![University of Bedfordshire logo]

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Agriculture
Qualification	FdSc
Intermediate Qualification(s)	Not applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	Shuttleworth College, Part of Bedford College
Mode(s) of Study and Duration	Full-time over 2 years Part-time pathway typically over 4 years
Core Teaching Pattern	Core Teaching Pattern 1
FHEQ Level	Level 4 and 5
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	Not applicable
University of Bedfordshire Employability accreditation	
Route Code (SITS)	FDAGRFBF
Subject Community	Life Sciences
UCAS Course Code	
Relevant External Benchmarking	The benchmarking standards are provided by the UK Framework For Higher Education Qualifications in England, Wales and Northern Ireland Level Descriptors QAA Foundation degree Characteristics statement (2015) QAA Subject and Benchmark Statements: Business and Management (2015) QAA Subject and Benchmark Statements: Biosciences (2015) QAA Subject and Benchmark Statements: Agriculture, horticulture, forestry, food and consumer sciences (2016) QAA Subject and Benchmark Statements: Veterinary Science (2002)

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
AGI000-1*	4	30	Business Development in Agriculture and Land Management	C
AGI001-1*	4	30	Scientific Methods for Agricultural Management	C
AGI002-1*	4	30	Sustainable Crop Production	C
AGI003-1*	4	30	Sustainable, Livestock Production, Health and Welfare	C
AGI000-2*	5	30	Sustainable Land Management	C
AGI001-2*	5	30	Business Enterprise in the Agricultural Sector	C
AGI002-2*	5	30	Agricultural Science and Biotechnology	C
AGI003-2*	5	30	Investigating Sustainable Agriculture	C
* New Units				

Why study this course

Our unique course in Agriculture offers a combination of practical, scientific, technical and business principles learning to underpin a career in the agricultural sector. By applying such principles in a vocational context and understanding the appropriate methods of enquiry for this subject area you will gain a thorough understanding of the field and will enhance your employability skills. . This course is available for full-time or part –time study. It can be accessed by a range of learners including those progressing from level 3 qualifications to those who are currently working in the agriculture sector. There is no requirement for applicants to have prior agricultural knowledge or skills.

Course Summary – Educational Aims

The aim of this Foundation Degree in Agriculture is to provide you with a vocationally relevant Higher Education qualification, the content of which reflects the knowledge, skills and competencies expected by the agricultural industry.

Specifically, these include:-
- the management of a range of crop science and production systems, specifically in relation to growth, protection, nutrition and soil management.
- the knowledge and application of science and technology for optimum crop production, harvesting and transportation.
- the knowledge and application of animal science and livestock production systems, specifically in relation to livestock husbandry, nutrition, health and welfare.
- a knowledge and understanding of future demands for improved sustainability in the agricultural sector and the use of agricultural technologies and biosciences to achieve improved efficiency and production.
- the investigation and understanding of sustainable management practises to facilitate the optimal and innovate use of land based resources technology.
- the applied business & management skills and knowledge necessary to effectively manage within the agricultural sector.

The course provides a good quality, broad-based, training in the principles and practises of agriculture and land management. This degree is based around a framework of sustainable agriculture and land management activities, ensuring that graduates have a firm understanding of bio-sciences, business management, agri-technology, research, and marketing. This will enable graduates to progress into a wide range of careers in particular but not exclusive to the agricultural sector.

Entry requirements

Standard:
Standard entry requirements for UK students – http://www.beds.ac.uk/howtoapply/ukugentryreqs
Students from the European Union - http://www.beds.ac.uk/howtoapply/eu/guides
International students - http://www.beds.ac.uk/howtoapply/international/apply

Additional:
A foundation degree will be of particular interest if you have completed a Modern Advanced Apprenticeship, Vocational A' levels, Access to HE, BTEC Extended Diploma or equivalent. Foundation degrees are also particularly suitable if you want to qualify while working.

To ensure that you are able to meet the academic demands of the course, that the programme is appropriate for your needs and that you understand the specialist nature of the course you will be required to be interviewed by a member of the academic teaching team. The interview will also help tutors identify any individual support required to enable successful integration onto the programme and completion of the course, ensuring that individual needs are met.

PSRB details

Not applicable.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- demonstrate advanced knowledge and critical understanding of the principles of agricultural production systems and sustainable land management;

- apply the underlying concepts and principles of effective agricultural management in an employment context;

- demonstrate the knowledge of the main methods of enquiry in the agricultural sector and to critically evaluate the appropriateness of different approaches to solve problems;

- relate current knowledge to emerging agricultural developments in UK and global markets;

- apply new ideas and techniques as they appear within an evolving industry.

Higher Education Achievement Report - Additional Information

To be left blank for now.

Learning and Teaching

Across the course, a blended learning approach is taken, using a range of experiences and opportunities for you to gain the knowledge and skills you need to succeed on this programme. The teaching/learning methods employed are tailored to the content and requirements of each unit.

A broad range of teaching methods are used including lectures, seminars, case studies, visiting speakers, one-to-one and small group tutorial sessions, workshops, group activities, case studies, laboratory/practical sessions, role-play and discussion. The foundation degree structure also includes a range of integrated work placement activities including on-site practicals, case studies and farm duties. The work place training is further developed by three months of industry experience in the agriculture and land based industry. There will also be off-campus visits, led by a member of staff, to support your work in the college and in your work-placement. The business development, sustainable crop production, livestock production, business enterprise and sustainable land management units include scheduled and guided sessions focused on the development of work based skills and knowledge.

Underpinning the teaching strategy is the learner-centred approach, adopted by the college, which enables you to actively relate your academic studies to your work-based experiences, and to develop independent styles of learning which best suit you.

Four units of the foundation degree have the flexibility to be co-taught with students on the Foundation Degree in Animal Science. The key elements taught in these units are complementary and transferable

across the animal management and agriculture disciplines. Additional advice and support is scheduled throughout these units to ensure that you understand the assessment requirements of your study programme. You will also have weekly tutorials planned where you can discuss your progress and gain additional guidance in preparation for assessments. The co-taught units include: scientific methods in agriculture, business development in agriculture, investigating sustainable agriculture and business enterprise in the agricultural sector.

The course includes an investigative project giving you the opportunity for more in-depth and exploratory study, which is designed to let you further explore the links between learning and practice, and to develop and demonstrate your research skills. A core focus of the course is on higher level skills and how you apply them to the work place. Therefore, a period of work experience in the industry is included between year 1 and 2.

These learning activities are supported by the College's online interactive tools, available through 'BREO'. These systems are used across the curriculum and contain a variety of information such as lecture notes, presentations, student workbooks and guidebooks, other information sources, reference lists etc., which allow you to develop your own portfolio as part of your personal development planning, and to more effectively use social networking tools to develop your own learning.

Developing your employability

The course will develop your employability by situating your learning within workplace-relevant locations and developing your skills in a wide variety of situations. You will learn about the current practice and future development of crop production, livestock production and agri-business development. Your work placement will develop your skills and confidence in an employment setting and your second year project will enable you to work independently on an area of agriculture that interests you most. Collectively, these experiences will give you the opportunity to demonstrate your skills and competencies to an employer, enabling you to approach job interviews with examples of the core competencies required in the sector. If you choose to complete a top-up year in Agricultural Science at the University of Bedfordshire, you will graduate with a BSc (Hons) degree, enhancing your employability with a wide range of graduate employers.

Department (s)

Life Sciences

Assessment

Throughout the Foundation Degree in Agriculture, assessment is used to:
- Diagnose your potential
- Identify and evaluate your progress
- Provide a means of feedback to you
- Enable you to demonstrate achievement
- Enable measurement of your achievement
- Enable staff to identify excellence in teaching
- Contribute to quality assurance procedures across the college / university.

Your skills, knowledge acquisition and understanding will be demonstrated by the successful completion of the range of assessments embedded in the programme.

All assessments will be undertaken as described in each unit's learning outcomes and will be both formative (computer based exercises, non-assessed practicals, presentations and class exercises) and summative (unseen and seen examinations, computer-based assessments, essays, practical reports, practical skills assessments, seminar presentations, laboratory skills and written reports).

Staff will provide you with full and constructive feedback on the work you do, as it is a central part of the teaching and learning process on this programme. There is also a commitment to obtain feedback on your time spent with any host organisation providing work-based learning and we will share this with you too.

After Graduation

Career:
This Foundation Degree could lead to employment in a wide range of jobs in the agriculture sector such as with: arable and livestock enterprises, agricultural machinery manufacturers, animal food producers, rural and land management enterprises, agricultural research and development companies, organic food

producers or further research. There are also opportunities to work in local government for councils and with a range of other agencies/bodies and commercial sector employers.

Further study:
Completion of the Foundation Degree will enable you to progress to a range of further and higher qualifications, such as the top up BSc (Honours) in Agriculture, BSc (Honours) in Animal Science and MSc Environmental Management at the University of Bedfordshire.

Successful graduates will be able to progress to alternative establishments identified in the Lifelong Learning Network or those offering additional credits of study relevant to this programme.

Student Support during the course

Induction
A full Induction programme is provided by staff at the University for new students, during which you will be introduced to the Department of Life Sciences' academic and administrative staff. You will be given information about the running of the course and procedures for practical sessions including some formative laboratory work. You will also be provided with introductions to the learning resources centre and how to search and find useful material within the library. Other presentations are given by representatives from other colleges including a chance to meet the teaching team at this location.

On-course
Academic
As new entrants to a level 4 University programme, you will be given considerable support to ensure you are performing to the best of your ability, and that you are appropriately developing your academic skills. Support will include dedicated seminar sessions on research and study skills (from academic and learning resources staff). Academic writing and exam preparation and techniques will be reviewed and discussed with unit tutors and in your group tutorials. You will also have opportunity to receive formative feedback (which does not count towards your marks) on samples of work and practical skills performance before official assignments are marked. There will also be an online course community, which will provide peer to peer support mechanisms for discussing the course in general.

The University and College uses a virtual learning environment (BREO). This is available to staff and students and is used to provide support and supplementary material such as lecture notes and additional background information on all units. In some cases there are discussion boards and you can contact lecturers and tutors via e-mail. BREO can also provide revision material and formative assessments as well as containing all the administrative material you need such as the unit handbook. Announcements are also routinely made using BREO.

Your assignments for the course are a blend of coursework and examinations. You will receive detailed written feedback on all your coursework, to allow continuous improvement throughout your top-up degree. In addition to the written feedback, you should also attend all lectures and seminars and check your emails and BREO regularly, as considerable amounts of general feedback are given orally in taught sessions or in written form through BREO.

You are assigned a personal academic tutor who arranges regular meeting with their tutees. Personal Tutors can be contacted by e-mail or in person to discuss issues of concern. Contact will be made, especially if there appears to be unauthorised absences or problems with studies.

While your main contact in terms of academic advice is the Unit or Course Coordinator, as appropriate, you may also contact your Personal Academic Tutor. For more serious issues that remain unresolved you can book an appointment to see the Portfolio Leader or the Head of Department. Appointments can also be made with the learning resource's Academic Liaison Librarian for help with finding appropriate learning resources or referencing.

For more independent and confidential advice you may talk directly to one of the University's Student Information Desk (SID) personnel. SID also cover more substantive issues such as extenuating circumstances, suspension of studies, leaving a course and other issues that cannot be covered by the Personal Tutor. Any requests for extenuating circumstances must be processed through SID.

The University also operates a professional academic development programme (PAD - http://lrweb.beds.ac.uk/help/pad), available to all students. This provides the opportunity for further support in key academic areas, such as academic writing and mathematics and statistics as well more general areas such as time management and organization.

Accessibility and Key Features

The course is available full time or part time and specific support is given to part time students to ensure that they are able to study appropriately, such as choosing the order in which to take the units available also ensuring that the work-integrated elements/units are arranged to accommodate other commitments.

Students with disabilities
The course welcomes students with disabilities. During the application process disabled students discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. It has normally been the case that disability has not provided an obstacle to students participating fully in all aspects of coursework, but you are advised to consider the practical demands of the course in considering whether it is the most appropriate choice for you. The Disability Advice Team is available to discuss any issues you may have and can provide services such as sign language interpreters, note takers, dyslexia screening/tuition and support with mobility on campus. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Student Allowances (DSA) and buying suitable equipment.

For further information about the Disability Advice Team and what they can do for you, go to – http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2

Course-specific requirements

Students with a wide range of disabilities or health conditions can achieve the required standards of knowledge and skills to enable them to gain this Foundation Degree in Agriculture, but it needs to be recognised that each case is different and has to be viewed on its merits. The safety of students, employers, the animals, the public and other colleagues must always take priority.

Arrangements, where feasible and appropriate and viewed on an individual basis will be made for students with disabilities to enable their full participation in practical activities, field trips and laboratory work and other activities associated with the course. Discussions with employers /host organisations will include the provision for students with disabilities during work based learning (WBL) periods.

Learners with specific disabilities that cannot be safely and adequately accommodated in the learning environment in view of the course-specific requirements may have to be excluded from studying this course.

Sensory Impairments
Impaired vision: although students with colour blindness and monocular vision should be able to cope with the demands of the course, those with severe visual impairment are unlikely to be able to access all of the information required to pass this degree program.

Hearing Impairments: as long as the individual has developed appropriate coping strategies and makes use of appropriate aids they should be able to study on this programme. However, Admissions staff will need to consider the individuals' ability to communicate with others, as well as their ability to cope in a range of contexts so as not to be a danger to themselves and others.

Physical Disabilities
Absence or partial loss of a limb: On its own, this would not necessarily stop an individual joining this course. However, the individual's ability to handle and restrain animals safely, and to handle equipment, will need to be considered by Admissions staff.
Wheelchair users: An individual who is *permanently* based in a wheelchair would be unable to safely handle the full range of animals, nor use all of the associated equipment for this practically-based course and whilst every reasonable accommodation will be made, access to the course will need to be considered on a case-by-case basis by Admissions staff.

Asthma and other allergies

In the interests of the individual's safety, self-disclosure of such conditions is important at the point of entry to the course. Generally, such conditions are controllable and students can cope well. In some severe cases, however, an allergy may prove to be uncontrollable and life threatening and thus could be grounds for non-admission. Exposure to a wide range of species and potential allergens on the Agriculture course is an inevitable and integral part of study, and applicants need to be advised that the requirements of the course mean that they will not be able to avoid contact with certain species on the grounds of an allergy, or to request dispensation from parts of the course.

Pregnancy
Infections such as chlamydiosis, toxoplasmosis and listeriosis can be passed from sheep and other animals to humans. If a pregnant woman becomes infected, it could harm her and her unborn baby's health. Students who are pregnant, or who think they might be pregnant, should avoid close contact with sheep during the lambing season, which runs from January to April. Additionally, in the later stages of pregnancy, it may not be possible to carry-out some tasks. In such cases, alternatives will be arranged.

Further guidance of the University's current Disability policy and support is available from

http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2

Assessment Map

Unit Code		Weeks																						
		Teaching Weeks																						Exam weeks
	C/O	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29-30
AGI000-1	C				X															X					X
AGI001-1	C	X													X						X				
AGI002-1	C							X												X					X
AGI003-1	C									X										X	X				
AGI000-2	C								X						X										X
AGI001-2	C									X											X	X			
AGI002-2	C								X								X								X
AGI003-2	C						X														X				

Assessment deadlines are indicated by an **x**.
Feedback to students is released within three weeks of their submission deadline, and grades within four weeks of the submission deadline

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of this course, the student should be able to:-

1. Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector.

2. Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture.

3. Apply extensive knowledge across the key specialisms of agriculture to support professional practice.

4. Demonstrate the ability to critically evaluate own strengths and weaknesses in a workplace and research environment.

5. Complete an agriculture based research project, with minimum guidance, collecting and processing data whilst employing descriptive and inferential statistics to explain findings in the context of existing knowledge.

6. Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry.

7. Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter.

8. Critically review information and data from diverse sources relevant to the agricultural industry.

9. Recognise and explore welfare, ethical, and social issues within the agricultural industry.

Course-specific regulations

None

Teaching, Learning and Assessment

Across the course, a blended learning approach is taken, using a range of experiences and opportunities for you to gain the knowledge and skills you need to succeed on this programme. The teaching/learning and assessment methods employed are tailored to the content and requirements of each unit.

An initial assessment is set in week six to help you identify areas for development and provide additional guidance on writing and presentation of work in at level 4 and 5.

Formative assessment opportunities are planned prior to assessment in the Sustainable Crop Production, Sustainable livestock production, Sustainable Land Management and Investigating Sustainable Agriculture units.

In order to ensure that the course integrates academic and work-based learning there is close collaboration between employers and the college. A broad range of methods are used including lectures, seminars, visiting speakers, one-to-one and small group tutorial sessions, workshops, group activities, case studies, laboratory/practical sessions, role-play and discussion. There will also be off-campus visits, led by a member of staff, to support your work in the college and in your work-placement.

Underpinning the teaching strategy is the learner-centred approach, adopted by the college, which enables you to actively relate your academic studies to your work-based experiences, and to develop independent styles of learning which best suit you.

The Course includes a strong work-based focus with on-site farm duties supporting your training at level 4 and a requirement for work experience in the industry between year 1 and 2 (full –time) and year 2 and 3 (part-time) to achieve level 5.

The investigative project in year 2 will provide you with the opportunity for more in-depth and exploratory study, which is designed to let you further explore the links between learning and practice, and to develop and demonstrate your research skills.

These learning activities are supported by the College's online interactive tools, available through 'BREO'.

These systems are used across the curriculum and contain a variety of information such as lecture notes, presentations, student workbooks and guidebooks, other information sources, reference lists etc., which allow you to develop your own portfolio as part of your Personal Development Planning, and to more effectively use social networking tools to develop your own learning.

Additional Academic Information

None.

Initial Assessment

After the first taught sessions on research and study skills, you are set a practice assignment during the first four weeks of term. You are then set an assessed assignment in week six. This is submitted using Turnitin and marked by the tutor with extensive feedback to help you with your first proper assignment and the transition to HE learning. This also allows the tutors to identify any potential issues with understanding and writing skills. Any student that is thought to need extra support at this stage can also be identified.

Improving students' learning

A fundamental aspect to University study is independent learning. You will attend lectures for the primary explanation of theoretical concepts, and are expected to make your own comprehensive notes and to further read around the subject from the recommended textbooks in your independent learning. You are recommended to apply active learning techniques by applying your learning to such activities as answering practice exam questions, preparing summary diagrams or bullet point lists, or explaining concepts to someone else.

During the early part of the course you will be given advice and support to find your personal strengths and weaknesses. It will help you if you pay particular attention to feedback, both written and verbal, from various sources and throughout the programme. You should take the lead in talking with your tutor, college teaching staff or work-placement supervisors about your needs, for they will be able to offer you help and support.

You will receive Tutor-supported seminars and practical activities to reinforce and apply your subject understanding. Under a Blended Learning approach lectures and seminars may include the use of videos or web sites, practice assessments, or interactive sessions designed to support your learning. You should also search for and identify your own learning resources as appropriate.

It is expected that you develop the ability to identify your own areas of weakness and are proactive in seeking support and training to improve these. This may take the form of further independent learning, requesting tutorials or revision of the topic with your lecturer, or attending workshops and training with the StudyHub Team.

You should also maintain a laboratory diary of your practical work, and should reflect on the development of your skills throughout your course.

Academic Integrity

Guidance about academic integrity including plagiarism will be given during the induction week, and written guidance will be available through BREO. Further support about assessment requirements will be provided in the units and in the assignment briefings provided for each assessment. Where required additional training can be sought through the StudyHub Team.

HEAR implementation

To be confirmed.

Internationalisation

The techniques taught and the approach to scientific methods in research in Agriculture is broadly similar across the globe. Thus the fundamental basis of this degree course is inherently internationalised. Key employers, such as those concerned with crop or livestock production, or sustainable land management are international, and employ the same general practices of reporting, research skills, and critical evaluation that we develop through the course. Teaching also encourages awareness of internationalisation by considering such things as global agriculture markets and the effects of geographical constraints.

Sustainability

The need for skilled employees and researchers in agriculture is growing and as the need for increased provision of global food sources and sustainable management of land the need for skilled workers will

continue to increase. The units have been devised to remain resilient and adaptable to changes and developments in agriculture. All aspects of the course have been designed to support a constantly changing and diverse industry.

Curriculum - Climate change, ecosystem deterioration, food security and biodiversity loss are explicit in the course, as is an awareness of the interrelated aspects of environmental, social and economic issues. Understandings of the dimensions of geographic and temporal scales, linking local to global scales and systems thinking is explicitly developed throughout the Environment and Climate Change unit.

Assessment - The course contains several assessments that directly relate to sustainability issues.

Employability - The units will develop Knowledge and understanding about the interplay between the environmental, social and political issues to identify sustainable solutions and exploring these values in agriculture.

Realistic Learning - Students will complete assessments and work-integrated elements that will help them to connect the academic themes with the reality of professional practice in agriculture.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Creative Arts, Technologies and Sciences
Portfolio	Undergraduate Life Sciences
Department/School/Division	Life Sciences
Course Coordinator	Dr Nicholas Worsfold
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	03/03/2016
Implementation start-date of this version (plus any identified end-date)	2016/17

Form completed by:

Name: Dr Nicholas Worsfold   Date: 2016-01-26

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: …………………………………………………Date: …..……………………………………….

Course Updates		
Date (dd/mm/yyyy)	**Nature of Update**	**FTQSC Minute Ref:**

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	*Agriculture*
Qualification	*FdSc*
Route Code (SITS)	*FDAGRFBF*
Faculty	*Creative Arts, Technology and Science*
Department/School/Division	*Life Sciences*
Version Number	*01/16*

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	AGI000-1	AGI001-1	AGI002-1	AGI003-1	AGI001-2	AGI002-2	AGI003-2	AGI004-2									
Level	4	4	4	4	5	5	5	5									
Credits	30	30	30	30	30	30	30	30									
Core or option	Core	Core	Core	Core	Core	Core	Core	Core									
Course Learning Outcome *(number)*																	
1	LO2	LO1	LO1/LO2	**LO1/LO2**	**LO2**	**LO2**											
2		LO1	LO1			**LO1/ LO2**	**LO1**										
3	LO1		LO1/LO2	**LO1/LO2**	**LO1**	**LO1/ LO2**	**LO1**	**LO1**									
4					**LO2**		**LO2**										
5							**LO1/ LO2**										
6	LO2	LO2	LO2	**LO2**	**LO2**		**LO2**										
7	LO1					**LO1**	**LO2**	**LO1/ LO2**									
8		LO2			**LO1**			**LO2**									
9		LO2		**LO1**	**LO1**												

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	*Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF* *It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.*
Mode(s) of Study and Duration	*Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.*
Type of Intermediate Qualification(s)	*State whether the intermediate qualifications are named exit and/or target awards.* *Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.*
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	*Insert intermediate qualification and title*	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		☐
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		☐
A specific set of units must be taken to achieve the credits required (specify units below)		☐

List of units (if applicable):-

Section 3: Course structure and learning outcomes

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points
One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	FdSc Agriculture

FHEQ Descriptor for a higher education qualification	QAA Foundation Degree Characteristics Statement (2015); *Level 4 & 5 Foundation Degree*	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
Foundation degree graduates are able to demonstrate a knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge.				x			x	x	x	x
Foundation degree graduates are able to demonstrate the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context.		x					x			
Foundation degree graduates are able to demonstrate knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions.		x	x							
Foundation Degrees are awarded to students who have demonstrated ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.		x	x	x			x			
Foundation Degrees are awarded to students who have demonstrated knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.		x	x	x		x	x			
Foundation Degrees are awarded to students who have demonstrated knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.		x	x	x	x		x	x		x
Foundation Degrees are awarded to students who have demonstrated an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.		x	x	x	x	x	x	x	x	x

Subject Benchmark Statement(s)		Evidence and/or Course Learning Outcome(s) -
	QAA Subject and Benchmark Statements: Business and Management (2015)	*How the course takes account of relevant subject benchmark statements*
• Demonstrate knowledge and understanding of the key areas of business and management, the relationships between these and their application. • Consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes. • Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these and their application to practice • Have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning		**Unit: Business Development in Agriculture and Land Management** **Unit Learning Outcome 1:** Explain and describe business management principles used within the agriculture sector. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 7:** Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter.
• Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework. • Consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in generic skills and attributes. • Develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.		**Unit: Business Development in Agriculture and Land Management** **Unit Learning Outcome 2:** Analyse the performance of a business within the agriculture sector and evaluate your practice within the working environment. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry.

• Consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills. • Have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study. • Develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.	**Unit: Business Enterprise in the Agricultural Sector** **Unit Learning Outcome 1:** Devise a strategic plan for an agricultural land based business recommending how the business should develop in the future. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 8:** Critically review information and data from diverse sources relevant to the agricultural industry. **Course Learning Outcome 9:** Recognise and explore welfare, ethical, and social issues within the agricultural industry.
• Have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework. • Consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills. • Have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study. • Develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.	**Unit: Business Enterprise in the Agricultural Sector** **Unit Learning Outcome 2:** Evaluate your strengths and weaknesses in an agricultural workplace environment and discuss ways in which your performance in such an environment can be improved. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 4:** Demonstrate the ability to critically evaluate own strengths and weaknesses in a workplace and research environment. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry.

Subject Benchmark Statement(s)		Evidence and/or Course Learning Outcome(s)
	QAA Subject and Benchmark Statements: Biosciences (2015)	*How the course takes account of relevant subject benchmark statements*
• Be able to access bioscience databases and use appropriate selection criteria to mine, manipulate and interpret data. • Have well-developed strategies for updating, maintaining and enhancing their knowledge of the biosciences including cross-disciplinary awareness. • An ability to communicate science to peers and non-scientists		**Unit: Scientific Methods for Agriculture** **Unit Learning Outcome 1:** Access, review and interpret information from appropriate sources to support your learning within a scientific context. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 2:** Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture.
• Be able to plan, execute and present an independent piece of work in which qualities such as time management, problem solving and independence are evident, as well as interpretation and awareness of the quality of evidence. • Have an awareness of professional standards, including good laboratory practice for data collection, recording and interpretation. • Construct reasoned arguments to support their position on the ethical and social impact of advances in the biosciences. • Have ability in a broad range of appropriate practical techniques and skills relevant to the sciences. This will include the ability to place the work in context. • Apply relevant advanced numerical skills to biological data.		**Unit: Scientific Methods for Agriculture** **Unit Learning Outcome 2:** Employ appropriate methods to safely collect, analyse and report on data in a range of agricultural contexts. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry. **Course Learning Outcome 8:** Critically review information and data from diverse sources relevant to the agricultural industry. **Course Learning Outcome 9:** Recognise and explore welfare, ethical, and social issues within the agricultural industry.

• Be able to access and evaluate scientific information from a variety of sources. • Communicate the principles both orally and in writing (e.g. essays, laboratory reports) in a way that is well organised, topical and recognises the limits of current hypotheses. • Have ability in a broad range of appropriate practical techniques and skills relevant to the sciences. This will include the ability to place the work in context.	**Unit: Investigating Sustainable Agriculture** **Unit Learning Outcome 1:** Develop a research proposal by reviewing relevant scientific literature and identify methods of acquiring information to test findings and hypotheses in relation to the agriculture and land management sector and any training needs that you have to successfully complete the project. **Course Learning Outcome 2:** Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 5:** Complete an agriculture based research project, with minimum guidance, collecting and processing data whilst employing descriptive and inferential statistics to explain findings in the context of existing knowledge.
• Be able to plan, execute and present an independent piece of work, in which qualities such as time management, problem solving and independence are evident, as well interpretation and awareness of the quality of evidence. • Apply relevant advanced numerical skills (including statistical analysis, where appropriate) to biological data. • Have well-developed strategies for updating, maintaining and enhancing their knowledge of the biosciences.	**Unit:** Investigating Sustainable Agriculture **Unit Learning Outcome 2:** Undertake an independent investigation and interpret, evaluate and report on the outcomes in the context of existing knowledge. **Course Learning Outcome 4:** Demonstrate the ability to critically evaluate own strengths and weaknesses in a workplace and research environment. **Course Learning Outcome 5:** Complete an agriculture based research project, with minimum guidance, collecting and processing data whilst employing descriptive and inferential statistics to explain findings in the context of existing knowledge. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry. **Course Learning Outcome 7:** Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter.
• Describe the structure, diversity and reproduction of the organisms studied.	**Unit: Agricultural Science and Biotechnology**

• Describe basic organism structure and diversity. • Describe mechanisms for the life processes and appreciate how the physiology of an organism fits it for its environment. • Show an appreciation of the integration of metabolism. • Show knowledge of the basic genetic principles relating to, and evolution of the organisms studied. • Appreciate the importance of the 'behaviour' of the organisms studied.	**Unit Learning Outcome 1:** Describe, review and apply crop science, breeding and biotechnological techniques. **Course Learning Outcome 2:** Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 7:** Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter.

Subject Benchmark Statement(s)	QAA Subject and Benchmark Statements: Agriculture, horticulture, forestry, food and consumer sciences (2016)	**Evidence and/or Course Learning Outcome(s)** *How the course takes account of relevant subject benchmark statements*
• Demonstrate knowledge of understanding of the scientific factors limiting production and their interactions. • Propose improved systems through manipulation and management. • Demonstrate familiarity with relevant policy and understand its origins and aims. • Describe and evaluate the roles and responsibilities of regulatory and advisory bodies. • Have achieved an outstanding level of specialist knowledge and understanding, allowing them to work as subject specialists within the broad agricultural industry. • Be able to assess the value and application of new research and developments from an informed perspective. • Be able to evaluate the environmental impact and sustainability of agricultural practices.		**Unit: Sustainable Crop Production** **Unit Learning Outcome 1:** Discuss the development of and assess the effectiveness of different approaches to sustainable crop production systems. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 2:** Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice.
• Describe, apply and evaluate professional standards and responsibilities in relation to the broader agricultural industry.		**Unit: Sustainable Crop Production**

• Be able to apply their discipline to solve problems. • Apply and evaluate a range of specific scientific and technological processes. • Apply this knowledge to a range of real-life situations. • Select and use appropriate technology to address problems effectively.	**Unit Learning Outcome 2:** Demonstrate and evaluate the skills required modern crop production. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry.
• Demonstrate understanding of the complex interactions between the physical characteristics of the rural environment. • Demonstrate a comprehensive understanding of the principles of ecology as applied to human, plant and animal communities. • Understand the policy and socio-economic factors which form and influence systems. • Demonstrate familiarity with relevant policy and understand its origins and aims. • Be able to assess the value and application of new research and developments from an informed perspective. • To be able to evaluate the environmental impact and sustainability of agricultural practices.	**Unit: Sustainable Land Management** **Unit Learning Outcome 1:** Discuss and explain the concept of sustainable land management, its objectives and the role of government policy in its successful implementation. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 7:** Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter.
• Propose improved systems through manipulation and management. • Recognise, anticipate and address the social and ethical implications implicit in the management of the rural environment. • Demonstrate familiarity with the concept of sustainability and its practical application in a variety of contexts. • Critically evaluate and apply a range of models of sustainability in a creative manner.	**Unit: Sustainable Land Management** **Unit Learning Outcome 2:** Appraise and critically evaluate sustainable land management and productive systems and enterprises. **Course Learning Outcome 7:** Evaluate agricultural sector information from a variety of sources and effectively communicate the principles of the subject matter. **Course Learning Outcome 8:** Critically review information and

		data from diverse sources relevant to the agricultural industry.

Subject Benchmark Statement(s)		Evidence and/or Course Learning Outcome(s)
	QAA Subject and Benchmark Statements: Veterinary Science (2002)	*How the course takes account of relevant subject benchmark statements*
• Advise on animal management, welfare and ethics and understand the importance of animal health economics in the context of acceptable animal welfare. • Assess the nutritional status of an animal and be able to advise on appropriate husbandry and feeding. • Demonstrate a practical ability to apply knowledge of disease processes. • Advise on preventive veterinary medicine including the promotion of optimum health and production.		**Unit: Sustainable Livestock Production, Health & Welfare** **Unit Learning Outcome 2:** Discuss, review and evaluate animal husbandry, health and welfare in livestock production systems. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 9:** Recognise and explore welfare, ethical, and social issues within the agricultural industry.
• Handle and restrain animals safely and humanely whilst ensuring personal safety and that of others in the vicinity. • Obtain an accurate and relevant history of the individual animal or animal group and its environment. • Assess the nutritional status of an animal and be able to advise on appropriate husbandry and feeding. • Demonstrate a practical ability to apply knowledge of disease processes. • Advise on animal management, welfare and ethics and understand the importance of animal health economics in the context of acceptable animal welfare.		**Unit: Sustainable Livestock Production, Health & Welfare** **Unit Learning Outcome 2:** Demonstrate and evaluate the skills required in modern livestock husbandry. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice. **Course Learning Outcome 6:** Perform a range of appropriate practical techniques and tasks relevant to work in the agricultural industry.

	Unit: Agricultural Science and Biotechnology
• Demonstrate knowledge and understanding of molecular and ultrastructural basis of cellular function. • Demonstrate knowledge and understanding of physiological and biochemical basis of organ function and homeostasis. • Demonstrate knowledge and understanding of biology of the whole animal individually and in groups. • Demonstrate knowledge and understanding of physiology and endocrinology of animal reproduction; maximizing reproductive efficiency in commercial populations. • Demonstrate knowledge and understanding of the molecular basis of animal genetics and its practical application.	**Unit Learning Outcome 2:** Evaluate and apply animal science, breeding and biotechnological techniques. **Course Learning Outcome 1:** Practise and develop a range of key transferable skills to promote professional practice in the workplace and agricultural sector. **Course Learning Outcome 2:** Demonstrate accurate knowledge and detailed understanding of the scientific principles underpinning sustainable intensification of agriculture. **Course Learning Outcome 3:** Apply extensive knowledge across the key specialisms of agriculture to support professional practice.

The format of the following mapping tables may be adjusted.

Qualification Characteristic	*(insert title and year where appropriate)*	Evidence *How the course takes account of relevant qualification characteristics documents*

Professional body or other external reference points	*(insert title and year)*	Evidence *How the course takes account of Professional body or other external reference points*

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- *All courses and all units should have an associated EIA (see forms below).*

- *EIAs may cover multiple courses but individual EIAs are required for each unit.*

- *EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).*

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/
Equality and Human Rights Commission: Guidance for providers of further and higher education www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance
Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised
Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report
Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity
Higher Education Academy and UK Council for International Student Affairs:
Inclusive assessment in Higher Education a Resource for change available at
http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf
JISC TechDis: Teaching Inclusively Using Technology www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology
Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title		
Question	**Y/N**	**Anticipatory adjustments/actions**
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	Y	The CIF provides details of disabilities that may prove impossible to accommodate on this course, such as sensory impairments and physical disabilities.
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics[1]? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	Y Y	The CIF discusses the risks associated with pregnancy. Alternative arrangements will be made if some practical work is not able to be completed.
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	To ensure fairness and prevent unlawful discrimination two members of academic staff will attend all interviews.
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

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[1] Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

Unit Equality Impact Assessment

One EIA to be produced for each unit and included within the UIF

Unit title	
Unit code	
Level	
Credits	

Question	Y/N/NA	Anticipatory adjustments/actions
1. Learning materials will be made available in advance of sessions for students to adapt as appropriate?		
2. The unit delivery method is sufficiently flexible to enable all students to succeed?		
3. The approach to group work takes account of the needs of students with disabilities and from diverse backgrounds?		
4. The approach to practical work takes account of the needs of students with disabilities?		
5. Students with a protected characteristic[2] have an equal opportunity to achieve the learning outcomes?		
6. The assessment tasks provide all students with an equal opportunity to succeed?		
7. Any other aspect of the unit that might pose potential challenges from and equality or diversity perspective have been considered?		

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[2] Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.