

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution	Glyndŵr University and Partner Colleges
Details of accreditation by a professional, statutory or regulatory body	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	NO
Final award/s available	FdSc Rural Business Certificate of Higher Education in Rural Business Glyndŵr University Certificate of Continuing Education (Rural Business)
Award title	FdSc Rural Business
JACS 2 code	C: Biological Science D: Veterinary sciences, Agriculture and related subjects. N: Business and administrative studies
UCAS code	N/A
Relevant QAA subject benchmark statement/s	Agriculture, horticulture, forestry, food and consumer sciences 2009
Other external and internal reference points used to inform the programme outcomes	Foundation Degree qualification benchmark May 2010 General business and management 2007 Lantra QCF He Guide 2010 - An employer's guide to using the Qualifications and Credit Framework. Consultations have been held with Employers, past students and current level 3 students to help inform structure and delivery mode of the course
Mode/s of study	Part time
Language of study	English.
Date at which the programme specification was written or revised	August 2013 Revised November 2014, July 2015

Criteria for admission to the programme

Admission Criteria

In accordance with Glyndŵr University Admissions Policy, students should normally have a minimum of 120 UCAS points or equivalent for entry to a Foundation Degree. As a guideline these requirements can be met from the following range of qualifications:

- GCSE passes in four subjects including English/Welsh and Maths ('C' grade or better) plus one GCE 'A' level pass.
- In a relevant subject area at level 3 (e.g. BTEC, GNVQ, NVQ)
- Scottish Certificate in Education with at least two higher certificates at level C or above
- Irish Leaving Certificate with at least three higher certificates at grade C or above

The programme offers opportunities to anyone able to benefit from the programme of study regardless of age, gender and ethnicity, source or educational background. Applications are therefore welcomed from candidates who do not possess the standard qualifications as listed above, but who can demonstrate their capacity to pursue the programme successfully. In these instances, entrance is dependent on an assessment of past experience, a successful interview and references.

With respect to arrangements for the admission of students with disabilities and / or specific learning differences, the University has embraced the spirit and content of the Special Education Needs and Disability Act (SENDA) documentation. All programmes in the Department of Biology and Environment have a clear and effective strategy for ensuring there is inclusive access to the programme. The process is officially initiated by application, although in many cases the discussion / dialogue commences with the first enquiry at visit days.

In addition to meeting the academic requirements, applicants whose first language is not English, will be required to provide evidence of competence in spoken and written English, as well as evidence of appropriate reading skills in line with the University's academic regulations. This is evidenced by a minimum IELTS score of 5.5. Candidates will be asked to provide such evidence as is deemed necessary by the University. Equivalent qualifications will also be considered and evaluated on an individual basis as appropriate.

Work placements may specify that students will need a Disclosure & Barring Service (DBS) disclosure application form and pay the appropriate fee, so that a check can be made on their suitability for working with children and vulnerable adults. Students will not be exposed to working with vulnerable groups until their DBS disclosure has been *processed and validated. Students will be expected to ensure that all tetanus immunisation is up to date. Students are expected to comply with the rules and regulations of placement providers.

It is preferable but not a condition of entry that students intending to access the course are in employment (full or part time) in a vocationally relevant industry. This would allow

the individuals to draw on suitable work related experiences to support or inform their studies.

Recognition of learning / prior experiential learning

RP(E)L will be considered and approved as part of the admissions process, in line with the University procedure. If RP(E)L is to be sought, students will be required to map their qualifications/ academic skills to the learning outcomes of the appropriate module(s).

Aims of the programme

Wales has a predominantly rural based economy. This has been recognised by the Welsh Government having agriculture, construction and tourism as its three, new priority sectors.

This course will provide specialist skills embedded within transferable skills that would enable career movement across an industry that is traditionally restrictive. This would be a major development for land-based industrial personnel in Wales.

The proposed programme has been shaped by national and international interest in sustainable production methods for food.

With changing economic conditions and food shortages there is an increasing need to have skilled workers in the local and regional food production industries. Food production and processing in Wales is characterised by small businesses. They are often staffed by employees and proprietors who have transferred into the food industry (often smallholdings) with good qualifications in other sectors but require skills in rural business.

There is increasing demand for highly skilled workers in the industry to increase the use of sustainable practices and to maintain food production. Specialist, higher level skills and knowledge are required to ensure biodiversity protection and disease control.

However, it is also essential that skilled workers in a sustainable industry make it a vibrant and profitable industry. So, the proposed course enhances business skills and provides knowledge of the supply chain and how products can be developed and marketed.

It will also provide skills for working in an international, food security context through its inclusion of advocacy skills and knowledge of nutrition.

This proposal underpins the mission and strategic plan of Glyndŵr University in a variety of ways:

- The proposal promotes the concepts of lifelong learning, social inclusion and widening participation.
- Completion of the course will enable employment in a wide range of settings.

- The proposal meets Glyndŵr University's mission to provide quality higher education to meet individual, local and national needs by working with a number of key stakeholders from the local economy.
- The programme will contribute to the portfolio of Higher Education courses being offered at Glyndŵr University's Northop campus.

As well as food production skills, the programme will provide generic skills for rural business operation so that the qualification will be transferable across rural industries. The majority of such careers within the industry require "well-rounded" graduates with knowledge of a variety of aspects of the industry and an array of transferable and vocational skills.

Glyndŵr University is a leading institution in rural business strategy. It operates the secretariat for the Horticulture Strategy Group for Wales. Also, through the project Horticulture Wales that it leads in the WG Supply Chain Efficiency Scheme it has built up an extensive library, contacts with over 300 local businesses and has developed its GIS computing resources to a high level. The University undergraduate programmes are now able to capitalise on the resources and reputation that this project is providing.

Distinctive features of the programme

The curriculum has been considered for a rapidly changing world where the land based sector is influenced by national and international forces that affect farming on a season to season basis. Global Changes in weather patterns, fuel prices and food availability affects what is grown or farmed in the UK. Influences from the EU have a major part to play in the directions that land based businesses take to maintain efficiency and profitability.

The design of the curriculum aims to address the 6 main objectives set out in the Rural Development plan 2014-2020 and recent comments made by HRH Prince Charles "Our Country is as precious as any Cathedral and we should look after it".

The Sector Skills Council for Land-based Industries (Lantra) is the leading organisation supporting Land-based industries, The Wales skills assessment 2011-2012 indicated 4 specific areas where European support was to be targeted.

- improving the competitiveness of agriculture and forestry by supporting restructuring, development and innovation.
- improving the environment and countryside by supporting land management.
- improving the quality of life in rural areas and encouraging diversification of economic activity.

Targeting the LEADER approach (based on local development strategies and action groups supporting action under the other specific areas.

The report also acknowledged the important contribution the university sector has to make to the social; and economic well-being of Wales, especially to the acquisition and retention of higher level skills.

In Lantra's conclusions for the supply of labour and skills it states there is a projected net requirement over the period 2010-2020 of 1000 people at level 5 and about 5,000 people at level 4.

The "Skills that Work for Wales: A Skills and Employment Strategy and Action Plan (2008)" explored the readiness of the Welsh education and training sector to meet the needs of The Leitch Report (2006) and Webb (2007). Its relevant priorities were:

Ensuring everyone has skills essential to take up employment and maintain their employability within the labour market.

Increasing the demand for, and supply of, intermediate and high level skills.

Addressing skills gaps and shortages in priority sectors and supporting economic development through investment in post-19 skills.

Establishing effective and efficient learning provision.

To this end the FdSc modules aim to support rural businesses and develop students in aspects of farm management and diversification, strengthen the financial and business planning skills and appraise students in advances of management and farm practices. Students successfully completing the FdSc Rural Business will increase their ability to develop and run diverse business.

The type of student who might be interested in the course can be drawn from several groups. Recently graduated students at level 3 (A level or ND) who have their first appointment but wish to develop their management and financial planning skills whilst drawing on practical and applied experience. Students who may have been working in the industry for a period of time but wish to improve their management skills to enable a move to more managerial positions or to strengthen the holding in terms of resource efficiency and economic development in rural areas and potential new entrants to production agriculture and Horticulture who may wish to develop their skills with a view to a career change. Farm owners and self-employed contractors who may have set up a business but wishing to expand may require updating and support in financial business planning.

Recent Westminster discussions with reference to the designing of modular course provision to allow access by individuals for the purposes of CPD has shaped the design of the course so that single subjects are delivered on set days where possible. The delivery of the programme is structured to allow the students time in a commercial setting for the applied project at a time when farm workloads are high during lambing, hedge cutting and ground preparation and planting.

Due to the longer teaching year the part time course can be completed in two years with the support of industry.

The benefits from attending the programme stem from the employer led design which focuses on the development of communication, business skills, marketing and Health and Welfare.

The optional modules allow the students to select those that are most appropriate to their current practice, their future career or Higher Education (HE) aspirations. Optional modules will be offered subject to viability.

Programme structures and requirements, levels, modules, credits and awards

Level Four	Trimester 1	Soils and the Rooting Environment Mod Code: LND413 20 Credits Core Mod Leader: D Skydmore	Health Safety and Welfare in Rural Businesses Mod Code: LND415 20 Credits Core Mod Leader: R Lewis	
	Trimester 2	Rural Business Practice. Mod Code: LND414 20 Credits Core Mod Leader: R Lewis	Habitat Management and Sustainability Mod Code: LND415 20 Credits Core Mod Leader: D Wareham	
	Trimester 3	Introduction to Food Technology. Mod code: LND416 20 Credits Option Mod Leader D. Skydmore	Sustainable Food Production: Crop Management and Planning Mod code: LND417 20 Credits Option Mod Leader R Lewis	Animal diets Mod code: ANM411 20 Credits Option Mod Leader: A Winstanley.

Level Five	Trimester 1	Rural Diversification Mod Code: LND514 20 Credits Core Mod Leader: R Lewis	Supply Chain Management and Post Harvest Technology Mod Code: LND509 20 Credits Core Mod Leader: D Skydmore	
	Trimester 2	Applied project Mod Code: ANM511 40 Credits	Applied project Mod Code: ANM511 40 Credits	

		Core Mod Leader: R Lewis	Core Mod Leader: R Lewis	
	Trimester 3	Crop protection Mod code: LND512 20 Credits Option Mod Leader: R Lewis	Sociology of Food Mod code: LND513 20 Credits Option Mod Leader: R Lewis	Advanced Animal Management. Mod code: ANM512 20 Credits Option Mod Leader A Winstanley.

The programme is offered Part time and the content and delivery structure is grounded in the “Work Based Learning” ethos and as such it is advantageous for applicants to be employed, in a suitable Rural Business setting. The programme will have a total HE credit value of 240; 120 HE credits at Level 4 and 120 HE credits at Level 5. Modules offered on the programmes will facilitate the use of reflective practices by the students to identify relevant previous experiences that will enrich the assignments. Students will also be exposed to the key aspects associated with their sectors through industrial links and support, and provide graduates with the necessary knowledge, skills and competencies required to work effectively in the sector.

The students will study 120 credits each academic year, the first comprising the 80 credits core modules and two (from 3) 20 credits optional modules.

In the second year the students will undertake the 120 level 5 credits through the 80 credits core modules and two (from 3) 20 credits optional modules.

The 40 credit Applied project in year 2 trimester 2 will allow the students to conduct the work experience module at a placement of their choosing; this may include an opportunity for an overseas placement.

In addition to formal teaching and contact, students will receive tutorial sessions weekly as whole group sessions or as individual support and advice sessions.

Entry and exit points.

Students who satisfy the entry requirements will enter the programme and commence studies at level 4, any advanced entry being subject to the University’s RP(E)L regulations

On completion of 120 credits at level 4, and in accordance with the University’s regulations, students will progress to level 5 studies. For students, the first module board will be in June at the end of trimester 2 which will allow for re-submission to the September board to facilitate pass proceed to the level 5 year 2 with a minimum number of trailed modules.

Progression is in accordance with Glyndŵr University regulations. There are no pre-requisites for any modules and therefore modules could be accessed as “stand alone” modules. Modules such as “Habitat Management”, and “Introduction to Food Technology” could prove attractive to those already in industry who cannot complete a full Foundation Degree.

On successful completion of the modules there will be exit awards available at level 4.

The exit awards offered from this FdSc are:

Glyndŵr University Certificate in Continuing Education (Rural Business): the achievement of any 60 credits. This route will benefit students who wish to choose to study a limited number of modules to improve a specific area of interest.

Certificate of Higher Education in Rural Business: on the successful completion of 120 credits at Level 4 or above. This route will benefit students who require a Level 4 qualification only e.g. those not immediately wishing to enter a managerial role, or those who are unable or do not wish to progress to Level 5.

FdSc in Rural Business: will be awarded following the successful completion of 120 credits at level 4 and 120 credits at level 5.

It is recognised that modules will be valuable for continuing professional development (CPD).

Progression to other awards

Progression may be facilitated to a BSc (Hons) Rural Business level 6 top up.

Intended learning outcomes of the programme

On completion of Level Four, students will be able to:

A) Knowledge and understanding

- A1 demonstrate basic understanding of the scientific factors affecting production
- A2 describe the policy and socioeconomic factors which form and influence systems
- A3 explain how production systems can be manipulated and managed
- A4 recognise the ethical implications of production systems
- A5 explain the social and cultural values relating to rural businesses and their relationship to sustainability

B) Intellectual skills

- B1 demonstrate some understanding of subject specific theories, paradigms, concepts and principles

- B2 demonstrate ability to define and solve routine problems
- B3 collate, summarise and analyse information
- B4 source academic literature and extract relevant points
- B5 recall knowledge based on the directly taught programme

C) Subject skills

- C1 assess rural business management plans and use appropriate methods of implementation
- C2 evaluate the social and ethical implications implicit in the management of the rural environment
- C3 assess a range of risk factors and apply suitable health and safety controls in a range of working situations
- C4 Plan, conduct and present an independent investigation with significant guidance
- C5 Use appropriate laboratory and field equipment safely
- C6 select and apply appropriate methods to solve problems

D) Practical, professional and employability skills

- D1 Use appropriate verbal, written and visual media to communicate ideas related to rural business.
- D2 contribute constructively to group discussions, listening to, appreciating and evaluating the views of others
- D3 work effectively as part of a team and as an individual managing self to meet personal and common goals.
- D4 apply ICT skills effectively in support of learning, the communication of ideas and development of solutions to professional challenges

On completion of the full FdSc programme students will be able to:

A) Knowledge and understanding

- A1 analyse scientific factors limiting production.
- A2 evaluate the policy and socioeconomic factors which form and influence systems
- A3 evaluate the improvement of production systems can be effected through manipulation and management
- A4 recognise and address the ethical implications of production systems
- A5 assess the role of good rural business practice in supporting concepts of sustainability and global citizenship

B) Intellectual skills

- B1 evaluate subject specific theories, paradigms, concepts and principles as well as demonstrating basic understanding of more specialised areas.
- B2 demonstrate ability to define problems and devise and evaluate solutions to both routine and un-familiar problems

- B3 analyse, synthesise, summarise and evaluate information
- B4 critically appraise academic literature and other sources of information
- B5 recall knowledge based on the directly taught programme with some evidence of wider enquiry.

C) Subject skills

- C1 contribute to the development of rural business plans and appropriate means of implementation
- C2 apply an understanding of the economic and scientific principles towards the solution of the problems confronting rural industries
- C3 evaluate a range of risk factors and apply suitable health and safety ,COSHH and management risk controls in a range of working situations
- C4 plan , conduct and present an independent investigation with some reliance on guidance
- C5 Use appropriate laboratory and field equipment competently and safely
- C6 select justify and apply a range of appropriate methods to solve challenging problems

D) Practical, professional and employability skills

- D1 collect, collate and disseminate information using a range of written and visual media
- D2 communicate effectively at a technical level using verbal, visual and writing skills to prepare reports and present them to a range of audiences
- D3 work as an effective team member and as a leader, apply self and team management skills to meet objectives and reflect on own performance
- D4 Apply ICT skills appropriately in data handling, support of research, to disseminate information and for the development of innovative solutions to problems

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

			<i>Knowledge and understanding</i>					<i>Intellectual skills</i>					<i>Subject skills</i>						<i>Practical, professional and employability skills</i>			
	<i>Module Title</i>	<i>Core/ Option</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
L 4	<i>Rural Business practice</i>	C		√			√	√	√	√	√	√	√	√		√		√	√	√	√	√
	<i>Health Safety and Welfare in Rural Businesses</i>	C		√		√		√	√	√	√	√			√	√		√	√	√	√	√
	<i>Soils and the rooting environment</i>	C	√		√	√		√	√	√	√	√				√	√	√		√	√	√
	<i>Habitat Management and Sustainability</i>	C	√		√	√		√	√	√	√	√	√	√		√	√	√	√	√	√	√
	<i>Introduction to Food Technology</i>	O	√		√		√	√	√	√	√	√	√	√	√	√		√	√		√	√
	<i>Sustainable food production: Crop management and planning</i>	O	√		√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√
	<i>Animal diets</i>	O	√		√	√		√	√	√	√	√			√	√	√	√		√	√	√

			<i>Knowledge and understanding</i>					<i>Intellectual skills</i>					<i>Subject skills</i>						<i>Practical, professional and employability skills</i>			
	<i>Module Title</i>	<i>Core/ Option</i>	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
L 5	<i>Rural Diversification</i>	C		√				√	√	√	√	√	√			√		√	√	√	√	√
	<i>Supply Chain Management and Post-Harvest Technology</i>	C	√	√			√	√	√	√	√	√	√	√	√	√		√	√	√	√	√
	<i>Applied Project</i>	C			√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√
	<i>Crop protection</i>	O	√		√	√		√	√	√	√	√		√	√		√	√	√	√	√	√
	<i>Sociology of Food</i>	O	√	√			√	√	√	√	√	√		√	√	√		√	√	√	√	√
	<i>Advanced Animal Management</i>	O	√	√	√			√	√	√	√	√	√	√	√	√		√	√		√	√

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Strategies

The learning and teaching strategy that will be deployed has been designed to maximise opportunities for attainment of the programme and the module learning outcomes, and aims to:

- (a) have a continued emphasis on student-centred learning.
- (b) employ teaching methods that promote effective student learning, self-development and reflection.
- (c) deploy a variety of learning and teaching methods in the class, practical settings and sessions delivered within the workplace, including:
 - Lectures and demonstrations.
 - Seminars and workshops.
 - Tutorials.
 - Group and project work.
 - Reflective reports.
 - External speakers.
 - Educational visits and study days.
 - Tutor and students led sessions.
 - Critical appraisal.
 - Portfolio development.
- (d) strike a balance between 'class' activity and directed study 'out of class'
- (e) provide sound feedback to students and attempt to involve them in identifying their own learning needs.
- (f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills.
- (g) provide realistic and relevant learning activities.
- (h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Health and safety and safe working practices are of paramount importance, and therefore this will be an integral part of module delivery.

All students will have a user account for Moodle and will be familiarised in its use during induction week. It will give them access to a wide variety of information. Moodle will be available for student fora and it will be used for announcements where lecturers will use the VLE to post important information, such as, re-sit information, guest lecturer updates, or news about seminars and other events. In addition course information will also be made available such as the online version of the student and module handbooks. Each module will have its own space on Moodle for Lecture notes, hand outs, videos of Guest speakers and power point presentations. The VLE will also be used to allow student access to multimedia displays and documents, such as diagrams. The VLE module area will also include links to online resources, such as library information systems and useful websites.

The team will work with the University library to provide the best possible on-line information services for students. A reading list and useful sources of information, including electronic journals, will be detailed in the module Handbooks.

Students are expected to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform staff with responsibility for registers and retention.

All sessions are timetabled in advance of the course commencement, in addition to off-site visits. It is anticipated students will also spend time working independently on campus, at home, at local libraries and at work, and will be encouraged to utilise a full range of paper and electronic resources. Electronic journals and use of the VLE will also ensure students can adopt flexible working arrangements.

Indicative Delivery

The modules for each week of delivery may be shared as half day sessions to provide a variation of subject and delivery tutor.

Level 4				
Tri 1 = 10 wks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Soils and the Rooting Environment Core Mod Leader: D Skydmore	Health Safety and Welfare in Rural Businesses Core Mod Leader: R Lewis		
Tri 2 = 10 wks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Rural Business practice Core Mod Leader: R Lewis	Habitat Management and Sustainability Core Mod Leader: R Lewis		
Tri 3 = 10 wks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Introduction to Food Technology Option Mod Leader: D Skydmore	Sustainable Production: Management Planning Option Mod Leader: D Skydmore	Food Crop and	Animal Diets Option Mod Leader: A Winstanley
Level 5				
Tri 1 = 10 weeks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Rural Diversification Core Mod Leader: R Lewis	Supply Chain Management and Post Harvest Technology Core Mod Leader: D Skydmore		
Tri 2 = 10 weeks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Applied project Core Mod Leader: R Lewis			
Tri 3 = 10 weeks (2 Days/ week 9.30-4.30pm) (6hrs/day)	Crop protection Option Mod Leader: R Lewis	Sociology of Food Option Mod Leader: R Lewis	Advanced Management Option Mod Leader: D Wareham	Animal

Workplace requirements

These points are relevant to volunteers and paid employees.

Student:

It is the responsibility of the student to:

- Identify a suitable placement;
- Agree with the Module Leader the suitability of the workplace provider and nature of the activities to be undertaken;
- Identify and manage learning opportunities within the workplace with support from the module leader;
- Ensure workplace policies and procedures are adhered to at all times and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific groups;
- Act responsibly and professionally within the workplace;
- Maintain a safe environment and ensure health and safety measures are taken at all times;
- Maintain appropriate relationships with other organisational staff, participants and volunteers;
- Maintain professional confidentiality as appropriate;
- Alert the workplace manager/mentor and the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Employer manager / mentor

It is the responsibility of the Employer manager / mentor to:

- Complete relevant health and safety documentation prior to commencement of the course or workplace element;
- Make arrangements for the required learning opportunities required by the student, prior to the commencement of the workplace element, as detailed in the agreed learning agreement devised with the student and module leader;
- Maintain regular contact with the module leader, attending mentor training and support study days as required;
- Enable students to have every opportunity to meet the agreed learning contract;

- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including; lone working, handling of specialist equipment and working with specific populations;
- Maintain a safe environment throughout the duration of the workplace element;
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement;
- Complete a witness statement on completion of the workplace element of the course.

Module leader:

It is the responsibility of the Module leader to:

- Provide training and on-going support to the employer manager/mentor;
- Maintain regular contact with the student and the employer mentor/manager to discuss issues as they arise;
- Ensure that student has adequate access to learning tools and opportunities;
- Negotiate and agree the learning opportunities to be provided to the student, with the student and their employer manager/mentor;
- Ensure all learning outcomes can be addressed;
- Provide modular support sessions to individual or groups of students on location;
- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor;
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements.

These responsibilities will form the basis of an individually agreed student placement handbook. Once the work place has been identified, deemed suitable and confirmed, the module leader will contact the employer initially to confirm the nature of the activities to be undertaken during the course. Thereafter, communication arrangements will be agreed as part of the learning agreement and, as a minimum, contact will be made monthly by the module leader to monitor progress. In the event of any concern expressed by either the student or their workplace mentor, the module leader will report immediately to the programme leader who will advise on the various courses of actions open to resolve any issues. The mentor will be required to complete a witness statement at the end of the placement to aid the student in the completion of their learner journal.

Throughout the programme there is a strong 'employability' focus, as exposure to the work environment is an integral part of the degree programme. The team has adopted the approach that learning in the workplace takes many forms and serves a variety of purposes. The approach seeks

to ensure that the student is able to apply the knowledge, skills, attitudes and values expected by employers, customers, and external bodies.

Students will complete approximately 100 hours of full-time work experience during trimester 2 of the second year as part of the Applied Project module. 50 hours of contact for the module will take the form of a series of lectures and tutorials linking to the development of a work-based learning plan.

The management of workplace learning is undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in higher education Section 9: Work-based and placement learning (QAA, 2007). Glyndŵr University 'Managing Health and Safety of Students on Placements in the United Kingdom' policy states that:

'Placement organisations are employers in their own right and therefore must ensure as far as is reasonably practicable the health, safety and welfare of their employees. Students on placement are treated as employees and are owed a duty of care. 'Therefore the primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation'.

The main legislation which is relevant to this subject is the Health and Safety at Work, etc Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Workplace (Health, Safety and Welfare) Regulations 1992.

Welsh Medium Provision

In line with Glyndŵr University's Welsh Language Policy, students are entitled to submit assessment in Welsh. The programme however will be delivered through the medium of English.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students - September 2006.

Course design is defined using explicit statements of intended learning outcomes. These are linked to objective assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, with the avocation of a diverse range of methodologies to aid meaningful formative and summative assessment.

The assessment strategy will use methods that most effectively assess the learning outcomes of each module. Assessment methods will align with the overall aims of the programme, and include through formative assessment, the development of disciplinary skills (such as critical evaluation and reflection) and support the development of vocational competencies (such as communication or ICT skills.). The assessment practice has been designed to ensure that, in order to pass the

module and / or programme, students have the opportunity to achieve the intended learning outcomes.

Assessments are included as indicative assessments in the module specification and will be contextualised for the individual subject delivery areas by the module tutor. The guides, issued at the start of the academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

Assignments will be internally verified before being passed to the External Examiner for approval. All assessments will adhere to the Equality Act 2010 and will therefore offer equality of access and take account of diversity and inclusion.

Assessments methods are varied (Figure 1), designed to stretch and challenge all students, and address complex and debated issues within Rural Industries. They are also designed so that the programme team is confident in the authenticity of student work

Figure 1. Assessment Methods FdSc Rural Business

Level 4										
Module	Case Study	Report	Practical Task	Oral Assessment	Portfolio	Presentation	In Class Test	Project	Reflective Practice	Essay
Rural Business Practice						√			√	
Health Safety and Welfare in Rural Businesses	√	√								
Soils and the Rooting Environment			√							√
Habitat Management and Sustainability			√			√				
Introduction to Food Technology						√		√		
Sustainable Food Production; Crop Management and Planning		√				√				
Animal Diets		√					√			

Level 5										
Module	Case Study	Report	Practical Task	Oral Assessment	Portfolio	Presentation	In Class Test	Project	Reflective Practice	
Rural Diversification						√	√			
Supply Chain Management and Post Harvest Technology	√					√				
Applied Project		√				√			√	
Crop protection					√		√			
Sociology of Food				√				√		
Advanced Animal Management						√		√		

Figure 2. Indicative Assessment Schedule

Level 4 – Trimester 1 (2013/14)										
		Rural Business Practice	Health Safety and Welfare in Rural Businesses	Soils and the Rooting Environment	Habitat Management and Sustainability	Introduction to Food Technology	Sustainable Food Production; Crop Management and Planning	Animal Diets		
9	23 Sept 13	Induction week								
10	30 Sept 13	Teaching begins 30 th Sept								
11	07 Oct 13									
12	14 Oct 13									
13	21 Oct 13		√							
14	28 Oct 13			√						
15	04 Nov 13									
16	11 Nov 13									
17	18 Nov 13									
18	25 Nov 13		√							
19	02 Dec 13			√						

20	09 Dec 13							
21-23	16, 23, 30 Dec 13	Christmas Holiday						

Level 4 – Trimester 2 (2013/14)								
		Rural Business Practice	Health Safety and Welfare in Rural Businesses	Soils and the Rooting Environment	Habitat Management and Sustainability	Introduction to Food Technology	Sustainable Food Production; Crop Management and Planning	Animal Diets
24-26	06, 13, 20 Jan 14 (Directed Study)							
27	27 Jan 14							
28	03 Feb 14							
29	10 Feb 14				√			
30	09 Feb 14							
31	24 Feb 14							
32	03 Mar 14							
33	10 Mar 14	√						
34	17 Mar 14							
35	24 Mar 14	√						
36	31 Mar 14				√			
37	07 Mar 14							
38-39	14 Apr 14 21 Apr 14	Easter Holiday						
40	28 Apr 14							
41	5 May 14							
42	12 May 14							
43	19 May 14							

Level 4 – Trimester 3 (2013/14)								
		Rural Business Practice	Health Safety and Welfare in Rural Businesses	Soils and the Rooting Environment	Habitat Management and Sustainability	Introduction to Food Technology	Sustainable Food Production; Crop Management and Planning	Animal Diets
44	26 May 14							
45	02 Jun 14					√		√
46	09 Jun 14						√	
47	16 Jun 14							
48	23 Jun 14					√		√
49	30 Jun 14						√	
50	07 Jul 14							
51	14 Jul 14							
52	21 Jul 14							

Level 5 – Trimester 1 (2013/14)								
		Rural Diversification	Supply Chain Management and Post Harvest Technology	Applied Project	Crop protection	Sociology of Food	Advanced Animal Management	
9	23 Sept13	Induction/Enrolment						
10	30 Sept13	Teaching begins 30 th Sept						
11	07 Oct 13							
12	14 Oct 13							
13	21 Oct 13							
14	28 Oct 13							

Level 5 – Trimester 2 (2013/14)								
		Rural Diversification	Supply Chain Management and Post Harvest Technology	Applied Project	Crop protection	Sociology of Food	Advanced Animal Management	Rural Diversification
15	04 Nov 13	√						
16	11 Nov 13		√					
17	18 Nov 13							
18	25 Nov 13	√						
19	02 Dec 13		√					
20	09 Dec 13							
21- 23	16, 23, 30 Dec 13	Christmas Holiday						
24- 26	06, 13, 20 Jan 14 (Directed Study)							
27	27 Jan 14							
28	03 Feb 14							
29	10 Feb 14							
30	09 Feb 14							
31	24 Feb 14							
32	03 Mar 14							
33	10 Mar 14							
34	17 Mar 14			√				
35	24 Mar 14			√				
36	31 Mar 14			√				

Level 5 – Trimester 3 (2013/14)								
		Rural Diversification	Supply Chain Management and Post Harvest Technology	Applied Project	Crop protection	Sociology of Food	Advanced Animal Management	
37	07 Mar 14							
38-39	14 Apr 14 21 Apr 14	Easter Holiday						
40	28 Apr 14							
41	5 May 14							
42	12 May 14							
43	19 May 14							
44	26 May 14							
45	02 Jun 14						√	
46	09 Jun 14					√		
47	16 Jun 14				√			
48	23 Jun 14						√	
49	30 Jun 14					√		
50	07 Jul 14				√			
51	14 Jul 14							
52	21 Jul 14							

The Department of Biology and Environment recognise that there is scope for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University's 'Assessment Guidance' to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, blogs, embedded videos, essays or presentations, is presented to every student in a 'module guide,' and is available for every module. The assessment briefs issued to students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion/ belief.

All students will be issued with an assessment schedule at the start of each academic year. Figure 2 serves as an indicative assessment schedule, but hand in dates of coursework in particular may be altered in accordance with other events happening during the academic year. Students may choose to submit their assessments in Welsh but must inform the Assessment Office of their request within two weeks of starting their studies.

Assessment regulations that apply to the programme

“Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees”

Programme Management

Academic Head of Department: Dr David Skydmore

Programme Leader: Richard Lewis

Module leaders: Dr David Skydmore, Angela Winstanley, Denise Wareham, Richard Lewis.

The monitoring and evaluation of academic standards year-on-year will be achieved through the External Examiner system in addition to annual programme monitoring and evaluation. The Programme Leader is responsible for monitoring the day-to-day operations of the programme, and feedback is gathered regularly from student representatives. This feedback is formalised in Staff-Student Consultative Committees, which meet once per trimester. Attendance at such meetings would include both staff and student representatives from the FdSc Rural Business This provides the opportunity for students to feedback on programme, modular and institutional wide issues, to help continually improve on the student experience. Student representatives are invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings are published on the year notice board and made available online via Moodle.

In addition, all students complete monitoring and evaluation at both the programme and modular level. Students are also encouraged to complete the National Student Survey. More informal student feedback will also be gathered through the personal tutor system, along with module review forms.

A range of methods will be put in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to internal and partner moderation – which is further enhanced by the collective and collaborative approach to curriculum design, delivery and assessment adopted by the programme team. Staff development needs will be identified and implemented through normal appraisal processes.

The Programme Leader has overall responsibility for the operation and development of the programme. Programme Leaders will work closely with the Module Leaders, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The pursuit of research and scholarly activity, and completion of staff development are important activities that can be undertaken by module leaders during the academic year. Staff absences will be

covered by sessional staff or other competent staff members. These activities are also undertaken when time is available when students are on vacation. Targets for both of these are set as part of the staff appraisal process, and are therefore in agreement with the staff member's Academic Head of Department and in accordance with the budget available. The nature of staff development activities undertaken, e.g. presentation at conferences, also means that they are planned well in advance of attendance. This ensures that module delivery can be mapped around such activities so the student experience is not affected.

Each module is managed by a designated module leader. This person is deemed responsible for the planning and management of the module. They are also responsible for ensuring that assessment is completed accurately and that feedback and grades are received by the students in a timely manner. The module leader also reports grades to the module board. The module delivery may however be shared between a number of individuals, for example sessional staff, guest speakers and educational visits. This improves the student experience as a range of knowledge and skills contribute to the module delivery.

The programme team members are currently practitioners and engage in continuous scholarly activity through Continued Professional Development (CPD), membership of professional bodies and active links with the Horticultural and Agricultural industries. This serves to ensure that students will be able to acquire contemporary, coherent and detailed knowledge, at least some of which is at the forefront of their discipline area. Glyndŵr University endorse staff pursuing research, not only as a means of CPD, but also as a means by which teaching is underpinned through combinations of theoretical knowledge, application and practice.

Staff are expected to keep abreast of updates in the Agricultural, Horticultural and related industries. This may be achieved through conference attendance and participation and shows during the year, e.g. Four Oaks Trade show (Horticulture), The Royal Welsh Show Builth Wells (Agriculture), Cardiff Horse Show, Cheshire Show, National Fruit Show. Tatton Garden show.

Particular support for learning

The support for learning process will begin from the moment that students enrol on the course. The induction period is an important time enabling students to familiarise themselves with the support facilities offered via small group taster sessions and talks. Students would also have opportunities during that period to have individual meetings with their personal tutors and support staff should they wish. Such provisions aim to determine additional support required by students, and highlight any potential issues to academic staff concerning individual needs.

Supportive formative and summative feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work.

Support for learning will be available through direct contact with the programme leader or appropriate module leader, via Moodle and E mail.

There are a variety of established procedures and policies with respect to the learning support mechanisms available to students. The team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds. Tutors will direct students to the wide range of additional support services available from the University's Disability and Learning Support teams. Services offered by the support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support teams may choose to offer the students diagnostic testing to assess their learning needs.

There are excellent specialist facilities available to students studying on the programme. Moodle sites for study skills have links to on-line resources and the study skills centre has facilities to support students with specific learning difficulties.

The links to industry are wide and varied and will allow the students on the courses to experience a range of examples of Rural businesses from agricultural and horticultural nurseries and farms to examples of diversification within the industry from holiday cottages to environmental business opportunities. Such facilities and experiences will be utilised to enable students to develop their business management concepts.

Equality and Diversity

Equality and Diversity has been considered in line with the Glyndŵr University Strategic Equality Plan 2012- 2016 where the University's mission is underpinned by its core values (section 4) of:

- Respect for the individual, for the expression of ideas and the pursuit of knowledge;
- Educational, academic and professional integrity;
- Care for students, colleagues, customers and the anticipation of their needs and requirements;
- Organisational commitment to the pursuit of excellence and loyalty to the University as a community of learning.

With reference to these core values the programme has been designed to offer equality of access and takes account of all current regulations and legislations in relation to diversity and inclusion, including the Equality Act 2010. Learning, teaching and assessments are structured so that they do not discriminate on the grounds of disability or previous ability. Suitable adjustments will be made to support students in the completion of their studies where appropriate.

Where individuals may have difficulty in completing written assignments due to identification of specific learning difficulties then support will be put in place at the start of the programme to alleviate problems.