2. Evaluate the management factors involved in cost-effective grass and forage production. 3. Explain grazing behaviour for different types of farm livestock and recognise the techniques necessary to maintain sward health. 4. Evaluate the techniques employed for the establishment and management of grazing pastures. 		
Assessment	Description	Weighting
Coursework	Written synthesis paper (2,500 words)	60%
Examination	Written 2 hour unseen examination	40%

Students should be familiar with the content of the following:

Finch, H.J.S., Samuel, A.M. and Lane, G.P.F (2002) *Lockhart and Wiseman's Crop Husbandry* (8th Edition). Woodhead Publishing Ltd.

Supporting texts

Finch, H.J.S., Samuel, A. M., and Lane, G.P.F (2014) *Lockhart & Wiseman's Crop Husbandry Including Grassland* (9th Edition) Woodhead Publishing

Frame, J. and Laidlaw, A.S. (2011). *Improved Grassland Management* (New edition) The Crowood Press

Frame, J. and Laidlaw, A.S. (2011). *Improved Grassland Management* (New edition) The Crowood Press

Graham, L.E., Graham, J.M. and Wilcox, L.W. (2006). *Plant Biology*. Pearson, Prentice Hall.

Hopkins, W.G. (1999). *Introduction to Plant Physiology*. John Wiley & Sons.

NIAB. (2011). *Recommended Grass and Clover Lists*. British Society of Plant Breeders Ltd and BGS.

Redman, G. (2014) *The John Nix Farm Management Pocketbook 2015* (45th Edition). Agro Business Consultants Ltd.

Simmonds, N.W. (1999). *Principles of Crop Improvement*. (2nd Edition). Longman.

Soffe, R.J. (Ed.). (2003). *Primrose McConnell's The Agricultural Notebook* (20th Edition). Blackwell Science.

Magazines and Journals

Journal of Grass & Forage Science

Journal of Agricultural Science

Journal of Crop Science

Farmers Weekly

International Journal of Agricultural Management

Journal of Farm Management

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015

Module Code 2215	Module Title Farm Resource Planning	Module Leader Chris Taylor
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 15	Pre-Requisites None
Minimum Study Time 150 hours	Contact Hours within Study Time 45	Teaching Period Year 2- Semesters 1 & 2
<p>Module Content</p> <p>This module is designed to develop and improve students' knowledge and understanding of the principles of planning the resource requirements for a farm enterprise, with a focus upon land, labour, machinery and associated infrastructure.</p> <p>The module will cover the following areas: obtaining machinery specifications, calculating machinery annual operating costs, scheduling of operations, planning and organisation of labour, incentive schemes, recruitment and selection process (e.g., gangmaster licencing requirements), infrastructure developments and associated planning requirements, use of buildings and land as a resource, the effects of capital upon resources and resources upon capital.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Explain the approaches to effective machinery planning, selection and management. 2. Identify and evaluate alternative approaches to recruiting, selecting and retaining staff. 3. Identify and explain the approaches to effective land and building use and management and the effect of this upon capital. 4. Plan cost effective strategies and select appropriate machinery and labour resources for selected tasks. 		
Assessment	Description	Weighting
Coursework	Written briefing paper (2,500 words)	60%
Examination	Written take away examination paper	40%

Students should be familiar with the content of the following:

Eberle, P.R. and James, S.C. (2000) *Economic and Business Principles in Farm Planning and Production*. Iowa State University Press.

Marchington, M. and Wilkinson, A. (2008). *Human Resource Management at Work: People Management and Development*. (4th Edition). CIPD.

Supporting texts:

Bell, B. (2005) *Farm Machinery* (5th Edition). Old Pond Publishing Ltd.

Braithwaite, M. (1998) *Agricultural Vehicles on the Road*. Institution of Agricultural Engineers.

Hunt, D. (2001) *Farm Power and Machinery Management* (10th Edition). Iowa State University Press.

Landers, A. J. (2002). *Resource Management: Farm Machinery*. Farming Press.

Mullins, L. (2005). *Management and Organisational Behaviour*. (7th Edition). Pitman.

Robinson, I. (2006). *Human Resource Management in Organisations: The Theory and Practice of High Performance*. CIPD.

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2011). *Human Resource Management*. (8th Edition). Pearson.

Witney, B. (1995). *Choosing and Using Farm Machines*. Land Technology.

Magazines And Journals

Farmers Weekly

Journal of Farm Management.

Journal of Rural Enterprise and Management.

PROFI International

DVDs:

Health and Safety Executive (2007). *Vehicle Safety on Farms: Films to Improve Safety on the Farm [DVD]*. Health & Safety Executive.

ROYAL AGRICULTURAL UNIVERSITY MODULAR SCHEME

Sheet updated: July 2015		
Module Code 2216	Module Title Farm Business Planning	Module Leader Chris Taylor
School which owns module	School of Agriculture, Food and the Environment	
Programme(s) to which module belongs	FdSc Agricultural Management (core)	
Module Level 5	Module Credits 10	Pre-Requisites None
Minimum Study Time 100 hours	Contact Hours within Study Time 30	Teaching Period Year 2- Semesters 1 & 2
<p>Module Content</p> <p>The module is designed to improve students' farm business planning and management knowledge and skills, enabling them to evaluate and make informed decisions with regards, planning, investment and expansion, whilst promoting financial viability.</p> <p>The module will cover the following areas: strategies, setting objectives and targets, enterprise analysis, analysing internal and external environment, gross margins, partial budgets, whole farm budgets, cash flow, business planning, resource allocation, monitoring techniques, contingency planning, investment analysis.</p>		
<p>Module Outcomes</p> <p>To achieve credit for this module, students must be able to:</p> <ol style="list-style-type: none"> 1. Appraise the physical and financial performance of a farm business. 2. Develop a farm business plan using standard criteria and data. 3. Devise contingency plans that could be adopted by a farming business if objectives and targets are not being met. 		
Assessment	Description	Weighting
Presentation	Individual presentation outlining reasons for choice of business students wish to investigate for their farm business plan.	30%
Enterprise Plan	Organisational development plan for a farm business (2,000 words).	70%

Students should be familiar with the content of the following:

Key Texts

Craig, K. and Logan, R. (Eds.) (2011) *The Farm Management Handbook 2011/12: The UK Reference for Farm Business Management* (32nd Edition). SAC.

Supporting texts

Brown, B. (2003) *Practical Accounting and Financial Management for Farms and Small Business*. Crowood Press.

Hugos, M. (2006) *Essentials of Supply Chain Management* (2nd Edition). Wiley.

Redman, G. (2015) *The John Nix Farm Management Pocketbook 2016* (46th Edition). Agro Business Consultants Ltd.

Turner, J. and Taylor, M. (1998) *Applied Farm Management* (2nd Edition). Blackwell.

Journals

International Journal of Agricultural Management
Journal of Farm Management
Journal of Rural Enterprise and Management

APPENDIX 3: COLLEGE CALENDAR 2015 – 2016

College Week	Week beginning Monday	Note	Programme week
1	01/09/2015		
2	07/09/2015		
3	14/09/2015		1
4	21/09/2015		2
5	28/09/2015		3
6	05/10/2015		4
7	12/10/2015		5
8	19/10/2015	College closed to Students Friday, 23 rd October 2015 (Staff development day)	6
9	26/10/2015	Half term	
10	02/11/2015		7
11	09/11/2015		8
12	16/11/2015		9
13	23/11/2015		10
14	30/11/2015		11
15	07/12/2015		12
16	14/12/2015		13
17	21/12/2015	End of term - Christmas Holidays for students	
18	28/12/2015		
19	04/01/2016		14
20	11/01/2016		15
21	18/01/2016	College closed to Students Wednesday, 20 th January 2016 (Staff development day)	16
22	25/01/2016		17
23	01/02/2016		18
24	08/02/2016		19
25	15/02/2016	Half-term	
26	22/02/2016	College closed to Students Monday, 22 nd February 2016 (Staff development day)	20
27	29/02/2016		21
28	07/03/2016		22
29	14/03/2016		23
30	21/03/2016	College closed to Students Thursday, 24 th March 2016 (Staff development day).	24
31	28/03/2016	End of Term - Easter Holidays for students	
32	04/04/2016		
33	11/04/2016		25
34	18/04/2016		26
35	25/04/2016	College closed to Students Tuesday, 26 th April 2016 (Staff development day)	27

36	02/05/2016	College closed - Monday 2 nd May - May Day Bank Holiday	28
37	09/05/2016	Exam week	29
38	16/05/2016		30
39	23/05/2016		31
40	30/05/2016	Half-term RAU Moderation Board – Friday, 3rd May 2015	
41	06/06/2016		32
42	13/06/2016	Exam board – Tuesday, 14 June 2016	33

Work based learning 1 Portfolio submission on Friday, 26th August 2016.

COLLEGE CLOSURE DATES: PUBLIC HOLIDAYS

2015

Friday, 25th December 2015 (*Christmas Day*)

Monday, 28th December 2015 (*Bank Holiday*)

2016

Friday, 1st January 2016 (*New Year's Day*)

Friday, 25th March 2016 (*Good Friday*)

Monday, 28th March 2016 (*Easter Monday*)

Monday, 2nd May 2016 (*May Day Bank Holiday*)

Monday, 30th May 2016 (*Spring Bank Holiday*)

College may close for additional days. This will be communicated in advance.

NOTES:

- The College will be closed for the days stated above and also to students on the Staff Development Days.
- The programme may have additional holiday/study weeks or may vary from the calendar. Students will be informed of these dates in advance.

APPENDIX 5: ROYAL AGRICULTURAL UNIVERSITY ACADEMIC REGULATIONS
(Updated August 2015)

2. Regulations for assessment, progression and awards

2.1. Introduction

The regulations detailed below are applicable to all undergraduate (including Foundation Degree) and postgraduate degree programmes commencing in 2015-16.

The assessment of students is based on their academic achievements in individual modules as prescribed in the Programme Specification. Rules for progression are also set out in the Programme Specification.

2.2. Assessment

2.2.1. Module assessment may include marks from coursework or projects and/or from examinations. Examinations will normally be sat at the end of the academic year or at the end of the period of teaching. Results will be considered by School Examination Boards, but will not be confirmed until ratified by the University Examinations Committee. Final results will be published electronically via a password-protected website as soon as possible after ratification, and will also be posted to individual students within ten working days of ratification by the Examinations Committee.

2.2.2. The module scores for all candidates will be presented to the School Examination Boards as the nearest whole number. The pass score for a module at any level, whether undergraduate or taught postgraduate, will normally be a final module score of 40%. Where assessment is based on more than one element (e.g. formal examination and coursework or projects) the final score is calculated as an average of the scores achieved in each element after applying such weighting as may be specified in the relevant module reference sheet.

2.2.3. Coursework and project briefing material should indicate how the assessors will award marks. This may take the form of a breakdown of marks for individual sections or for 'hallmarks of quality' such as presentation, standard of report writing, originality, etc. Students are entitled to an explanation of the assessment process. Briefing materials should also state that at least 10% of all assessments, including all borderline grade submissions, will be moderated internally to confirm the appropriateness of marking standards. The date of return of marked assignments should also be indicated on the briefing materials. External Examiners are entitled to scrutinise any or all

of the assessed coursework and projects of the candidates for whom they have responsibility.

2.2.4. Coursework deadlines

All coursework must be handed in to the relevant School secretary, or submitted electronically via Gateway, by the time stated in the coursework brief and a receipt obtained. It is the students' responsibility to ensure that the correct version of their coursework is submitted for assessment. Should a student inadvertently submit an initial draft of their assignment, this will be treated as a final submission and marked accordingly.

Unless an extension has been granted as a result of a successful claim for mitigation for late submission, and the new date met, late submissions will incur a mark penalty as detailed in the Academic Regulations, Section 1: General Rules for Academic Assessment, paragraph 5.

2.3. Progression

Progression from one level of study to either the next higher level or to the award of a certificate, diploma or degree will depend on compliance with the regulations specified in the Programme Specification.

For undergraduate degree programmes which do not include a 30 credit sandwich placement at level 5, progression will normally require the satisfactory completion of all modules studied, resulting in the achievement of 120 credit points at each academic level.

For undergraduate degree programmes which include a 30 credit sandwich placement at level 5, progression from level 4 to level 5 studies will require the satisfactory completion of modules totalling 120 credits (as above), but progression from level 5 to level 6 will require the satisfactory completion of all taught modules, amounting to 90 credits at level 5, where such credits do not include those from the 30 credit placement module.

For Foundation Degrees incorporating a work-based learning (WBL) module, progression from level 4 to level 5 studies will require the satisfactory completion of **all** taught modules, amounting to a minimum of 90 credits at level 4, where such credits do not include those from the WBL module.

2.3.1. Trailed modules

In exceptional circumstances, as detailed below, but not where the module is specified as a pre-requisite for a module to be studied at the next academic level, the School Dean and the Programme Manager may recommend that the University Examinations Committee allow a student to trail a module failure into the next level of progression. In such circumstances students may be required to restudy the module, and submit themselves for re-assessment in all elements of the trailed

module at the next assessment opportunity. If a trailed module is subsequently failed, the student will be required to withdraw, and may not continue study at the higher level until the full complement of credits at the lower level is achieved.

2.3.1.1. Trailing from level 4 to level 5

A student may be permitted to trail a maximum of one module or 15 credits, whichever is the greater, from level 4 to level 5 if their average score for the complete diet of level 4 modules is 40% or greater. Such a trail opportunity will be over and above a student's performance in the WBL module of a Foundation Degree, which may be referred until the end of level 5, and which must then be satisfactorily completed prior to the confirmation of any award.

2.3.1.2. Trailing from level 5 to level 6

A student may be permitted to trail a maximum of one module or 15 credits, whichever is the greater, from level 5 to level 6 if their average score for the complete diet of level 5 modules is 40% or greater. In such a situation, a student will be registered on an Ordinary BSc pathway only, with registration for the dissertation or agreed equivalent research-based project, and therefore Honours, deferred until the subsequent year. Such a trail opportunity will be over and above a student's performance in any sandwich placement module, which may be referred until the end of level 6 and which must then be completed prior to the confirmation of any award.

Part time students may be able to gain exception to the regulations for progression and trailing detailed above. A part time student may negotiate with their programme manager, ratified by the Dean of School, to study the programme in an order suitable to their circumstances, with the exception of prerequisites.

2.3.2. Compensation (applicable to undergraduate programmes only)

An undergraduate Examination Board will have the power to award a pass in one module only at either level 4 or level 5 where the student has failed to achieve the pass score identified in paragraph 2.2.2 above, providing that no element within the module score is below 35% and the student's overall average mark for the year is 50% or greater.

In such cases, a compensated pass will be recorded; the student will be awarded the credits for the module and will be allowed to progress to the next level as if a pass score had originally been achieved in the module concerned.

2.4. Referral in module assessment

Students who do not achieve the pass score of 40% for any module may be offered the opportunity for referral in all failed elements of the module assessment, providing the criteria in paragraph 2.4.1 below are met.

2.4.1. The extent to which referral is permitted will be specified in the Programme Specification.

For undergraduate programmes*, including Foundation Degrees, referral will be limited to 50% of the student's total registered module credits in any academic year, which will be over and above any referred credits relating to a WBL or placement module.

For postgraduate programmes*, the maximum referral will be 50% of the student's total registered module credits of the taught programme in any academic year, with the Master's dissertation or agreed equivalent research-based project being considered independently of the taught module requirements.

**NB: For students studying on a part-time basis, the maximum referral will be restricted to 50% of registered module credits or a maximum of 30 module credits, whichever is the greater.*

Referred examinations or coursework must normally be completed before the commencement of the next academic year except in the case of one year postgraduate or Master's programmes where the referred assessment must be completed before the end of the following academic year. Where agreement is given exceptionally for students to trail modules they must successfully complete them within the next academic year.

Referred coursework assessments are normally required to be submitted by the end of August and referred examinations are normally held in individual subjects during the first week of September. Candidates must ensure that they are available to attend the University on those days should they be notified of the requirement to re-sit one or more subjects when the first examination results are published. The detailed programme for re-sit examinations is posted online as soon as possible after results have been ratified.

2.4.2. The maximum module score which can be awarded following referral of any element of module assessment will be the pass score as identified in paragraph 2.2.2. The Examination Board will be presented with the actual marks achieved in any referred element, together with the revised module score determined by applying the appropriate weighting as specified in the module reference sheet. Once the Board is satisfied that all elements and the overall module score satisfies the requirements set out in paragraph 2.2.2, then a maximum of a pass mark will be awarded. The Examination Board will exercise its discretion whether to allow candidates to be referred without prejudice where circumstances warrant it. Under these circumstances, the

referred module score will not be limited to the minimum pass mark.

2.4.2.1. Resubmission of dissertations or agreed equivalent research-based projects may be permitted without applying the maximum mark stipulation detailed in 2.4.2 above where there are deficiencies of presentation alone. This will normally take the form of a mark being awarded on a provisional basis, conditional on specific requirements to rectify the presentation of the dissertation or agreed equivalent research-based projects having been met. Work that has failed to satisfy the examiners on content as well as presentation will only be eligible for a maximum of the module pass mark as detailed in 2.2.2 above.

2.4.2.2. Resubmitted undergraduate dissertations or agreed equivalent research-based projects will normally be required by the end of August following confirmation of the initial failure. Resubmitted postgraduate dissertations or agreed equivalent research-based projects will normally be required within a period of 70 days from confirmation of the initial failure. However, an Examination Board may recommend a different time period, up to a maximum of six months, providing reasonable justification is provided by the student's supervisor to the Examination Board. In all cases, the relevant referral fee will be charged.

2.4.2.3. In situations where the Examination Board is satisfied that more fundamental deficiencies exist within a failed dissertation or agreed equivalent research-based project, such that it could not be completed within the timescales detailed in 2.4.2.2 above, it may require the student to re-register for a different topic, to be completed within a period not exceeding 12 months. In all cases, the relevant re-registration fee will be charged.

2.5. Failure

Students who fail to progress after completing such referred assessment as the Examinations Committee has allowed will be permitted to reapply to the University and either:

- (a) seek formal re-registration, once in the two years following failure, on all failed modules of the original programme, or
- (b) seek formal registration on a new programme of study for which the student has the necessary entry qualifications.

In all cases, any offer of a place will be subject to the admissions procedures and requirements of the University in force at the time of re-application.

2.6. Awards

In order to be eligible for the award of a certificate, diploma or degree from the Royal Agricultural University, a candidate must have satisfied the requirements specified in the Programme Specification and achieved the necessary credits within the maximum period of registration as detailed below.

Academic award	Minimum credits required	Maximum time limits	
		Full-time Students	Part-time Students
Certificate of Higher Education	120 at level 4 or above	2 years	4 years
Diploma of Higher Education	240 to include a minimum of 120 at level 5 or above	4 years	6 years
Foundation Degree	240 to include a minimum of 120 at level 5 and a maximum of 120 at level 4	4 years	6 years
BSc	300 to include a minimum of 60 at level 6 and a maximum of 120 at level 4	5 years	7 years
BSc Honours	360 to include a minimum of 120 at level 6 and a maximum of 120 at level 4	6 years	8 years
Graduate Certificate	60 to include a minimum of 37.5 at level 6	1 year	2 years
Graduate Diploma	120 credits to include a minimum of 75 at level 6	2 years	4 years
Professional Adaptation Award	45 at level 7	1 year`	2 years
Postgraduate Certificate	60 at level 7	1 year	2 years
Postgraduate Diploma	120 to include a minimum of 90 at level 7 and a maximum of 30 at level 6	2 years	4 years
Taught Masters (MBA/MSc)	180 to include a minimum of 150 at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project) and a maximum of 30 at level 6	4 years	6 years

2.6.1. Foundation Degrees

Candidates for the award of a Foundation Degree who have achieved the required credits as specified in 2.6 above and whose average score in the final assessment is 40% or greater will be awarded a Foundation Degree.

The final assessment will normally comprise the results of level 4 weighted at 30% plus the results of level 5 weighted at 70%.

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction 70% or above
Merit 60 - 69%
Pass 40 - 59%
Fail Below 40%

Dominant quality

In exercising its powers to award a Foundation Degree an Examination Board may raise the classification of the award based on the average marks, as set out in paragraph 2.6.1. where the dominant quality of the full array of module marks is in a higher class. Dominance in this case is defined as a minimum of 75 credits of the final year assessment.

Dominance will automatically be considered where the final weighted average mark is no more than 1% below the higher grade. For marks between 1% and 2% below the higher grade, dominance will be considered at the discretion of the Examination Board. Average marks of more than 2% below will not be considered for a dominant quality award.

Dominant quality will only prevail in deciding the award classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

2.6.2. Ordinary degrees

Candidates for the award of an ordinary degree who have achieved the required credits as specified in 2.6 above and whose average score in the final assessment is 40% or above will be awarded a degree.

The final assessment will normally comprise the results of level 5 studies weighted at 30% plus level 6 studies weighted at 70%. Candidates with an average score in the final assessment of 65% or above on an ordinary degree programme may be awarded a degree with commendation.

2.6.3. Honours degrees

Candidates for the award of a BSc Honours degree who have achieved the required credits as specified in 2.6 above and whose average score in the final assessment is 40% or above will be awarded an honours degree.

The final assessment will normally comprise the results of level 5 and level 6 studies weighted at 30% for level 5 and 70% for level 6. Where level 5 results are not available, for example on a one-year BSc Honours Top-up programme, then the award will be based only on the performance at level 6.

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

First Class Honours: 70% or above
Second Class Honours upper division: 60% to 69%
Second Class Honours lower division: 50% to 59%
Third Class Honours: 40% to 49%
Fail 0% to 39%

Dominant quality

In exercising its powers to award a degree with Honours an Examination Board may raise the classification of the degree based on the average marks, as set out in paragraph 2.6.3. where the dominant quality of the full array of module marks is in a higher class. Dominance is defined as a minimum of 75 credits of the final year assessment.

Dominance will automatically be considered where the final weighted average mark is no more than 1% below the higher grade. For marks between 1% and 2% below the higher grade, dominance will be considered at the discretion of the Examination Board. Average marks of more than 2% below will not be considered for a dominant quality award.

Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

2.6.4. Postgraduate awards

2.6.4.1. Postgraduate diplomas

Candidates for the award of a Postgraduate Diploma who have achieved the required credits as specified in 2.6 above and whose average score in the final assessment is 40% or above will be awarded a Postgraduate Diploma.

The awards are based on overall average scores in the final assessment, as follows:

Distinction 70% or above
Pass 40 - 69%
Fail 0 - 39%

2.6.4.2. Postgraduate degrees

Candidates for the award of a MA, MBA and MSc who have achieved the required credits as specified in 2.6 above and whose average score

in the final assessment is 40% or above will be awarded a Masters Degree.

The awards of MA, MBA and MSc will be based on a weighted average of the results of all modules contributing to both the taught and research phases of the Master's award. Such weighting for final classification will be directly related to module credits using the following criteria:

For Master's programmes not professionally accredited, the research element will be double-weighted prior to calculating the overall final average based on the relative credit value of each module.

For Master's programmes receiving professional accreditation from the RICS, the final award will be determined by a straight average based on relative credit value of all elements without applying any additional weighting.

All Master's awards will be classified as Fail, Pass, Merit or Distinction according to the following criteria:

- Distinction Weighted average of 70%
- Merit Weighted average of 60 - 69%
- Pass Weighted average of 40 - 59%
- Fail Weighted average mark of 0 - 39%

Dominant quality

In exercising its powers to award a Master's degree with merit or distinction, an Examination Board may raise the classification of the degree based on the average marks, as set out in paragraph 2.6.4.2 above where the dominant quality of the full array of module marks is in a higher class. Dominance in this instance is defined as a minimum of 100 credits, to include the 60 credit research element, of a 180 credit Master's programme.

Dominance will automatically be considered where the final weighted average mark is no more than 1% below the higher grade. For marks between 1% and 2% below the higher grade, dominance will be considered at the discretion of the Examination Board. Average marks of more than 2% below will not be considered for a dominant quality award.

Dominant quality will only prevail in deciding the degree classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

2.6.5. One Year Farming Course

Candidates for the One Year Farming Course who have successfully completed 120 credits and whose average score in the final assessment is 40% or greater will be awarded a Royal Agricultural University Certificate.

The normal basis for award classifications for the One Year Farming Course will be:

Distinction 70% or above
Merit 60 - 69%
Pass 40 - 59%
Fail Below 40%

Dominant quality

In exercising its powers to award a RAU Certificate to students successfully completing the One Year Farming Course, an Examination Board may raise the classification of the award based on the average marks, as set out in paragraph 2.6.5. where the dominant quality of the full array of module marks from the summatively assessed modules (i.e. excluding the Pass/Fail assessed skills module) is in a higher class. Dominance in this instance is defined as a minimum of 60 credits of the final assessment.

Dominance will automatically be considered where the final weighted average mark is no more than 1% below the higher grade. For marks between 1% and 2% below the higher grade, dominance will be considered at the discretion of the Examination Board. Average marks of more than 2% below will not be considered for a dominant quality award.

Dominant quality will only prevail in deciding the award classification if no score for a full module, or no two scores for half modules, is more than two classes lower than the dominant class.

2.7. Mitigating Circumstances

2.7.1. Where it can be established, to the satisfaction of the Examination Board that a student's absence, failure to submit work or poor performance in respect of the whole or part of the final assessment for an award was due to proven illness or other cause found valid on production of acceptable evidence, sub-sections 2.7.2. to 2.7.5. shall apply. Acceptable evidence will normally be in writing or vouched for personally by a member of the Examination Board who is present at the meeting at which the student's performance is assessed. No account will be taken of hearsay or anecdotal information.

2.7.2. A student whose case falls under 2.7.1. shall normally be granted the right to take the whole or part of the final assessment, as the Examination Board deems appropriate, at the next available opportunity, without prejudice (i.e. students will be deemed to be undertaking such assessments again, as if for the first time, and with no restrictions on final results awarded). Such assessment shall be within two years of the original assessment. If the failed assessment was itself a second attempt (i.e. a referral), the student will be deemed to be sitting again as if for the second time.

2.7.3. Where the Examination Board is satisfied that there is sufficient evidence of the student's achievement, or such evidence is subsequently obtained, a student whose case falls under 2.7.1. may be given the award for which he or she is a candidate with or without Honours classification, commendation or distinction, as appropriate.

2.7.4. Where there is insufficient evidence for an award to be made under 2.7.3. but the Examination Board is nevertheless satisfied that the student would have qualified for the award for which he or she was a candidate had it not been for illness or other medical incapacity, an *Aegrotat* Degree may be awarded.

2.7.5. Before an award is made under 2.7.3. or 2.7.4., the student must have signified in writing that he or she is willing to accept such an award and that he or she understands that the right under 2.7.1. would thus be waived.

2.8 Additional Policies and Procedures for Lackham Students

2.8.1. Coursework Deadlines:

All coursework must be submitted via the online e study portal by 5:00 pm on the Friday of the week indicated. Assignment submission after this deadline will be blocked and students must contact the module leader. Unless a extension has been granted by the subject tutor, and the new date met, late submissions will incur a mark penalty as detailed in the Academic Regulations, Section 1: General Rules for Academic Assessment, paragraph.

2.8.2. Assessment offences:

If there is any evidence of assessment malpractice including plagiarism the assessment will be referred to the Wiltshire College Lackham internal Quality Improvement Board (QIB) with a Fail recommendation. The Board will determine the extent of the assessment offence and the severity of the penalty. In determining the penalty the QIB will give consideration to the severity of the offence and the extent to which you intended to deceive assessors. Decisions taken at the QIB will form the basis of recommendations made to the Exam Board.

Guidance Note for Mitigating Circumstances claims

1. Definitions

- 1.1 Mitigating circumstances are circumstances which:
- are exceptional;
 - are outside the student's control;
 - can be corroborated by independent evidence;
 - occurred during or shortly before the assessment in question; and
 - may have led to an unrepresentative performance in relation to the student's previously demonstrated ability.
- 1.2 It is difficult to lay **down hard and fast rules about mitigating circumstances which may be deemed** valid or not, but examples of specific circumstances are given in an Appendix to this guidance note, for the guidance of students and staff.

2. Submission of information on mitigating circumstances

- 2.1 Students who wish mitigating circumstances to be considered should obtain a Mitigating Circumstances Form from the RAU intranet at <http://intra.rac.ac.uk/mod/resource/view.php?id=89>. The form should be completed, corroborating evidence attached, and the form submitted directly to Registry.
- 2.2 Mitigating circumstances claims should be submitted as soon as feasible. In the case of assessed coursework / major project / dissertation or equivalent, mitigating circumstances claims should be submitted as soon as possible, so that, where appropriate, claims may be considered before the submission deadline, and no later than five working days after the deadline for the submission of the work (except where prevented by the nature of the circumstance from so doing). Mitigating circumstances claims with respect to formal examinations should be submitted no later than the Monday after the end of the formal examination period within which the examination took place.

3. Corroborating evidence

- 3.1 All claims of mitigating circumstances must be accompanied by independent corroborating evidence. That evidence must be specific about the nature, timing and severity of the problem and, if possible, provide an independent assessment of the effect the problem may have had on the student's performance.

3.2 Corroborating evidence may include:

A medical note confirming a medical or psychological condition **(provided at the time when the student was suffering from that condition)**.

A letter from a counsellor confirming a personal, psychological or emotional problem for which the student has been receiving counselling.

An official document such as a police report including a police reference number, court summons or other legal document.

A letter from a solicitor, social worker or other official agency.

An insurance claim document supported by a letter from the insurance company.

A letter from a parent confirming a family bereavement.

The College will consider the following as unacceptable forms of corroboration:

Self certification of illness.

A letter written by a friend or acquaintance.

3.3 Full-time students may not make a mitigating circumstances claim relating to pressures of work, since such students have by implication made a commitment to make available the time necessary for study. Part-time students in full-time employment, who wish to make claims based on exceptional pressures in their employment, must submit corroborating documentary evidence (e.g. a letter from their employer) which confirms the particular circumstances, explains why they are exceptional and outside the student's control and formally supports the student's claim. Where a student is self-employed, she or he must provide independent evidence to support the claim that the pressures are exceptional and outside the student's control.

3.4 Students should not seek to obtain corroborating evidence retrospectively. Any certificate or other medical note where the date of the certificate is after the date(s) of the illness may not be accepted.

4. Confidentiality

4.1 The College understands that students may be reluctant to disclose confidential personal information. However, students can be assured that all claims of mitigating circumstances are deemed to be confidential to the Mitigating Circumstances Panel.

5. Appeals

- 5.1 A student who has not submitted a claim of mitigating circumstances under this Regulation will not normally be able to use mitigating circumstances as the basis for a subsequent appeal.

Appendix

The following are only examples of claims, which may or may not normally be considered valid. The key issues in all cases will be whether the claim meets the requirements in the Regulations that the circumstances are exceptional, outside the student's control and corroborated by independent evidence.

Full-time students may not claim pressure of work as a mitigating circumstance, since the commitment to full-time study implies a commitment to make available the time necessary. Part-time students in full-time employment may claim pressure of work, corroborated by independent documentary evidence that the pressures are exceptional, unpredictable and outside the student's control.

Examples of circumstances that would not normally be considered valid

Alarm clock did not go off.

Car broke down, train / bus delayed or cancelled, other public transport problems (unless the student can demonstrate that he or she had allowed adequate time to compensate for such problems as might reasonably have been anticipated).

Child care problems which could have been anticipated.

Accidents or illness affecting relatives or friends (unless serious, or the student is a sole carer).

Unspecified anxiety, mild depression or examination stress.

Common minor ailments, such as a cough, cold, upper respiratory tract infection, sore throat, minor viral infection, unless the illness was at its peak at the time of an examination, end-of-module test or in-class test, and the corroborating evidence refers to the impact on the student's performance.

Financial problems (other than cases of exceptional hardship).

Holidays, house moves, family celebrations or other events where the student either has control over the date or may choose not to participate.

Computer problems including corrupt data, loss of electronic storage data (e.g. memory stick), disk or printer failure or similar.

Problems with postal delivery of work (unless recorded delivery or registered mail).

Pregnancy (unless specific complications).

Time management problems (e.g. competing deadlines).

Appointments (legal, medical, etc.) which could be rearranged.

Territorial Army commitments or similar (unless unavoidable).

Sporting or recreational commitments (unless the student is representing the College in national competition or representing his/her country in international competition).

Suspension from College due to disciplinary action.

Withdrawal from programme and subsequent change of mind.

Examples of circumstances that might be considered valid

Hospitalisation, including operations.

Long-standing health problems.

Personal or psychological problems for which the student is undergoing counselling or has been referred to a counsellor or other qualified practitioner.

Chronic illness.

Childbirth (including a partner in labour).

Bereavement involving a partner, close relative or close friend.

Major accident or injury, acute ailments or conditions which coincide with an assessment deadline or an examination or test, or are sufficiently long-lasting to impact on a significant part of the academic year.

Separation / divorce of student or parent providing this can be corroborated in writing and linked to specific academic deadlines.

Clinical depression or other mental health problem.

Recent burglary / theft / serious car accident.

Jury Service, court summons or legal action which requires meeting with solicitors / barristers that cannot be deferred.

Representing the College at national level or his/her country at international level in a sporting event.

For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.

Exceptional and unforeseen bad weather preventing return to College after a weekend away.

Serious accommodation problems.

APPENDIX 7: ASSIGNMENT EXTENSION FORM

ROYAL AGRICULTURAL UNIVERSITY

ASSIGNMENT EXTENSION FORM

Please complete this form in **BLOCK CAPITALS** and submit to the **MODULE LEADER** in advance of the submission date.

It is the student's responsibility to ensure this form is completed fully and correctly before submitting to the Registry

FULL NAME:	D.O.B:	STUDENT NUMBER:	
PROGRAMME:	TUTOR:		YEAR:
Modules and assessments to be considered for an extension: (use additional form if necessary)			

MODULE CODE(S) AND TITLE:	
ASSIGNMENT TITLE:	
MODULE LEADER:	ORIGINAL SUBMISSION DATE:
REASON FOR EXTENSION REQUEST: (PLEASE USE ADDITIONAL PAGE(S) IF NECESSARY AND APPEND TO THIS FORM)	
Attach supporting evidence to this form.	
Please tick the box opposite if you do not wish the specific circumstances to be made known to the Examinations Board. <input type="checkbox"/>	
SIGNATURE OF STUDENT:	DATE:

FOR OFFICIAL USE ONLY

<u>MEDICAL CERTIFICATE</u> <u>(to be completed by the nurse / doctor if claiming for an extension due to illness)</u>	
PROBLEM	ILLNESS:
.....	
.....	
.....	
APPROX DATE OF ONSET:	
RECOVERY TIME:	
DOCTOR / NURSE SIGNATURE:	

MODULE LEADER'S COMMENTS:

EXTENSION APPROVED: YES NO	DEAN / MODULE LEADER'S SIGNATURE:
REVISED SUBMISSION DATE:	DATE:

DATE RECEIVED BY REGISTRY:	SIGNATURE (REGISTRY):
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Coursework extension criteria

1.1 It is the students' responsibility to ensure that coursework assignments are handed in before or by the deadline. The coursework deadline, and how and where to submit coursework, will be specified on the assessment brief and/or communicated to students by the relevant module leader.

1.2 The College recognises that occasionally there may be short-term problems where for exceptional and valid reasons a student may be unable to submit coursework by the deadline date. If a student considers that a significant and serious event arising before the deadline has prevented them from meeting a coursework deadline they may apply for an extension to the deadline by completing a 'Coursework Extension' form. Students can make applications no later than 24 hours before the deadline using the Coursework Extension form and must attach a copy of the work completed to date together with independent documentary evidence to support the request.

1.3 A Coursework Extension form may be submitted by email but the requirement to attach uncompleted work and appropriate documentary evidence still applies. It is recommended that students retain a copy of their work and that they continue working on it while they await a decision. Students will normally be informed of the outcome of an extension request within 48 hours.

1.4 Extensions are normally between 1-10 extra days, depending on the amount of time likely to be lost because of the event in respect of which the student has claimed. However, longer extensions may be granted for final year dissertations or similar individual substantial projects. The deadline for any extension will normally fall prior to the provision of feedback on the assignment to the cohort (so as students cannot benefit from feedback on marked work provided to other students) and before the date of the relevant Board of Examiners. If an extension request is accepted the student's uncompleted work will be returned to them with the authorised Coursework Extension form; students need to submit the authorised form with their finished work.

1.5 Unless an extension has been granted by the Dean (or their nominee) through the submission, in advance of the deadline, of a Coursework Extension form, and the new date met, late submissions will incur a mark penalty. **The maximum mark awarded for submissions received up to one week late will be the pass mark. Submissions received after this date will receive a zero mark.**

1.6 If a student's extension request is accepted and they are given an extended deadline, but additional problems arise during the agreed extension period which the student considers exceed the normal difficulties experienced in life and have prevented them from submitting their work by the extended deadline or adversely affected their performance they should consider submitting a Mitigating Circumstances form.

Situations in which extensions might be given:

1.7 Below are some examples of situations that could justify making an extension request:

- ✓ Exceptional family emergency.
- ✓ The funeral of a close family member where you would be expected to be involved (not more distant relatives where you just attend a funeral for a day in which case you must organise your time to meet the deadline).
- ✓ Crisis affecting your ability to work properly.
- ✓ Exceptional stressful life events (e.g. homelessness, burglary, assault,
- ✓ Relationship break-up).
- ✓ Unusual work pressures for part-time students, provided that the employer provides a letter of explanation.
- ✓ Sudden illness during the week prior to the deadline, provided that there is independent medical evidence.

Situations in which extensions might NOT be given:

1.8 The nature or timing of some forms of coursework assessment (such as laboratory reports, presentations, group-work) may mean that it is not possible for an extension to be given, or that the maximum extension is less than 10 days. Students will be informed in advance where this is the case.

1.9 Below are some examples of situations that would not normally be accepted as grounds for an extension:

- IT and printing problems at home or university.
- Funeral of a distant relative.
- Not being able to get hold of books / resources.
- Childcare and other routine family / carer commitments.
- Because English is not a student's first language.
- Coughs, colds, minor chest infections, other minor illness.
- House moving or house sale.

- Not understanding the deadline.
 - Coursework deadline dates set close together.
 - Planned GP, dentist or other health appointments.
 - Pressures of employment in which full-time students are engaged.
 - The timing of the situation cited would not have adversely affected the submission of the student's coursework.
- 1.10 If an extension request is not accepted the student's completed Coursework Extension form will be returned to them along with the reason(s) why the extension was not accepted. The student's coursework will either be returned to the student for submission of their final work by the original deadline(s).
- 1.11 Students undertaking referred coursework must submit by the published deadline. This deadline is absolute; no extensions to the deadline will be granted. **Submissions received after this date will receive a zero mark.**
- 1.12 Students are reminded that fraudulent seeking of extensions is deemed to be cheating and thus constitutes academic misconduct.
- 1.13 The School of Study will record and monitor coursework extension requests and this will show whether a student frequently requests extensions. This record will be checked when a student makes a request, and frequent requests may be considered less favourably. A report on decisions will also be made to the relevant Board of Examiners.