

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:	FdSc (Level 5)
5	Interim Award(s) and Level(s):	Certificate of Higher Education (Level 4)
6	Award Title:	Countryside Management
7	UCAS Code:	DN42
8	JACS Code(s):	D447
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:	Countryside Management Validation Event – 13 th January 2017 (September 2017 – August 2023)

CONTEXT AND RATIONALE

The FdSc Countryside Management is designed to give students the skills which are essential to the Countryside Management sector alongside wider employability skills applicable to any industry. Current skills gaps within the land-based sector include management and planning, ICT and technical, communications, literacy and numeracy skills, all of which will be developed throughout the generic aims of this programme.

The FdSc Countryside Management considers the changes and developments within the land-based sector caused by climate change, sustainability and global political influences. A broad-base of Countryside Management knowledge will be developed in part one with study of a range of modules designed to develop the knowledge and practical skills of students in wider countryside and rural issues. Progression into part two will be achieved by moving from a general countryside theme to a more in-depth and management focused consideration of specific areas of countryside management. Working in the UK countryside and environmental management sector is more complex and demanding than ever before. The practical implications of climate change, species and habitats under threat and the challenge of managing competing interests in the countryside are common concerns to many.

GENERIC AIMS

All FdSc 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 education experience.

AWARD-SPECIFIC AIMS

The FdSc Countryside Management award aims 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 education experience.

GENERIC OUTCOMES

On successful completion of FdSc awards, students will be able to:

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	Sustainable 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.

AWARD-SPECIFIC OUTCOMES

On successful completion of the FdSc Countryside Management award, students will be able to:

- R. Explain key scientific principles and apply knowledge to situations relating to Countryside Management and the environment.
- S. Appraise ability to interact with stakeholders, assess their needs and communicate using a variety of methods and technologies.
- T. Evaluate external factors and their potential influence on countryside management and the environment.

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

- Framework for Higher Education Qualification (FHEQ)
- Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2016)
- Biosciences (2016)
- Business Management (2015)

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 two years, with each academic year consisting of two semesters, each typically of 16 weeks duration, including directed study weeks and examination periods.

The part-time programme will be completed in four years and typically be no less than 50% of the standard module diet of the full-time version of the award.

The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be three years and five years respectively.

Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Harper Adams University academic regulations.

Students may progress to the BSc Hons/Ord Countryside Management (Top-up) programme following successful completion of the Foundation Degree Countryside Management. For admission to the BSc (Hons) top-up programme, students would normally be expected to have successfully completed their FdSc programme with a minimum of mean grade of 55% in their final year. For admission to BSc top-up programme, students would normally be expected to have successfully completed their FdSc programme and have a reference from their Course Manager in support of their suitability for top up study.

Module Compensation Exclusions

The following modules are not eligible for compensation within the Foundation Degree Countryside Management programme:

Part 1 modules:	Academic Skills Industry Skills
Part 2 modules:	Academic Development Professional Development Personal Research Project

Transfer

For transfer between courses, matching awards facilitate transfer at the end of part one. Unless otherwise indicated in the programme specification, students will transfer all credits and marks earned from part one study into the destination award. Only where pre-requisite studies have not been met will students be required to study credits in addition to the normal study load during part 2.

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 academic 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.

Holders of a matching HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

Interim Awards

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

Certificate of Higher Education Countryside Management

To qualify for the interim award of **Certificate of Higher Education Countryside Management**, students are required to achieve the following outcomes:

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

- Q. Not applicable
- R Identify key scientific principles and apply knowledge to situations relating to Countryside Management and the environment.
- S Demonstrate ability to interact with stakeholders, assess their needs and communicate using a variety of methods and technologies.
- T Recognise external factors and their potential influence on Countryside Management and the environment.

Students will have obtained a minimum of 120 Level 4 credits in accordance with the assessment regulations.

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 course 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.

Course Structure - FdSc Countryside Management

2017 Entry Cohort
UCAS CODE: DN42

Part 1 - Level 4		Part 2 - Level 5	
Year 1		Year 2	
Semester 1 Core	Semester 2 Core	Semester 3 Core	Semester 4 Core
Industry Skills (ABC4101) 15 Credits		Personal Research Project (Module Code TBC) 15 Credits	
Field Study Skills (ABG4105) 15 Credits		Professional Development (Module Code TBC) 15 Credits	
Academic Skills (ABC4100) 15 Credits	Conservation and Wildlife Management (ABG4101) 15 Credits	Academic Development (Module Code TBC) 15 Credits	Business Enterprise (Module Code TBC) 15 Credits
Introduction to Business (ABC4102) 15 Credits		Land and Environmental Management (Module Code TBC) 15 Credits	Management of Habitats and Protected Areas (Module Code TBC) 15 Credits
Landscape Management, Soils and Water (ABG4107) 15 Credits	Environmental Interpretation and Public Engagement (ABG4102) 15 Credits	Practical Land Based Skills (Module Code TBC) 15 Credits	Geographical Information Systems (Module Code TBC) 15 Credits
Semester 1 Options	Semester 2 Options	Semester 1 Options	Semester 2 Options
Plant and Soil Science (ABH4104) 15 Credits	Tree and Woodland Management (ABH4112) 15 Credits		

Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and optional modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their option choices with their Course Manager.

Validation Date: 13th January 2017

Date of Approval following Response to Validation Report: July 2017

Period of Approval: September 2017 – August 2023

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 FdSc Countryside Management programme.

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. Practical skills will be developed during sessions in the college farm and land, on field trips and in laboratories.

All students carry out a major individual research project in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students progress through their programme. 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

Foundation Degree programmes aim to allow students to develop important transferable skills in the preparatory year of the course to enable learners to continue to parts one and two of the programme. In addition to academic modules, students must undertake at least 50 hours of work placement to ensure that they develop work related skills within their chosen industry.

All FdSc courses at Askham Bryan College include the Academic Skills (Level 4) and Academic Development (Level 5) modules plus Industry Skills (Level 4) and Professional Development (Level 5). These are designed to develop the skills required to succeed on College courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Vocational placement periods (normally 150 hours in each of part one and part two) help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

All students may also study for additional qualifications, recognised by industry, at an additional cost.

Typical assessment

Typically, modules are assessed by two pieces of assessment, although this may vary. The first will provide formative in-course feedback and the second provides a summative end-of module assessment; each contributing 50% to the weighted mean module work. 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. Formative 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.

Practical assessments include design and set-up of scientific experiments, analysis of collected data and presentation of results. In some cases, assessment by professionals (e.g. bank managers) may be used.

ENTRANCE REQUIREMENTS

Applicants will normally have 5 GCSE's or above including English, maths and science at Grade C or above. 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 48 UCAS points.

Applicants will normally have studied a two year level 3 programme at A Level 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 FdSc Countryside Management (Level 4)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Academic Skills					x	x			x		x	x										
Industry Skills		x	x				x	x		x	x		x	x								
Introduction to Business		x		x		x	x				x			x	x							
Environmental Interpretation and Public Engagement	x		x	x	x		x		x					x	x				x	x		
Conservation and Wildlife Management	x	x		x	x	x			x	x	x		x	x	x			x	x	x		
Field Study Skills	x	x	x	x	x				x	x					x			x				
Landscape Management, Water and Soils	x			x		x		x		x		x	x					x	x	x		
Options																						
Plant and Soil Science	x									x		x		x								
Tree and Woodland Management								x		x		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
R	Science	Identify key scientific principles and apply knowledge to situations relating to Countryside Management and the environment;
S	Engagement	Demonstrate ability to interact with stakeholders, assess their needs and communicate using a variety of methods and technologies
T	Sector awareness	Recognise external factors and their potential influence on Countryside Management and the environment

A-Q = generic outcomes

R-T= award-specific outcomes

Curriculum Map for FdSc Countryside Management (Level 5)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Personal Research Project			x	x	x						x	x			x					
Academic Development		x	x			x			x	x										
Professional Development							x	x	x	x			x		x					
Business Enterprise							x	x	x			x	x	x						
Practical Land Based Skills	x				x		x			x										
Working with Geographical Information Systems	x	x	x	x	x	x		x			x	x		x				x		
Management of Habitats and Protected Areas		x		x		x			x		x		x	x	x			x	x	x
Land and Environmental Management	x	x			x		x		x				x						x	x

A-Q = generic outcomes

R-T= award-specific outcomes

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	Explain key scientific principles and apply knowledge to situations relating to Countryside Management and the environment;
S	Engagement	Appraise ability to interact with stakeholders, assess their needs and communicate using a variety of methods and technologies
T	Sector awareness	Evaluate external factors and their potential influence on Countryside Management and the environment

