

HARPER ADAMS UNIVERSITY

Programme Specification

1	Awarding Institution:	Harper Adams University
2	Teaching Institution:	Askham Bryan College
3	Course Accredited by:	Not Applicable
4	Final Award and Level:	BSc / BSc (Hons) (Level 6)
5	Interim Award(s) and Level(s):	Certificate of Higher Education (Level 4) Diploma of Higher Education (Level 5)
6	Award Title:	Agriculture
7	UCAS Code:	D4U9
8	JACS Code(s):	D400
9	QAA Benchmark Statement(s):	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2016) Biosciences (2016) Business Management (2015)
10	Language of Study:	English
11	Mode of Study:	Full-time Part-time
12	Date Approved or Revised:	Agriculture Validation Event – 11 th January 2017 (September 2017 – August 2023)

CONTEXT AND RATIONALE

Agricultural production is complex. This complexity is heightened by many factors including global population growth, transforming economic and political circumstances, environmental change and rapid developments in technology. The need for well trained and educated graduates in agriculture therefore continues to grow. This growth is not only reflected in the number of graduates required but also by the increasingly diverse range of careers available to them.

The BSc/BSc (Hons) Agriculture is a multi-disciplinary programme designed to provide the knowledge, technical skills and practical abilities required by agriculture and its related industries. In the first year, the programme offers a solid grounding in plant, animal and business based agricultural subjects and also in the critical thinking and academic skills essential for success both in higher education and industry. In the second year the programme develops areas of study established in the first year, promotes professional development, including powers of analysis and critical thinking, and provides the opportunity to specialise in crop or livestock production. In the final year, research skills and experience are further developed, and broader issues are addressed which are essential for graduates entering an industry which is at the core of human existence.

GENERIC AIMS

All BSc/BSc (Hons) awards aim to provide the following:

1. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.

2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective.
3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.
4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation.
5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise harmful effects on the environment and people.
6. To provide a lively, stimulating and challenging educational experience.

AWARD-SPECIFIC AIMS

The BSc/BSc (Hons) Agriculture award aims to provide the following:

1. To develop the scientific, technical and business related knowledge to undertake a variety of roles specific to the agricultural sector.
2. To develop an appreciation of the resources, finance, marketing, legal and stakeholder requirements necessary in managing an agriculture or agricultural related business.
3. To develop an awareness of the technological developments and the trajectory of technological and scientific innovation in the field of agriculture and the wider sector.
4. To develop an awareness of the social, ethical and environmental issues concerned with agriculture and the wider sector.
5. To develop a knowledge of experimental, statistical and computing techniques relevant to generate a dissertation or research project that uses a range of agriculturally relevant information.

GENERIC OUTCOMES

On successful completion of BSc/BSc (Hons) Agriculture award, students will be able to:

- A. Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
- B. Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.
- C. Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.
- D. Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
- E. Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.

- F. Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.
- G. Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.
- H. Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and lifelong learning.
- I. Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.
- J. Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.
- K. Act independently and autonomously with minimum supervision in academic and practical tasks.
- L. Select and use research to inform the development of knowledge and understanding, and to inform decision-making.
- M. Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
- N. Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
- O. Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
- P. Not applicable
- Q. Effectively plan and undertake research and produce a dissertation (honours route only).

AWARD-SPECIFIC OUTCOMES

On successful completion of the BSc/BSc (Hons) Agriculture award, students will be able to:

- R. Develop and apply key scientific knowledge to situations relating to the agriculture sector.
- S. Interact with stakeholders, critically evaluate their needs and communicate using a variety of methods and technologies.
- T. Critically evaluate external factors and their potential influence on agriculture and the wider related sector.

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

The aims and outcomes of this BSc/BSc (Hons) Degree programme reflect the level descriptors for higher education qualifications, part of the QAA Quality Code for Higher Education (2014).

The award is reflected in the benchmark statements for Agriculture, horticulture, forestry, food, nutrition and consumer sciences (2016) and Biosciences (2016). Business and Management (2015) is also reflected, specifically in relation to finance, management and development of people, business policy and strategy, communication and information technology and customer service. In addition, the themes of sustainability, environment and globalisation are embedded.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

None.

COURSE DURATION, PROGRESSION, MODULE COMPENSATION, TRANSFER, ADVANCED STANDING AND INTERIM AWARDS

Course Duration

The full-time programme will be completed in three years, with each academic year consisting of two semesters, each typically of 12 weeks duration, including directed study weeks and examination periods. There will be one week induction to enable students to orientate themselves to the college and the study programme.

The maximum duration of study for full-time and (including up to one year postponement of studies) will be four years.

Progression

To proceed to level 5 from level 4, Honours Degree candidates must have acquired 120 credits.

To proceed to level 6 from level 5, Honours Degree students must normally have acquired 240 credits of which at least 105 are at level 5 or above.

For progression from BSc to BSc (Hons) level a student must have a minimum of 90 credits after re-assessment at Level 6.

Module Compensation Exclusions

The following modules are not eligible for compensation within the BSc honours programme:

BSc/BSc (Hons) modules: Academic Skills
 Academic Development
 Rural Enterprise Development

BSc (Hons) modules: Research Methods
 Dissertation

BSc modules: Applied Sustainable Practices

Transfer

Unless otherwise indicated in the programme specification students can transfer all common module credits between programmes. Students may transfer from BSc to BSc (Hons) at the examination board prior to an award of BSc being made and continue to study a further 30 credits at level 6 (Dissertation) to achieve full honours, subject to a minimum of 55% being achieved at level 6 during the BSc award. This will be subject to approval of the examination board and will require the support of their Course Manager.

For transfer between courses, students may transfer all credits and marks from the cross-college core modules into the destination award. Only in the case of pre-requisites have not being met will students be required to study credit in addition to the normal study load during years two and three (Level 4 and Level 5).

Students demonstrating high level of achievement on the FdSc Agriculture programme (55%+) may apply to transfer to part two of this programme. Transfer in consultation, to assess suitability, with their Course Manager and Director of HE.

Entry with Advanced Standing

Table 4.1 in **Section 4** of the *Academic Quality Assurance Manual* identifies the maximum credit that can normally be advanced for students wishing to enter with advanced standing from a Harper Adams' award, or an award from another institution. Harper Adams' awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

None.

Interim awards which qualify for a lower level of advanced standing, including Harper Adams' awards, into this programme are listed below:

None.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing. **Section 4.5.10** of the *Academic Quality Assurance Manual* specifies the arrangements for transfer and advanced entry and these will apply unless an alternative arrangement has been approved.

Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College procedure and Harper Adams University regulations. No more than $\frac{2}{3}$ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Interim Awards

The requirements for interim awards associated with final awards are as follows:

Certificate of Higher Education

Students will have obtained a minimum of 120 credits at either level 4 or 5 with a maximum of 15 credits at level 3, and have met generic outcomes A-O and award specific outcomes R-T as identified within the level 4 curriculum map of this programme specification.

Diploma of Higher Education

Students will have obtained a minimum of 240 credits that can include credits at level 4, 5 and 6, but with a minimum of 105 credits at level 5, and have met generic outcomes A-O and award specific outcomes R-T as identified within the level 5 curriculum map of this programme specification.

BSc Agriculture

Students will have obtained a minimum of 300 credits, with a minimum of 60 at level 6, and have met generic outcomes A-O and award specific outcomes R-T as identified within the level 6 curriculum map of this programme specification. They will also have passed either 'Dissertation' or 'Applied Sustainable practice' and have obtained 30 P credits by successful completion of a 10 week period of work experience between years 2 and 3.

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Harper Adams' programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 15 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules, optional modules** from which students must select choices up to the number of credits required, and, in some cases, **elective credit** whereby students may study any modules of their choice from within the Harper Adams portfolio, subject to timetabling and pre-requisite constraints, in place of optional modules, with the approval of their programme manager.

The minimum credit requirements needed to progress to interim and final awards are listed in **Section 4.4.5** of the *Academic Quality Assurance Manual*. These are reflected in the corresponding course structure study programmes, which follow.

Part 1 - Level 4		Part 2 - Level 5		Part 3 - Level 6	
Year 1		Year 2		Year 3	
Semester 1 Core	Semester 2 Core	Semester 1 Core	Semester 2 Core	Semester 1 Core	Semester 2 Core
CORE	CORE	CORE	CORE	CORE	CORE
Introduction to Agricultural Production Systems (ABG4106) (15 credits)				Dissertation (Module Code TBC) (30 credits)	
Academic Skills (ABC4100) (15 credits)	Agricultural Mechanisation (ABG4100) (15 credits)	Academic Development (Module Code TBC) (15 credits)	Farm Animal Health and Nutrition (Module Code TBC) (15 credits)	Research Methods (Module Code TBC) (15 credits)	Business Leadership and Management (Module Code TBC) (15 credits)
Introduction to Business (ABC4102) (15 credits)	Farm Accounts (ABG4103) (15 credits)	Crop Management (Module Code TBC) (15 credits)	Agri-business Management (Module Code TBC) (15 credits)	<i>Option module (15 credits)</i>	Global Food Production and Marketing (Module Code TBC) (15 credits)
Soil Science (ABH4110) (15 credits)	Plant Science (ABH4107) (15 credits)	Livestock Management Systems (Module Code TBC) (15 credits)	Rural Enterprise Development (Module Code TBC) (15 credits)	Food Chain Management and Technology (Module Code TBC) (15 credits)	Advanced Land Management (Module Code TBC) (15 credits)
	Farm Animal Science (ABG4104) (15 credits)	Land and Environmental Management (Module Code TBC) (15 credits)	<i>Option module (15 credits)</i>		
Semester 1 Options	Semester 2 Options	Semester 1 Options	Semester 2 Options	Semester 1 Options	Semester 2 Options
N/A	N/A		Grassland Management (Module Code TBC) (15 credits)	Applied Sustainable Practices (Module Code TBC) (15 credits)	
			Agronomy (Module Code TBC) (15 credits)	Recent Advances in Livestock production (Module Code TBC) (15 credits)	
			Rural Estate Management (Module Code TBC) (15 credits)	Recent Advances in Crop production (Module Code TBC) (15 credits)	

*Students will normally carry out the 10-week work placement between year 2 and year 3.

Validation Date: 11th January 2017

Date of Approval following Response to Validation Report: July 2017

Period of Approval: September 2017 – August 2023

Harper Adams University, Academic Quality Assurance Manual

Approved: Academic Standards Committee, October 2008

Revised: October 2015

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Assessment philosophy

Assessments will vary to reflect the academic, practical and professional skills development of students on the BSc/BSc (Hons) Agriculture programme. All modules will have an element of formative assessment to support students to develop their knowledge and skills towards their summative assessment.

Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Students will be supported with their study via the college's VLE, which will prepare them for the autonomy expected of HE students.

Transferable skills

The programme has been developed to enable students to plan and execute research and development work. It encourages independent learning, professional and personal development, and the ability to present skills, exams and behaviour appropriate to a management career. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning as well as modules designed to develop teamwork and independent learning, problem solving and research (Dissertation, Research Methods and Applied Sustainable Practices). Practical work experience during directed study time is also recommended so that students can apply information and skills to real life situations.

Typical assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The exact details are specified in each module descriptor. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component. Assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations and business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

Group assessment includes group collection of both quantitative and qualitative data and information to facilitate decision-making. Practical assessment will include the design and set-up of laboratory or field experiments, with analysis and presentation of collected data. Further assessment is facilitated by case studies and links with industry, including product evaluation.

To engage with industry, extend learning opportunities and further develop employment skills, students are required to undertake a ten week placement, which will be assessed and supported but not bear any credits towards their final award. This work based project carries 30 notional P credits and has to be successfully passed. The notional P credits will not form part of the final award. This placement would normally be completed between year 2 and 3 of the programme and students will be required to complete a log book and evaluate the skills developed.

ENTRANCE REQUIREMENTS

Applicants will normally have 5 GCSE's at Grade C or above including English, Maths and Science. Achievements at level 2 in appropriate Functional Skills will also be considered as an alternative for English and Maths and Merit grades or above in Science based modules at Level 3 can be used as an alternative to GCSE Science.

Applicants are expected to achieve a minimum of 84 UCAS points.

Applicants will normally have studied a two year level 3 programme at A Level, to include Biology, or a vocational Level 3 Diploma. Normally applicants will be expected to show achievements in science modules at Merit grade or above in vocational programmes. This reflects the science based nature of the programmes.

Applicants without appropriate achievements in Science may be asked to undertake an assessment of scientific knowledge.

Applications from those that have significant life or work experience after leaving compulsory education will normally have studied and achieved an Access to HE course or successfully completed a minimum of a one year level 3 courses and/or be able to demonstrate that they are working at an appropriate level in English, Maths and Science through an assessment process.

Curriculum Map for BSc/BSc (Hons) Agriculture Year 1 (Certificate of Higher Education Agriculture - Level 4)

Modules	LEVEL 4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Academic Skills			x				X			X		X	X			
Introduction to Business			X		X		X	X				X		X	X	X		
Farm Accounts				X	X		X											
Introduction Agricultural Production Systems		X			X				X					X		X		
Farmed Animal Science						X					X		X		X	X		
Agricultural Mechanisation			X	X		X				X					X			
Plant Science		X						X					X					
Soil Science											X		X					

A	Knowledge	Identify and describe key theories, ideas and terminology associated with the discipline.
B	Problem Solve	Solve straightforward, routine or predictable problems using strategies that are specified.
C	Analysis	Analyse data or ideas using specified procedures to generate usable findings.
D	Synthesis	Categorise information and draw on multiple sources to fulfil a specified purpose.
E	Evaluation	Review information in a balanced manner, using specified methods to fulfil a given purpose.
F	Digital Competence	Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies.
G	Team Work	Work with others to meet specified objectives and fulfil personal goals.
H	Career Develop	Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions.
I	Communications	Communicate clearly to convey an understandable message in relation to specific tasks and audiences.
J	Practical Comp	Perform practical operations in predictable, routine situations that require the application of specified procedures.
K	Autonomy	Take responsibility for studies and self-development with guidance and support. Use the resources available to help learning.
L	Research	Recognise that research can generate theory and ideas that are used in practice.
M	Sustain Practice	Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests.
N	Global	Identify a range of international examples or case studies that are associated with the discipline.
O	Ethics	Recognise some ethical challenges and appreciate the need or personal responsibility.
P	Placement	Not applicable
Q	Honours	Not applicable

Curriculum Map for BSc/BSc (Hons) Agriculture Year 2 (Diploma of Higher Education Level 5)

Modules	LEVEL 5		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U		
		Academic Development		X	X			X				X	X												
		Agri-Business Management		X	X	X				X					X		X						X		
		Livestock Management Systems	X				X									X	X	X						X	
		Land and Environmental Management					X	X	X			X		X									X	X	
		Farm Animal Health and Nutrition		X								X	X		X			X				X			
		Rural Enterprise Development		X		X						X	X	X	X										X
		Crop Management	X				X										X	X						X	
		Grassland Management	X			X							X									X		X	
		Welfare Rural Estate Management	X				X									X	X	X				X		X	
Agronomy		X									X	X		X						X					
<i>*Students will carry out a 10 week work placement between year 2 and year 3</i>										X															

A	Knowledge	Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice.
B	Problem Solve	Select and use strategies to solve problems that are complex or unpredictable
C	Analysis	Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach.
D	Synthesis	Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose.
E	Evaluation	Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material
F	Digital Competence	Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions.
G	Team Work	Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success
H	Career Dev	Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers.
I	Communications	Communicate effectively through different media and genre, for specialist and non-specialist audiences.
J	Practical Comp	Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks.
K	Autonomy	Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed.
L	Research	Use research to inform the development of knowledge and understanding, and to inform decision-making.
M	Sustain Practice	Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and identify global factors or trends that have an impact on specific areas of study.
O	Ethics	Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas
P	Placement	Not applicable.
Q	Honours	Not applicable
R	Science	Analyse key scientific principles and apply knowledge to situations relating to the agricultural sector.
S	Engagement	Interact with stakeholders, evaluate their needs and communicate using a variety of method and technologies.
T	Sector awareness	Evaluate external factors and their potential influence on agriculture and the wider related sector.
U	Enterprise	Evaluate rural enterprise activity relating to agriculture and the wider sector.

Curriculum Map for BSc/BSc (Hons) Agriculture (Level 6)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Dissertation			X								X	X			X		X			
Research Methods			X			X						X			X					
Business Leadership and Management		X					X	x	X					X						
Advanced Land Management								X	X		X								X	X
Food Chain Management and Technology	X			X			X		X				X	X				X		X
Global Food Production and Marketing	X				X	X		X					X	X					X	X
Recent Advances in Crop Production		X	X			X	X			X								X		
Recent Advances in Livestock Production		X	X			X	X			X								X		
Applied Sustainable Practices	X			X	X								X							

A	Knowledge	Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
B	Problem Solve	Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.
C	Analysis	Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.
D	Synthesis	Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
E	Evaluation	Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.
F	Digital Competence	Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.
G	Team Work	Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.
H	Career Dev	Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and lifelong learning .
I	Communications	Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.
J	Practical Comp	Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.
K	Autonomy	Act independently and autonomously with minimum supervision in academic and practical tasks.
L	Research	Select and use research to inform the development of knowledge and understanding, and to inform decision-making.
M	Sustain Practice	Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
O	Ethics	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
P	Placement	Not applicable
Q	Honours	Effectively plan and undertake research and produce a dissertation (honours route only).
R	Science	Critically Analyse key scientific principles and apply knowledge to situations relating to the agriculture sector.
S	Engagement	Interact with stakeholders, critically evaluate their needs and communicate using a variety of methods and technologies.
T	Sector awareness	Critically evaluate external factors and their potential influence on agricultural and the wider related sector.

