

# **BSc Regenerative Food and Farming**

## **PROGRAMME QUALITY HANDBOOK**

**2023-24**



**UNIVERSITY OF  
PLYMOUTH**

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# Welcome and Introduction

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This BSc Sustainable Food and Farming is provided by Dartington Learning through Schumacher College and features the distinctive teaching ethos and approach to environmental thinking which is integral to all higher education at Dartington. The Estate and College gardens are renowned for demonstrating a wide range of innovative sustainable food production methods and business models, and local 'Transition Town' Totnes has a vibrant and progressive food culture including a multitude of independent food businesses, providing the ideal context for this course. See the Dartington website for more information on some of their tenant's businesses and projects: <https://www.dartington.org/about/our-land/growing-community/>

Throughout the programme additional short courses in practical skills will be available, including a foundation course in Biology for students without biology A-level. An 8-week work-based learning period in year 2 will develop key employability skills and work experience, which alongside guest speakers, farm and business visits and case studies ensure that 'real life' is referenced at all times. Regular sessions working in the college gardens will provide a constant connection to the land itself, embodying the Head-Heart-Hands approach to learning at Schumacher College.

This Award is grounded in practice, informed by cutting edge thinking, and provides students with opportunities to develop business skills underpinned by the ethical thinking and understanding needed for 21st century farming. This is a unique and pivotal time for food and farming in the UK and beyond, and this programme is a direct response to both the need and desire for sustainable food and meaningful livelihoods. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including the programme specification and module records.

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: <https://campus.dartington.org/wp-content/uploads/2021/06/Schumacher-2022-2023-Student-handbook.pdf>
- Your Module Guides available at: <https://dle.plymouth.ac.uk/my/>
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>





# Regenerative Food and Farming

BSc, HEDip, HECert





# Programme Specification

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## 1. BSc Regenerative Food and Farming

**Final award title** BSc Regenerative Food and Farming

**UCAS code** D15 RGF1

**HECOS code** 100517 Agriculture

## 2. Awarding Institution: University of Plymouth

**Teaching institution(s):** Dartington Trust, Schumacher College

## 3. Accrediting body(ies) n/a

## 4. Distinctive Features of the Programme and the Student Experience

BSc Regenerative Food and Farming is provided by Dartington Trust through Schumacher College and embodies the distinctive teaching ethos and approach to environmental thinking which is integral to all higher education at Dartington. Since Dartington Trust's Land Use Review in 2012, the Estate and College gardens have become increasingly renowned for demonstrating a wide range of innovative sustainable food production methods and business models, drawing visitors and experts from around the world for conferences, seminars and workshops in this increasingly important and rapidly evolving field. Combined with Dartington's historical legacy of agricultural innovation these developments and the numerous and varied partnerships which have sprung from them provide a uniquely conducive context for such a pioneering programme. Additionally, local 'Transition Town' Totnes has a vibrant and progressive food culture including a multitude of independent food businesses, and an ongoing programme of sustainable and regenerative food and farming projects. Please see the Dartington website for more information about some of the estate tenant businesses and projects:

[https://www.dartington.org/about/our-land/growing-community/Grown in Totnes and Food in Community](https://www.dartington.org/about/our-land/growing-community/Grown%20in%20Totnes%20and%20Food%20in%20Community). Please see the Dartington website for more information about some of the estate tenant businesses and projects:

<https://www.dartington.org/about/our-land/growing-community/>

Our engagement with the growing regenerative food and farming sector has shown us that new entrants come from a range of backgrounds. Therefore, this programme has been developed with an inclusive and accessible approach to admissions and assessment for non-standard entrants, whilst also safeguarding the quality and standards the College is renowned for. Throughout the BSc programme, optional extra-curricula short courses in practical skills will be available, including: Farm Health & Safety and Food Safety to support fieldwork and work-based learning; machinery tickets; and a Permaculture Design Certificate. In the interest of making these courses accessible to all students, the programme will endeavour to include any costs in the tuition fees, however if additional charges need to be made these will be explicitly published prior to students enrolling on the course, to ensure transparency and clarity.

An 8-week work-based learning period in year 2 will develop key employability skills and work experience, which alongside guest speakers, farm and business visits and case studies ensure that 'real life' is referenced at all times. This meets another key aim for graduates to be career-ready with the knowledge and skills they need to succeed in their chosen specialism.

Schumacher College is distinguished by being grounded in concepts of how education can be transformative both for individuals and potentially for the wider society. The College has secured a leading reputation delivering forms of authentic community learning, based on experiential practice and reflective student experience. The College has fostered experimental pedagogies, including the use of residential modes and stays true to its founding principles allowing the new BSc to draw on a rich heritage of thinking and exploring both of ecological knowledge and practical and theoretical student learning. Regular sessions working in the estate gardens will provide a constant connection to the land itself, embodying the Head-Heart-Hands approach to learning at Schumacher College.

This Award is grounded in practice, and informed by cutting edge thinking and provides students with opportunities to develop business skills underpinned by ethical thinking and understanding needed for 21st century farming. As we depart the EU this is a unique and pivotal time for food and farming in the UK and beyond, and this programme is a direct response to both the need and desire for sustainable food and meaningful livelihoods.

## **5. Relevant QAA Subject Benchmark Group(s)**

Students will have a comprehensive knowledge of the relevant science, practice skills, occupations, businesses and industries involved with the sustainable generation of

food and other products through the management and manipulation of the terrestrial biosphere (in line with the national benchmark for **agriculture**, contained within the 'Programmes broadly concerned with land-based industries: 2.2 Agriculture and Horticulture) with areas of specialisation, determined by choice of project work and an elective module in Level 5.

More information can be seen on Subject Benchmarks at this website:

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-agriculture-horticulture-forestry-food-nutrition-and-consumer-sciences.pdf?sfvrsn=28f2c881\\_7](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-agriculture-horticulture-forestry-food-nutrition-and-consumer-sciences.pdf?sfvrsn=28f2c881_7)

## **6. Programme Structure**

The course is delivered in a 3-term structure, in alignment with other Schumacher College programmes. This will be roughly 8 weeks of study time followed by a 2-week Assessment Period (AP on the table below) each term. We will schedule relevant optional short courses within the 2-week assessment periods to give students the opportunity to gain additional knowledge and skills and remain engaged throughout the terms (these may be subject to additional fees and will be advertised accordingly, as per Section 4). Modules run concurrently throughout the term (i.e. they are long and thin, rather than blocks).

**Level 4** has 6 core modules worth 20 credits each.

**Level 5** has 3 core modules worth 20 credits each and 3 elective modules worth 20 credits each, including two elective work-based learning modules in term 3.

**Level 6** has 4 core modules worth 20 credits each. The Honours project runs through two terms in two 20-credit modules.

Each year is worth 120 credits in total. The programme will be offered in both full-time and part-time formats to increase accessibility for non-standard applicants.



## Full-time Diagram

	<b>1<sup>st</sup> Term Autumn</b>	<b>2<sup>nd</sup> Term Spring</b>	<b>3<sup>rd</sup> Term Summer</b>	
<b>LEVEL 4</b>	Global Food Systems SCH1000	Food and Health SCH1004	Environmental & Agricultural Biosciences SCH1002	
	The Evolution and Revolutions of Agriculture SCH1001	Introduction to Agri-food Business SCH1005	Ecological and Regenerative Agriculture SCH1003	
<b>LEVEL 5</b>	Practical Research Methods SCH2000	Crop Production Science SCH2002	ELECTIVES	
			Professional Practice 1 SCH2005	Research Practice 1 SCH2006
	Agri-Food Marketing & Markets SCH2001	ELECTIVES		ELECTIVES
		Farming with Animals SCH2003	Animal-free Farming SCH2004	Professional Practice 2 SCH2007
<b>LEVEL 6</b>	Honours Research Project Introduction SCH3000	Honours Research Project SCH3002	Managing Sustainable Food Enterprises SCH3004	
	Innovative Production Systems SCH3001	Agri-food Technology SCH3003	Contemporary Issues in Food and Farming SCH3005	

## Part-time Diagram

		1 <sup>st</sup> Term Autumn	2 <sup>nd</sup> Term Spring	3 <sup>rd</sup> Term Summer
LEVEL 4	YEAR 1	Global Food Systems SCH1000	Food and Health SCH1004	Environmental & Agricultural Biosciences SCH1002
	YEAR 2	The Evolution and Revolutions of Agriculture SCH1001	Introduction to Agri-food Business SCH1005	Ecological and Regenerative Agriculture SCH1003
LEVEL 5	YEAR 3	Practical Research Methods SCH2000	Crop Production Science SCH2002	ELECTIVES
				Professional Practice 1 SCH2005      Research Practice 1 SCH2006
	YEAR 4	Agri-Food Marketing & Markets SCH2001	ELECTIVES	ELECTIVES
			Farming with Animals SCH2003      Animal-free Farming SCH2004	Professional Practice 2 SCH2007      Research Practice 2 SCH2008
LEVEL 6	YEAR 5	Innovative Production Systems SCH3001	Agri-food Technology SCH3003	Managing Sustainable Food Enterprises SCH3004
	YEAR 6	Honours Research Project Introduction SCH3000	Honours Research Project SCH3002	Contemporary Issues in Food & Farming SCH3005

In the part-time schedule each level will be taken over two academic years, one module per term. The Honours Research Project will be conducted in the final year, over two 20-credit modules (year 6). The end of year event will follow the Contemporary Issues module in the final year (year 6).

## **Foundation Biology ‘Access’ Course**

This short access course will be offered to recruits who don't have biosciences A-levels or equivalent as a condition of acceptance. Passing this course will bring applicants up to the required level for the Environmental and Agricultural Biosciences module in the 2<sup>nd</sup> Term of level 4. This is in alignment with our accessible admittance policy and the identification of non-standard entrants as a key target group.

## **Assessment Period Short Courses**

As outlined in Section 4, a feature of the programme is the offering of extra-curricula (non-compulsory) short courses during the two-week assessment periods at the end of the second and third terms of each year. These could include some of the following, depending on availability and interest:

### **Farm Health & Safety**

Farms can be dangerous places and there is extensive legislation and guidance from the government regarding health and safety in agricultural workplaces. There are a range of standard nationally recognised certificates in farm health and safety, some of which will be combined into a single on-campus short course to cover various aspects of farm activity. These are offered ahead of field trips and the work-based learning modules to offer students additional confidence and assurance for working in professional agri-food environments. Part-time students will be offered this course in their first year.

The following courses are each 1-3 days long and can be taught on-campus or online by accredited trainers. This training is offered ahead of the work placements to offer students extra confidence and assurance for working in catering and farming environments. Part-time students will be offered these courses in their second year.

### **First Aid at Work**

A 3-day course resulting in a certificate which is valid for 3 years.

### **Food Safety**

Level 3 Food Safety Certificate qualifies students to a ‘supervisor’ level of knowledge on food hygiene and safety at work.

### **Practical Certificates and Tickets**

Students will be offered a choice of practical skills and safety certificates which will aid them in their future careers. These might include certified courses on tractor safety and chainsaw use for example. Part-time students will be offered these courses in either their third or fourth year.

### **Permaculture Design Certificate**

Permaculture Design draws upon the principles of ecology to holistically design human systems which are sustainable, regenerative and resilient and work in harmony with the natural world. The design process and tools which permaculture offers can aid the design of all kinds of human systems, from land, to businesses



and will provide useful skills for people working in the food and farming sector. Part-time students can choose to take this course in either their second or third year if they wish to, dependent on capacity.

### **End of Year Assessment Period**

The assessment period at the end of each level (end of 3<sup>rd</sup> term) will be kept free of short courses to allow time for staff to assess work and complete end of year administration, and time for students to organise house moves, or finding summer work for example.

### **Honours Project Support**

This period will be included in the ongoing honours project support timetabled throughout the term. This will involve personal tutorials with project supervisors and additional support in the form of peer support groups or drop-in 'clinics', for example. Part-time students will undertake their Honours Research Project in their sixth year.

### **Practical Certificates and Tickets**

A second opportunity to select from a choice of practical skills and safety certificates which will aid them in their future careers. These might include certified courses on tractor safety and chainsaw use for example. Part-time students will be offered these courses again in their or fifth year.

### **End of Year Event**

Each cohort will participate in an end of year event in their final year of study, following the Contemporary Issues module. This event will give students the opportunity to share their learning and experience via a public event, to deepen in areas of interest and current relevance and engage with the broader community. Students will select a few of the best/most interesting assignments from the Contemporary Issues module and work these into themes for a public event, where these and related contemporary issues in sustainable food and farming can be discussed. This event will provide networking and publicity opportunities for graduates and stakeholders.

## **7. Programme Aims**

The programme is intended to:

- Equip graduates with a thorough and holistic understanding of the underpinning scientific, economic, ecological and business principles of crop and animal production methods.
- Prepare students for the challenges and opportunities for innovation within the evolving market and socio-political landscape of sustainable and ethical food and farming business.
- Develop the student's understanding of the actors and drivers of global, national and local food systems and policy, and their impact upon society and the environment.

- Expose students to inspiring real-world examples of innovative and pioneering approaches to sustainable and regenerative food production and ethical food business.
- Enable students to ground theoretical knowledge into practice with real-world experience within sustainable food and farming businesses.
- Develop the knowledge and skills needed for a future career in sustainable food and farming, including ethical business management, undertaking academic or commercial research, and consultancy.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed the ability to:

- 1) Draw on a scientific knowledge of crops, livestock and ecosystems to discuss a range of farming approaches.
- 2) Identify ways in which food production and processing methods impact upon human nutrition and food-related health issues.
- 3) Recognise a broad range of conventional and unconventional business models which may be utilised for innovation in food and farming enterprise.

### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed the ability to:

- 1) Compare different methods of food production and processing and assess them according to economic, ecological and social measures of sustainability.
- 2) Comprehend the key components and interactions of the food system at global, national and local levels, and examine ethical and economic implications.
- 3) Evaluate the factors which enable businesses to succeed and compete in the marketplace and analyse strategies for establishing enterprises and marketing products.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) Collaborate with others to build networks for the sharing of skills and resources in order to increase opportunities and achieve set goals.
- 2) Manage an enterprise in alignment with current policy, legislation and industry standards.
- 3) Apply a range of methods to evaluate and ameliorate problems within the operational system or business model.

#### **8.4. Employment related skills**

On successful completion graduates should have developed the ability to:

- 1) Monitor personal professional development to meet expected standard of competency and professionalism within their chosen career.
- 2) Perform self-directed study and research, employing acquired methods and skills to further personal knowledge and understanding and produce work of an expected academic and scientific standard.
- 3) Review and critically analyse relevant data, information and scientific research and developments in relation to sustainable food and farming. (key/prof)

#### **8.5. Practical skills**

On successful completion graduates should have developed the ability to:

- 1) Design ethical and sustainable farming systems/food businesses.
- 2) Use a range of specific scientific methods and technologies to aid the establishment and ongoing management of sustainable food and farming enterprises.
- 3) Conduct the necessary operational procedures involved in the day-to-day running of a business.

### **9. Admissions Criteria, including \*APCL, \*APEL and Disability Service arrangements**

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

An in-house Foundation Biology 'access' course will be offered in the summer ahead of enrolment for those without science subjects to Level 3, enabling a broader intake of non-standard entries with relevant work/industry experience, dependent on interview. The programme will be offered in both full-time and part-time formats to increase accessibility for non-standard applicants. Mature applicants with relevant experience but without the stated qualifications will be considered individually and are encouraged to apply. All applicants will be required to demonstrate the necessary motivation, potential, experience and/or knowledge at interview.

<b>Entry Requirements for BSc Regenerative Food and Farming</b>	
A-level/AS-level	Minimum of 80 UCAS points at A/AS Level (AA or CCC) or equivalent to ideally include a science, humanities or business subject.



BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made. 80 UCAS points from an extended diploma (MMM) ideally in a relevant subject (e.g. Horticulture, Arboriculture, Agriculture, Countryside Management), although all applications will be considered individually.
Access to Higher Education at level 3	Applications from <b>Access to HE programmes</b> are welcomed, and will be considered on an individual basis. Candidates are interviewed before an offer is made.
Welsh Baccalaureate	80 UCAS points from Welsh Baccalaureate Advanced Skills Challenge Certificate and/or Advanced Diploma to ideally include a science, humanities or business subject.
Scottish Qualifications Authority	80 UCAS points from Scottish Higher, Advance Higher and/or a Scottish Baccalaureate Interdisciplinary Project, to ideally include a science, humanities or business subject.
Irish Leaving Certificate	68 UCAS points at Higher Level, to ideally include a science, humanities or business subject.
International Baccalaureate	80 UCAS points overall to include 1 at HL, to ideally include a science, humanities or business subject. If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.

### Non-Standard Entry

Mature students represent one of our main target groups and are therefore welcomed to apply, especially with relevant work and industry experience. They will be required to demonstrate at interview the necessary knowledge, experience and motivation to participate in the course. The programme will be offered in both full-time and part-time formats to increase accessibility for non-standard applicants.

### Students with Disabilities

The course welcomes applications from students with disabilities and will consider applications on an individual basis with the programme lead, and in alignment with the Plymouth University and Dartington inclusivity and accessibility policies.

### APCL/APEL

Maximum APCL/APEL credits: 240 credits

Credit that must be studied on a University of Plymouth Honours Degree: 120 credits, including at least 60 at Level 6

### ISA and DBS Clearance

N/A

## 10. Progression criteria for Final and Intermediate Awards

Standard satisfactory completion of 120 credits per Level.

**11. Non Standard Regulations**

N/A

**12. Transitional Arrangements**

No formal arrangements at present; Partner colleges are currently offering foundation degrees and top-ups in related subjects. Schumacher College runs a 6-month horticulture programme which could feed students in to this programme, or visa-versa as it is strongly related and vocational, yet unaccredited. School Farm, a Dartington Estate tenant, runs an organic horticulture farm and offers training in Horticulture to Levels 2 & 3, awarded through Bicton College (a University of Plymouth partner institution). School Farm are keen to establish links with our programme, which could feed in level 3 graduates.

## Appendices: Programme Specification Mapping (UG) – core/elective modules

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																Compensati on Y/N	Assessment Element(s) and weightings [use KIS definition]				
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills			
		1	2	3		1	2	3		1	2	3		1	2	3				1	2	3	
Level 4	SCH1000					x	x			x					x							Y	C1 60%, P1 40%
	SCH1001					x	x			x					x	x						Y	C1 60%, P1 40%
	SCH1002	x									x	x			x	x			x	x		N	E1 40% C1 40%, P1 20%
	SCH1003	x	x	x		x	x								x	x			x	x		Y	C1 60%, P1 40%
	SCH1004		x			x	x			x					x	x						Y	C1 100%
	SCH1005			x						x		x							x		x		Y
Level 4 LOs		x	x	x		x	x			x	x	x			x	x		x	x	x			
Level 5	SCH2000	x													x	x			x			N	C1 50%, P1 50%
	SCH2001			x		x		x		x		x			x	x		x		x		Y	E1 50%, C1 50%
	SCH2002	x					x				x	x		x	x	x		x	x	x		Y	C1 70%, P1 30%
Level 5 LOs		x		x		x	x	x		x	x	x		x	x	x		x	x	x			
Level 6	SCH3000	x	x	x		x	x	x		x		x		x	x	x		x	x			N	C1 100%
	SCH3001	x		x		x		x			x				x	x		x	x			Y	E1 40%, C1 60%
	SCH3002	x	x	x		x	x	x		x		x		x	x	x		x	x			N	C1 100%
	SCH3003	x	x	x		x	x					x			x	x			x	x		Y	C1 50%, P1 50%
	SCH3004			x		x		x		x	x	x			x	x		x	x	x		Y	E1 50%, C1 50%
	SCH3005		x	x		x	x			x					x	x		x				Y	C1 50%, P1 50%
Level 6 Los		x	x	X		x	x	x		x	x	x		x	x	x		x	x	x			
Confirmed Award LOs		x	x	X		x	x	x		x	x	x		x	x	x		x	x	x			



**ELECTIVE MODULES:** tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Elective Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition]		
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3		1	2	3		1	2	3		1	2	3		1	2			3	
4 Level																							
Level 4 LOs																							
Level 5	SCH2003	x					x				x	x		x	x	x		x	x	x		Y	E1 50% C1 50%
	SCH2004	x					x				x	x		x	x	x		x	x	x		Y	C1 100%
	SCH2005			x		x		x		x		x		x	x	x		x		x		Y	C1 100%
	SCH2006					x	x			x		x		x	x	x			x			Y	C1 100%
	SCH2007			x		x		x		x		x		x	x	x		x		x		Y	C1 100%
	SCH2008					x	x			x		x		x	x	x			x			Y	C1 100%
Level 5 LOs		x		x		x	x	x		x	x	x		x	x	x		x	x	x			
Level 6																							
Level 6 LOs																							
Confirmed Award LOs		x	x	x			x				x	x		x	x	x		x	x	x			

# Module Records

<b>MODULE CODE:</b> <b>SCH1000</b>	<b>MODULE TITLE:</b> <b>Global Food Systems</b>
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**CREDITS:** 20

**PRE-REQUISITES:** N

**FHEQ LEVEL:** 4

**CO-REQUISITES:** N

**HECOS CODE:** 100517 Agriculture

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Food & farming business sits within the context of a global food system. This module gives an overview of the system as a whole and the multiple factors at play, for example, supply chains, economics, policy, food security, food justice, culture and public health. Students will learn and apply academic study skills to explore the ethical, environmental and socio-political implications of the food system.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#"><i>Definitions of Elements and Components of Assessment</i></a>					
<b>E1</b> (Examination)		<b>C1</b> (coursework)	60%	<b>P1</b> (Practical)	<b>40%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce the concept of ‘food systems’ on local, regional, national and international scales.
- Apply defined academic study skills to exploring the subject matter.
- Identify the components, interactions and processes of food systems.
- Explore the socio-political and economic drivers of food systems.
- Consider and compare the social and environmental impacts of different food systems.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Understand the basic theoretical concepts of systems.</li> <li>2. Demonstrate the use of an appropriate level of defined academic study skills.</li> <li>3. Identify key components and interactions of food systems at local, national and global levels.</li> </ol>	BSc Regenerative Food and Farming: <ol style="list-style-type: none"> <li>1. 8.2.2</li> <li>2. 8.2.1, 8.2.2, 8.4.2</li> <li>3. 8.2.2</li> <li>4. 8.2.1, 8.2.2, 8.3.1, 8.4.2</li> <li>5. 8.2.2, 8.2.3, 8.3.1</li> </ol>

4. Communicate a holistic understanding of the components of the food system and how they interact.  5. Investigate and discuss the social and ethical implications of the current food system.	
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 1

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 21/22

**MODULE LEADER:** Jonathan Dawson

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

When examining environmental and social sustainability, food systems are key. Where are the barriers and opportunities? Where are the entry points for effective change? How can we build a thriving and resilient food and farming sector?

Students are introduced to the concept of food systems, and their essential components, interactions and processes via lectures, which they will be able to reflect upon in periodic discussion groups. Students will explore the socio-political drivers that shape the global food system and national and regional systems that sit within it, gaining valuable insight into the context of food and farming business. They will consider the social and environmental impacts of different kinds of food systems via seminars in which they will be encouraged and enabled to discuss and explore the complex issues of food systems with tutors and peers.

This complex subject provides the opportunity to introduce essential academic study skills. In this key opening module students are taught a range of defined academic study skills of an appropriate level, such as planning, time management, sourcing and understanding academic research, referencing and structuring academic assignments. These skills will help them to analyse the content and organise their work, which must be evident in the essay and communicated in the group presentation. Working as a



team for the group presentation will allow students to practice applying their study skills with peer support, and explore the complex issues of the food system together

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	26	Lectures on the food system
Seminars	20	Discussion groups and seminars on the implications of the food system
Tutorials	2	Tutorials will enable students to check their understanding of the subject matter and receive guidance on their independent assignments.
Guided Independent Study	152	Students will carry out wider reading for their projects, compile their presentation and write their essay.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Essay (ALO 1, 2, 3, 5) Indicative wordcount 1500	100% % 100%
Practical	Group Presentation (ALO 1, 2, 3, 4)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Written Assignment(ALO 1, 2, 3, 4) Indicative wordcount 1000	100% % 100%
Coursework	Essay (ALO 1, 2, 3, 5) Indicative wordcount 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH1001</b>		<b>MODULE TITLE:</b> <b>The Evolution and Revolutions of Agriculture</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

This module contextualises modern agriculture by exploring how farming has evolved over time, through four 'revolutions', to be what it is today. Students explore the environmental and social impacts of different modern approaches alongside economic advantages and disadvantages. This will form a foundation upon which students will make comparisons, judgements and ultimately choices about agricultural systems.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <i>Definitions of Elements and Components of Assessment</i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce the key stages that Agriculture has gone through in order to situate the sector in the present.
- Introduce a broad range of agricultural methods and approaches and the way in which they can be comprised into functional farming systems
- Consider how the adoption of particular agricultural systems can constitute a particular philosophical, methodological and/or economic approach.
- Understand the factors which influence farmer choices, including economic and cultural drivers.
- Enable students to consider the various advantages and disadvantages of a range of systems and approaches in order to begin making comparisons.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Demonstrate knowledge of the historical evolution of agriculture.	BSc Regenerative Food and Farming: 1. 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3

2. Understand how agricultural methods can be comprised into functional farming systems constituting a particular philosophical, methodological and/or economic approach. 3. Understand some of the key economic drivers which influence farmer's decisions concerning methods and systems. 4. Apply an understanding of the social and environmental impacts of different agricultural methods and systems to make comparisons and discuss advantages and disadvantages.	2. 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3 3. 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3 4. 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 1

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2021/22  
**MODULE LEADER:** Caroline Aitken

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC



## Summary of Module Content

This module introduces students to modern farming practices by first exploring the historical evolution of agriculture through the four 'agricultural revolutions'. This historical backdrop will provide a context in which to better understand modern practices. Students will then be introduced to the concept of farming 'systems' in an overview of the agricultural systems in operation today, and the farming approaches and methods they utilise.

Students will gain understanding of the way in which agricultural methods can be comprised into functional farming systems constituting a particular philosophical, methodological and/or economic approach. They will explore the positive and negative environmental and social impacts of these different approaches, and the implications for ecosystems and society. This will be studied alongside the economic advantages and disadvantages of different approaches and methods, highlighting the key opportunities and constraints that influence farmer choice. Farm visits to contrasting operations will enable students to see agricultural systems in use, enabling students to make comparisons and discuss pros and cons.

Students will demonstrate their knowledge and understanding of agricultural history via a written assignment and of the different agricultural systems in use today via a group presentation.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	26	Overview of agricultural history and modern approaches, methods and systems and their economic, social and environmental impacts.
Seminars	12	Discussion groups and exercises to explore the various advantages and disadvantages of different agricultural approaches, methods and systems.
External visits	24	Farm visits to see different agricultural systems in practice.
Tutorials	2	An opportunity for the student to check their understanding of the subject matter and receive guidance on coursework.
Guided independent study	136	Working in a group to create a presentation to tutors and cohort. Reading, researching and writing assignment.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		%
		%
		100%
Test		%
		%
		100%

Coursework	Written assignment (ALO 1, 2) Indicative wordcount 1500	100% % 100%
Practical	Oral presentation (ALO 3, 4)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Report (ALO 3, 4) Indicative wordcount 1000	100% % 100%
Coursework	Written assignment (ALO 1, 2) Indicative wordcount 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:**  
**SCH1002**

**MODULE TITLE:**  
**Environmental and Agricultural Biosciences**

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** 100517 Agriculture

**PRE-REQUISITES:** N

**CO-REQUISITES:** N

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

This module provides a foundation of scientific theory for understanding of the biological and ecological factors relating to food production. Students will learn the basic principles of ecological systems, plant physiology, animal physiology and soil biology.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment**

<b>E1</b> (Examination)	40%	<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	20%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Develop a scientific understanding of the ecological context within which farming systems operate.
- Introduce plant and animal physiology and the factors involved in growth and health.
- Explore the importance of the soil ecosystem in relation to crop production, biodiversity and the broader landscape.
- Consider how an understanding of natural systems can inform sustainable and regenerative practice.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the biology and physiology of plants and animals</li> <li>2. Understand the ecological context and impacts of food and farming</li> <li>3. Discuss the natural processes of plants, animals and terrestrial ecosystems using appropriate scientific terminology.</li> </ol>	<p>BSc Regenerative Food and Farming</p> <ol style="list-style-type: none"> <li>1. 8.1.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2</li> <li>2. 8.1.1, 8.4.1, 8.4.2, 8.4.3,</li> <li>3. 8.1.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2</li> <li>4. 8.1.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3</li> </ol>

4. Demonstrate the use of observation and analysis methods for assessing plants, animals, soil and ecosystems.	
<b>DATE OF APPROVAL:</b> 24/04/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2021/22  
**MODULE LEADER:** Andy Letcher

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

An understanding of natural systems underpins all endeavours for sustainability, and food and farming in particular are dependent upon natural resources and healthy ecosystems. This module provides the foundation of scientific theory needed for understanding the biological and ecological factors relating to food production. Students will learn the basic principles of ecological systems, plant physiology, animal physiology and soil biology.

Students will learn the ecological factors of food production and the ecological context in which farming systems operate via a series of lectures, developing their understanding through lectures and fieldwork. This will include the basic principles of ecosystems and the importance of the soil ecosystem in relation to crop production, biodiversity and the broader landscape.

Essential knowledge of plant and animal physiology will be established in this module and students will gain an understanding of the key factors influencing growth and health via lectures, including an exploration of the relationships between crop and livestock health and the overall health of the ecosystem. Practical workshops will introduce a range of basic observation methods to use in the field, and students will be guided in interpreting and analysing their observations.

Students will spend time in the field using defined methods of observation, developing their academic and research skills by grounding theoretical knowledge in practice.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Lectures on subjects relating to plant physiology, animal physiology, soil biology and ecology.
Practical Classes and workshops	12	Demonstration and practice of some basic methods for observation and analysis in the field.
Field work	16	Observation and analysis in the field, eg. soil, plants, biodiversity indicators.
Tutorial	2	An opportunity for students to check their understanding of the subject matter and to receive feedback on the quality of their outputs.
Guided independent study	150	Time for the student to revise for set exercises and prepare their written assignment.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	Exam (ALO 1)	100%
		100%
Test		%
		%
Coursework	Written Assignment (ALO 2, 3) Indicative word length 1000	100%
		100%
Practical	Practical Skills Assessment (ALO 4)	100%
		100%
Clinical Examination		%
		%
Generic Assessment		100%
		Pass/Fail



## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 1) Exam (ALO 4)	60% 40% 100%
Coursework (in lieu of the original assessment)		100% % 100%
Coursework	Written Assignment (ALO 2, 3) Indicative word length 1000	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH1003</b>		<b>MODULE TITLE:</b> <b>Ecological and Regenerative Agriculture</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

This module introduces the concepts of Agroecology and Regenerative Agriculture, and a broad range of sustainable food production methods currently in use. Students will begin by exploring measures of sustainability and apply those to a critical analysis of 'sustainable' food production systems and methods, drawing comparisons with some of the conventional approaches discussed in the *Agricultural Systems* module.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce students to a broad range of ecological and regenerative agricultural practices.
- Explore why Ecological and Regenerative Agricultural Systems are essential approaches in the twentieth century.
- Create understanding of how ecological and regenerative farming methods can constitute a particular philosophical or economic approach.
- Introduce key business strategies which support these approaches, including innovative models.
- Enable critical analysis of the different methods and approaches studied and make comparisons with conventional agricultural systems.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Demonstrate knowledge of a broad range of ecological and regenerative food production methods and systems	BSc Regenerative Food and Farming 1. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.4.2, 8.4.3, 8.5.1, 8.5.2

2. Describe how these methods can be comprised into functional farming systems constituting a particular philosophical, methodological and/or economic approach. 3. Understand some of the key business strategies which support these approaches 4. Critically analyse different approaches to food production according to economic, social and environmental impacts.	2. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.4.2, 8.4.3, 8.5.1, 8.5.2 3. 8.1.3, 8.2.1, 8.2.2, 8.4.2, 8.4.3, 8.5.1, 8.5.2 4. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.4.2, 8.4.3, 8.5.1, 8.5.2
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2020/21  
**MODULE LEADER:** Caroline Aitken

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will begin this module by exploring and identifying some defined measures of 'sustainability' and the concept of 'regenerative' agriculture. This will be followed by an in-depth study of sustainable and regenerative food production systems and methods and their underlying principles. Students will develop and understanding of how the adoption of certain methods and systems can constitute a particular philosophical and/or economic approach.

Comparisons will be made between these approaches and the conventional approaches examined in the *The Evolutions and Revolutions of Agriculture* module using defined measures and principles, introduced via lectures and applied during seminars and discussions. Students will also explore opportunities for,

and barriers to mainstream adoption of these approaches and be introduced to some of the innovative business strategies which have supported the rise in small farms in the UK in recent years.

Farm visits will enable students to analyse case studies of real farm businesses and discuss advantages and disadvantages based on the above comparisons via a report and individual oral presentation.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Overview of sustainable and regenerative food production methods and systems, the underlying principles and their economic, social and environmental impacts.
Seminars	12	Discussion groups and exercises to explore the various advantages and disadvantages of these methods and systems and make comparisons with different approaches.
External visits	16	Farm visits to see different sustainable and regenerative agricultural systems in practice.
Tutorials	2	An opportunity for the student to check their understanding of the subject matter and receive guidance on coursework.
Guided independent study	150	Working independently to create a presentation to tutors and cohort. Reading, researching and writing report.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Report (ALO 1, 3, 4) Indicative word length 1500	100% % 100%
Practical	Oral presentation (ALO 1, 2)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Essay (ALO 1, 2) Indicative word length 1000	100% % 100%
Coursework	Report (ALO 1, 3, 4) Indicative word length 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH1004</b>		<b>MODULE TITLE:</b> <b>Food and Health</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Examining the ways in which individuals, communities, and societies produce, distribute, and consume food is a core part of regenerative food and farming, but nutrition policy is often overlooked within this paradigm. In this module students will study the relationship between food and health, and how nutrition policy might influence both food production and processing and personal and public health.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Examine relationships between food production, processing, culture and economics, and public health.
- Reflect on how food and nutrition policies and regulations are framed and implemented at regional, national and sub-national levels by the public and non-profit sectors, as well as by the food industry.
- Explore ways in which these policies can influence food systems and public health.
- Review and synthesise existing research linking food systems and health, and report findings.
- Identify and analyse progressive initiatives in the field of food and health.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Identify a range of ways in which food and food systems impact upon health.</li> <li>2. Describe how food and nutrition policy is framed and implemented at regional, national and sub-national levels.</li> </ol>	<p>BSc Regenerative Food and Farming:</p> <ol style="list-style-type: none"> <li>1. 8.1.2, 8.2.1, 8.4.2, 8.4.3</li> <li>2. 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3</li> <li>3. 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3</li> <li>4. 8.1.2, 8.2.1, 8.2.2, 8.4.2, 8.4.3</li> </ol>



3. Identify ways in which food and nutrition policy might influence both food systems and public health.	
4. Undertake a review and synthesis of existing academic research and produce a correctly structured report of findings.	
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Understanding the ways in which individuals, communities, and societies produce, distribute, and consume food is a core part of regenerative food and farming. In this module students will study the relationship between food and health, and how food and nutrition policy might influence both food production and processing and personal and public health.

This module builds upon understanding developed throughout level 4, where students examined food production and consumption, and how we affect the earth's resources with our food choices. Food systems have inherent international dimensions, but in this module, students will examine how food and nutrition policies and regulations are framed and implemented at regional, national and sub-national levels by the public and non-profit sectors, as well as by the food industry.

Students will work in teams to conduct a review and synthesis of existing research linking food systems and health, further developing their academic study skills to produce a report of their findings. Additionally, they will produce a written assignment on progressive initiatives in the field, such as the Slow Food Movement, public procurement and educational campaigns.

There are a myriad social, economic, political, and ethical issues associated with food production and eating, presenting huge opportunities for development of new thinking across these subject areas, which students will explore in a Northern European context, reflecting the expertise and opportunities

presented in the setting of Dartington and Schumacher. Practical work in the college gardens and kitchens provides an experiential context in which to ground these issues.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	26	Relationships between food and health, food and nutrition policy, progressive initiatives in food and health.
Seminars	16	Discussing social, economic, political, and ethical issues associated with food production and eating
External visits	4	Visiting a food and health project or initiative, eg. Food in Community.
Tutorial	2	An opportunity for the student to check their understanding of the subject matter and receive guidance on coursework.
Guided independent study	152	Working independently on essay. Gathering and collating data for report.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Team Research Project (ALO 1, 4) Indicative Word length 1000 Essay (ALO 2, 3) Indicative Word length 1500	50% 50% 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Written Assignment (ALO 1, 2, 3, 4) Indicative Word length 2500	100% % 100%
Coursework		% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH1005</b>		<b>MODULE TITLE:</b> <b>Introduction to Agri-food Business</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

An introduction to key business management principles, strategies and functions within the Agri-food business context, such as financial management; business strategy; the marketing environment; business analysis; consultancy; and report preparation. Students will learn about the main types of agri-food businesses in the UK and utilise an analytical and problem-solving approach to analyse business ideas.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce the main types of food and farming businesses in the UK.
- Understanding of key business functions and the different approaches to business management within the agri-food context.
- To enable analysis of business management approaches and identification of potential strategies.
- To become familiar with business management functions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Identify the main types of agri-food businesses in the UK.</li> <li>2. Explain business ideas using core knowledge of key business functions.</li> <li>3. Utilise an analytical and problem-solving approach to agri-food business investigation.</li> </ol>	BSc Regenerative Food and Farming: <ol style="list-style-type: none"> <li>1. 8.1.3, 8.4.2</li> <li>2. 8.1.3, 8.5.1, 8.5.3</li> <li>3. 8.1.3, 8.3.1, 8.3.3, 8.5.1, 8.5.3</li> </ol>

<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2IntJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2021/22

**MODULE LEADER:** Jonathon Dawson

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Food and farming enterprises function within a specific market context and utilise both standard and specialist business approaches and tools. This module introduces the key principles of business management in the agri-food business context, for example: business strategy; the marketing environment; and business analysis. Standard business management principles will be introduced, such as financial management; human resource management and public/third sector management alongside skills for consultancy and report preparation. These will be delivered via lectures and seminars, when students will have the opportunity to use case studies to illustrate what they have learned and examine the principles in practice.

This overview will form a foundation of agri-food business management knowledge and understanding which will be built upon throughout the programme. Students will visit agri-food businesses with a sustainability ethos, to provide case studies for analysis of principles in practice within this specific context. Understanding will be demonstrated through group and personal assignments.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Lectures on the principles of business management, analysis and strategic planning in the agri-food business context.
Seminars	20	Discussing business case studies to analyse and evaluate management strategies.
External visits	8	Visiting agri-food businesses to observe management strategies in practice.

Tutorials	2	An opportunity to reflect on personal progress with one-to-one feedback from tutor.
Guided Independent Study	150	Reading, research and preparation for individual report and group presentation.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Test		% % 100%
Coursework	Case Study Report (ALO 2, 3) Indicative Word length 2000	100% % 100%
Practical	Group Presentation (ALO 1, 2)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Written Assignment (ALO 1, 2) Indicative Word length 1000	% % 100%
Coursework	Case Study Report (ALO 2, 3) Indicative Word length 1500	% % 100%
Practical		% % 100%



Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2000</b>		<b>MODULE TITLE:</b> <b>Practical Research Methods</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> N	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will enable students to design and conduct their own scientific research trial in a chosen area of interest. They will learn practical research methods and apply them to self-designed trials, the results of which will be individually and collectively presented for critical analysis by the students themselves. This learning will then be applied to the interpretation and critical analysis of existing research.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>50%</b>	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To enable the student to undertake diligent scientific research for gathering both qualitative and quantitative data, and to determine the significance of the results.
- To enable the student to apply their understanding for the interpretation and critical analysis for agri-food related research.
- To apply a range of methods and source material to research issues of sustainability in the agri-food sector.
- To understand and appreciate the potential contributions of research approaches that help to explain the nature and development of sustainable agri-food.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically evaluate test results 2. Understand and apply scientific research methods	BSc Regenerative Food and Farming: 1. 8.1.1, 8.4.2, 8.4.3, 8.5.2 2. 8.1.1, 8.4.2, 8.4.3, 8.5.2

3. Apply underlying principles of the research methodologies to evaluate existing research on agri-food systems.	3. 8.1.1, 8.4.2, 8.4.3, 8.5.2
DATE OF APPROVAL: 24/02/2021	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: Dartington Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Term 1

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Andy Letcher

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Agri-food policy is built upon an evidence base of scientific research, which influences food and farming practice. A number of frameworks for farmer-led data collection are now in use to support transition from conventional to regenerative methods for individual farm businesses. Scientific research can be conducted in different ways using a range of methods and tools to gather different types of data. How trials are designed will determine how relevant and applicable the data may be, while any data collected can be interpreted in a number of ways. In this module students will learn a range of practical research methods and apply them to self-designed trials, the results of which will be individually and collectively presented for critical analysis by the students themselves. This will enable students to undertake diligent data collection and analysis themselves, and therefore understand how to utilise and scrutinise the research of others.

Students will work together in groups to establish a hypothesis to improve the sustainability of some part of an agri-food system. They will then design a trial to test their hypothesis using either quantitative or qualitative methods (for field or retail). They will carry out the trial and record the results, using taught methods and processes to determine the significance of their results and having done so, critically analyse their own trials. They will then apply their acquired understanding to the critical analysis of existing research within the agri-food sector, enabling them to interpret and analyse relevant published research in their future careers.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Lectures to provide a theoretical underpinning for the students' overall understanding of undertaking trials.
Fieldwork	120	Conducting a trial by quantitative or qualitative sampling.
Tutorial	20	These tutorials provide one to one student support from module staff around the assignments.
Guided Independent Study	30	Self-study hours enable students to widen their understanding of research methods with literature and practice,
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Written Assignment (ALO 3) Indicative word length 1500 Research Trial and Report (ALO 1, 2) indicative word length 1000	50% 50% 100%
Practical		100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Written Assignment (ALO 1, 2, 3) Indicative word length 2500	100% % 100%
Coursework		100% % 100%
Practical		100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2001</b>		<b>MODULE TITLE:</b> <b>Agri-food Marketing and Markets</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module covers the essential knowledge and skills required for effective agri-food marketing for businesspeople and consultants in the sector. This will include the study of the different types of UK and global agri-food markets and an exploration of the factors affecting consumer attitudes and behaviours. Students will learn the key principles of and strategies for effectively marketing 'sustainable' food products.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Introduce the different regional, national and international agri-food markets
- Introduce key marketing principles for business and specifically agri-food business
- Explore factors influencing consumer attitudes and behaviours and effective ways of connecting with consumers.
- Investigate strategies for effectively marketing sustainable food products.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Explain the principles of marketing as applied to agri-food markets.</li> <li>2. Assess the determinants of food consumers' behaviour.</li> <li>3. Analyse UK agri-food markets and their characteristics.</li> </ol>	Regenerative Food and Farming: <ol style="list-style-type: none"> <li>1. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3</li> <li>2. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3</li> </ol>



	3. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3
DATE OF APPROVAL: 24/02/2021	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION 09/2021	SCHOOL/PARTNER: Dartington Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Term 1

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2022/23**

**MODULE LEADER:** Jonathan Dawson

**NATIONAL COST CENTRE: 214**

**OTHER MODULE STAFF: TBC**

#### **Summary of Module Content**

Effective marketing has been key to the success of 'sustainable' food and food products. Consumer choice is influenced by a variety of factors, so effective communication of the values and benefits of the product is key to making sales in the highly competitive agri-food marketplace. In this module students will examine defined UK and global agri-food markets, such as meat, milk, eggs, cereals and oilseeds, fruit and vegetables and organic products, via lectures and seminars. Key marketing principles will be explored, such as marketing environments, marketing information, marketing strategy, segmentation, targeting and positioning, the marketing mix, innovation/new product development, pricing decisions, marketing communications and marketing channels and retailing, with a focus on innovative marketing for sustainable produce and products.

The concept of the 'food citizen' will be explored alongside factors affecting food consumers' behaviour, changing patterns of demand for food products in the UK, and evolving attitudes to food safety, quality, provenance, animal welfare and environmental impacts. Students will investigate and analyse the efficacy and ethics of different marketing strategies.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	23	Agri-food markets, consumer behaviour and marketing principles.

Seminars	25	Discussing the efficacy and ethics of different marketing strategies. Analysing UK agri-food markets. Discussing determining factors of consumer behaviour.
Tutorial	2	An opportunity to reflect on personal progress with one-to-one feedback from tutor.
Guided Independent Study	150	Reading, research for report and revision for exam.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 1,2)	100% % 100%
Test		% % 100%
Coursework	Marketing Strategy Case Study Report (ALO 1, 2, 3) Indicative word length 2000	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 1,2)	100% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Marketing Strategy Case Study Report (ALO 1, 2, 3) Indicative word length 2000	100% % 100%

Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2002</b>		<b>MODULE TITLE:</b> <b>Crop Production Science</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

Building upon *Environmental and Agricultural Biosciences* in Level 4, this module will expand knowledge of plant biology and physiology and apply that knowledge for good crop management, plant growth and health, including a range of approaches and methods for pest and disease prevention and treatment. Students will learn how to evaluate system health through plant, soil and biodiversity indicators.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <i>Definitions of Elements and Components of Assessment</i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Understand how to apply knowledge of plant biology and physiology in practice to ensure good plant growth and health.
- Identify common pests and diseases associated with commercial crops
- Apply prevention and treatment approaches
- Apply ecological evaluation to farm systems to assess overall health and productivity

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Apply a scientific understanding of plant biology and physiology to commercial crop production.</li> <li>2. Identify common pests and diseases associated with commercial crops.</li> <li>3. Select and apply a range of prevention and treatment approaches for pests and diseases of commercial crops.</li> </ol>	<p>BSc Regenerative Food and Farming</p> <ol style="list-style-type: none"> <li>1. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2</li> <li>2. 8.1.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> <li>3. 8.1.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> <li>4. 8.1.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> <li>5. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> </ol>

4. Evaluate farm/crop system health using indicators such as biodiversity and soil analysis.	
5. Critically analyse different crop management approaches	
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will expand their scientific understanding of soil biology and plant biology and physiology in relation to commercial crop production by identifying issues, selecting and applying solutions. This understanding will enable students to critically analyse a range of crop and soil management approaches, including those they encounter on the module farm visits.

Students will receive demonstrations on identifying common pests and diseases associated with commercial crops and select and describe a range of sustainable prevention and treatment approaches such as integrated pest management and bi-cropping. In fieldwork students will identify issues, such as the symptoms of common pests and diseases and indicators of mineral deficiencies to evaluate general crop health.

Having expanded their knowledge and understanding of the soil food web, they will learn how to evaluate farm/crop system health using indicators such as biodiversity and soil fertility, and will consider a range of soil management approaches.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>

Lectures	20	Soil biology, plant biology and physiology in relation to commercial crop production, pests and diseases, management approaches.
Demonstrations	6	Identifying pests and diseases, evaluating plant, soil and system health.
Field work	12	Practicing identifying pests and diseases, evaluating plant, soil and system health.
External Visits	10	Seeing different production approaches in practice.
Tutorials	2	An opportunity for the student to check their understanding of the subject matter and the quality of their work.
Guided independent study	150	Reading and researching for written assignment, revising for practical skills assessment.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Test		% % 100%
Coursework	Written Assignment (ALO 1, 4, 5) Indicative word length 2000	100% % 100%
Practical	Practical Skills Assessment (ALO 1, 2, 3, 4)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Report (ALO 1, 2, 3, 4) Indicative word length 1000	100% % 100%
Coursework	Written Assignment (ALO 1, 4, 5) Indicative word length 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX



## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2003</b>		<b>MODULE TITLE:</b> <b>Farming with Animals</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

The scientific principles underlying the health and well-being of livestock with the application of scientific knowledge through a range of practical skills and tools. Students will explore a range of sustainable and ethical management approaches including mixed farming systems. Building upon knowledge gained in Level 4 modules *Environmental & Agricultural Biosciences* and *Ecological and Regenerative Agriculture*.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u>					
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Build understanding of animal biology and physiology and factors relating to health and wellbeing
- Identify a range of health issues and consider a selection of preventions and treatments.
- Introduce the essential legal requirements and parameters for commercial livestock production
- Explore a range of sustainable and ethical management approaches including mixed farming systems

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Apply knowledge of animal biology and physiology to describe a range of ethical and sustainable management approaches.</li> <li>2. Describe and identify a broad range of common pests, diseases and health issues in livestock.</li> </ol>	<p>BSc Regenerative Food and Farming</p> <ol style="list-style-type: none"> <li>1. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2</li> <li>2. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> <li>3. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2</li> </ol>

3. Demonstrate a scientific understanding of the key factors in animal health, growth, lactation, reproduction and rearing. 4. Discuss a range of ways in which livestock can be included in mixed farming systems, and the challenges and benefits involved. 5. Understand the basic legal requirements and parameters for commercial livestock production.	4. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3 5. 8.1.1, 8.2.2, 8.3.2, 8.4.1, 8.4.2, 8.5.3
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Caroline Aitken

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Humans have been farming with animals for thousands of years, and almost all indigenous farming systems include animals as part of a diverse and integrated system. Working with animals can have multiple benefits, but requires an increased degree of diligence and care. This module will deepen students' scientific understanding of the principles underlying the health and well-being of livestock, and the processes of reproduction, lactation and growth. Students will be introduced to a range of practical skills and tools for monitoring growth and health and identifying issues in livestock via demonstrations, and farm visits. This field work will enable them to experience being with and handling animals while observing management in practice.

Students will explore a range of sustainable and ethical management approaches, livestock systems and different ways in which livestock can be included in mixed farming systems, and the potential challenges and benefits involved. They will critically analyse different methods and approaches according to

economic factors, environmental impacts and animal welfare. This will include an overview of current policy and legal requirements and parameters for commercial animal husbandry which relate to animal welfare, health and safety and other key considerations such as transportation, slaughter, butchery and processing.

This module informs students of the essential considerations of farming with animals, and enables them to apply that knowledge in practice to ensure good growth, health, successful breeding, and rearing with sustainable approaches and high welfare standards.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Animal biology and physiology in relation to commercial animal husbandry, pests, diseases and health issues, farming systems and management approaches, legislation.
Demonstrations	6	Evaluating animal health.
Field work	12	Practicing identifying animal health.
External Visits	10	Seeing different livestock systems and husbandry methods in practice.
Tutorials	2	An opportunity for the student to check their understanding of the subject matter and the quality of their work.
Guided independent study	150	Reading, researching and writing up written assignment, revising for exam.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	Exam (ALO 2, 3, 5)	100% % 100%
Test		% % 100%
Coursework	Written Assignment (ALO 1, 3, 4) Indicative word length 2000	100% 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 2, 3, 5)	% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Written Assignment (ALO 1, 3, 4) Indicative word length 2000	100%  100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2004</b>		<b>MODULE TITLE:</b> <b>Animal-free Farming</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR: (max 425 characters)**

Industrial livestock farming can have negative animal welfare and environmental impacts, leading many people to choose plant-based diets. This module explores regenerative approaches to maintaining soil fertility and system health without the use of animal inputs. Using case studies and research, the practical, economic, social and environmental implications of animal-free farming will be evaluated.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Understand the scientific principles by which animal-free food production systems function
- To investigate different approaches to maintaining soil fertility, plant and system health without the use of animal products or chemical inputs.
- To critically analyse the benefits and challenges of farming without livestock and the economic, social and environmental implications.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Describe a range of commercial crop systems which operate without the use of animal products or chemical inputs</li> <li>2. Define a range of specific methods for maintaining soil fertility and plant health without the use of animal products or chemical inputs.</li> </ol>	<p>BSc Regenerative Food and Farming</p> <ol style="list-style-type: none"> <li>1. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3</li> <li>2. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.5.1, 8.5.2, 8.5.3</li> <li>3. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2</li> <li>4. 8.1.1, 8.2.2, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2</li> </ol>

3. Demonstrate a scientific understanding of the principles and processes by which livestock-free systems function.  4. Critically analyse the benefits and challenges of farming without livestock and the economic, social and environmental implications.	
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

There has been a significant rise in veganism and vegetarianism in recent years, in response to the negative impact of industrial livestock systems on both the environment and animal welfare. This module offers a route through the curriculum for students who are interested in animal-free systems. Students will build upon knowledge and skills gained in the *Environmental and Agricultural Biosciences* and *Crop Production Systems* modules, while focusing on the distinctive ways in which stock-free systems operate.

Students will examine the underlying scientific principles and processes which enable these systems to function, and upon which specific management methods are based. A range of systems and methods will be explored via lectures and seminars and observed in practice on farm visits. Farm case studies will be used to evaluate particular management approaches according to predefined criteria.

Seminars will provide opportunities for students to discuss related issues and they will be encouraged to look beyond the individual farms they have studied, to the broader national and international food system to examine the ethical, environmental, social and economic implications of livestock-free farming and explore arguments from different perspectives.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Livestock-free farming systems and methods, scientific principles, exploring implications.
Seminars	8	Discussing ethical, environmental, social and economic implications of livestock-free farming
External visits	14	Visiting farms which operate without the use of animal products or chemical inputs
Tutorials	2	An opportunity for the student to check their understanding of the subject matter and the quality of their work.
Guided independent study	156	Writing up report on farm case study; reading, researching and writing essay.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Case Study Report (ALO 2, 3) Indicative word length 1000 Essay (ALO 1, 3, 4) Indicative word length 1500	40% 60% 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail



## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Written Assignment (ALO 1, 2, 3, 4) Indicative word length 2500	40% 60% 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2005</b>		<b>MODULE TITLE:</b> <b>Professional Practice 1</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Observing business theory in practice with an 8-week period of work-based learning within an appropriate farming and/or food business which demonstrates a sustainability ethos and sustainable practices. The student will analyse and evaluate operational systems, reflecting on their apparent efficacy, advantages and disadvantages. Students will develop practical skills and gain relevant career experience.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming  
**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide the student with 'real-world' experience in the workplace to increase employment-related skills.
- To enable student to see business theory in practice and draw informed conclusions about the operational approaches, systems and methods used.
- To provide an opportunity for the student to experience working in their potential area of interest.
- To provide an opportunity for self-reflection and self-development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Provide a clear and thorough description of the operational procedures of an existing business. 2. Draw upon direct experience to critically analyse business operational approaches.	BSc Regenerative Food and Farming: 1. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3 2. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3 3. 8.4.1, 8.4.2, 8.4.3 4. 8.4.1, 8.4.2, 8.4.3

3. Define the transferable and employment-related skills gained from work-based learning. 4. Reflect upon personal progress throughout the work-based learning period.	
DATE OF APPROVAL: 24/02/2021	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: Dartington Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>

- Subject benchmark statements

<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will spend 8 weeks working in an appropriate food and/or farming business with a sustainability ethos, in which they can observe the day-to-day running of the business. Students will spend time with members of staff who can discuss the operational approaches, methods and tools in use. During the 8-week period, students will keep a weekly journal in which they record their observations about the business and their experiences, including self-reflection on the quality of their own work output. In particular, students will be recording observations about the operational approaches, methods and tools being used. They will use their knowledge of business theory to critically analyse the choice and application of these within the unique workplace context.

An assigned tutor will visit the student in the workplace soon after arrival to ensure both student and 'employer' are content with arrangements, and to help resolve any issues. The student will receive support via online conferencing platforms throughout the 8-week period via online tutorials, and student peer support groups. Over the 8 weeks, students will spend 2 days per week within the workplace with an additional 0.5 days per week of study time for writing up their journal, attending tutorials and peer group sessions.

This module runs concurrently with *Professional Practice 2* in the full-time mode, which means that full-time students will have 4 days per week in the workplace and 1 day per week studying at home or on campus.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Work-based learning	128	8 weeks of work-based learning (16 hours per week)
Guided independent study	64	Weekly journal.
Tutorials	4	Tutorials (via web) and tutor visit to place of practice.
Peer group support	4	Online meetings with peers.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Journal (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Journal (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:**  
**SCH2006**

**MODULE TITLE:**  
**Research Practice 1**

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100517 Agriculture

**PRE-REQUISITES:** N

**CO-REQUISITES:** N

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Observing research in practice with an 8-week period of work-based learning within an appropriate academic research organisation which undertakes agri-food research projects with sustainability foci. The student will analyse the way in which scientific research projects are conducted within an academic environment. This period will also provide an opportunity to develop practical skills and gain relevant career experience.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide the student with 'real-world' experience in the workplace to increase employment-related skills.
- To enable the student to observe and engage with research in practice and draw their own conclusions about the methods adopted and the way in which they are applied.
- To provide an opportunity for the student to experience working in their potential area of interest.
- To provide an opportunity for self-reflection and self-development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Provide a clear and thorough description of an existing research project, including operational approaches and methods.	BSc Regenerative Food and Farming 1. 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2,

2. Draw upon direct experience to critically analyse a range of scientific research methods in practice. 3. Define the transferable and employment-related skills gained from work-based learning. 4. Reflect upon personal progress throughout the work-based learning period.	2. 8.2.1, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2 3. 8.4.1, 8.4.2, 8.4.3 4. 8.4.1, 8.4.2, 8.4.3
DATE OF APPROVAL: 24/02/2021	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: Dartington Trust
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>

- Subject benchmark statements

<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Andy Letcher

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will spend 8 weeks working in an appropriate academic research organisation conducting agri-food research projects with sustainability foci, in which they can observe the day-to-day running of a research project. Students will participate in research projects and spend time with members of staff who can discuss the systems and methods in use. During the work-based learning period, students will keep a weekly journal of their observations about the project and their experiences, including self-reflection on the quality of their own work output. In particular, students will be recording observations about the research methods and tools being used. They will use their knowledge of research theory to critically analyse the choice and application of these within the specific workplace context.

An assigned tutor will visit the student in the workplace soon after arrival to ensure both student and 'employer' are content with arrangements, and to help resolve any issues. The student will receive support via online conferencing platforms throughout the 8-week period via online tutorials, and student peer support groups. Over the 8 weeks, students will spend 2 days per week within the workplace with an



additional 0.5 days per week of study time for writing up their journal, attending tutorials and peer group sessions.

This module runs concurrently with *Research Practice 2* in the full-time mode, which means that full-time students will have 4 days per week in the workplace and 1 day per week studying at home or on campus.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Work-based learning	128	8 weeks of work-based learning (16 hours per week)
Guided independent study	64	Weekly journal
Tutorials	4	Tutorials (via web) and tutor visit to place of practice.
Peer support groups	4	Online meeting with peers every 2 weeks.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Journal (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Journal (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2007</b>		<b>MODULE TITLE:</b> <b>Professional Practice 2</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517	
<b>PRE-REQUISITES:</b> Professional Practice 1	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module enables the student to see business theory in practice with an 8-week period of work-based learning within an appropriate farming and/or food business which demonstrates a sustainability ethos and sustainable practices. The student will observe and analyse management approaches, reflecting on their apparent efficacy, advantages and disadvantages. This period will also provide an opportunity to develop practical skills and gain relevant career experience.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide the student with 'real-world' experience in the workplace to increase employment-related skills.
- To enable students to see business management strategies in practice.
- To enable students to draw their own conclusions about the management approaches, structures and methods used.
- To provide an opportunity for the student to experience working in their potential area of interest.
- To provide an opportunity to consider progression routes and career choices.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Provide a clear and thorough description of the strategic premises	BSc Regenerative Food and Farming:

<p>and management structures of an existing business.</p> <p>2. Describe how a range of management methods work in practice.</p> <p>3. Draw upon direct experience to critically analyse business management approaches.</p> <p>4. Reflect upon the way in which theories are applied within the specific workplace context.</p>	<p>1. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3</p> <p>2. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3</p> <p>3. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3</p> <p>4. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3</p>
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>

- Subject benchmark statements

<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 24/25

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will spend 8 weeks working in an appropriate food and/or farming business with a sustainability ethos, in which they can observe the day-to-day running of the business. They will spend time with members of staff who can discuss the strategic premises and management approaches in use. Students will record their observations about the business model, management structure, strategies and methods being used. They will use their knowledge of business theory to critically analyse the use of these within the specific business and market context and reflect upon how theory is translated into practice.

An assigned tutor will visit the student in the workplace soon after arrival to ensure both student and 'employer' are content with arrangements, and to help resolve any issues. The student will receive

support via online conferencing platforms throughout the 8-week period via online tutorials, and student peer support groups. Over the 8 weeks, students will spend 2 days per week within the workplace with an additional 0.5 days per week of study time for writing up their assignment, attending tutorials and peer group sessions.

This module runs concurrently with *Professional Practice 1* in the full-time mode, which means that full-time students will have 4 days per week in the workplace and 1 day per week studying at home or on campus.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Work-based learning	128	8 weeks of work-based learning (16 hours per week)
Guided independent study	64	Compiling case study report.
Tutorials	4	Tutorials (online)
Peer support groups	4	Online peer support meetings
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH2008</b>	<b>MODULE TITLE:</b> <b>Research Practice 2</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100517 Agriculture
<b>PRE-REQUISITES:</b> Research Practice 1	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Observing the way in which a research organisation is run during an 8-week period of work-based learning within an appropriate academic research organisation which undertakes agri-food projects with sustainability foci. The student will analyse the strategic, management and operational approaches in use. This period will also provide an opportunity to develop practical skills and gain relevant career experience.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide the student with 'real-world' experience in the workplace to increase employment-related skills.
- To enable the student to observe how research organisations operate within an academic environment.
- To enable students to draw their own conclusions about the management structures and operational approaches in use.
- To provide an opportunity for the student to experience working in their potential area of interest.
- To provide an opportunity to consider progression routes and career choices.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<ol style="list-style-type: none"> <li>1. Provide a clear and thorough description of the strategic premises of an existing research organisation.</li> <li>2. Describe a number of management and operational structures in use within a research organisation.</li> <li>3. Draw upon direct experience to critically analyse the management and operation of a research organisation.</li> <li>4. Reflect upon the way in which theories are applied within the specific workplace context.</li> </ol>	<p>BSc Regenerative Food and Farming:</p> <ol style="list-style-type: none"> <li>1. 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2</li> <li>2. 8.2.1, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2</li> <li>3. 8.2.1, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2</li> <li>4. 8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.2</li> </ol>
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24  
**MODULE LEADER:** Andy Letcher

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will spend 8 weeks working in an appropriate academic research organisation conducting agri-food research projects with sustainability foci, in which they can observe the day-to-day running of the organisation. Students will spend time with members of staff who can discuss the strategic premises, management structures and operational approaches in use. During the work-based learning period, students will be recording observations about how the organisation is run, using their knowledge of research theory and management structures to critically analyse the organisation and reflect on best scientific practice. These observations and analyses will be compiled into a case study report.



An assigned tutor will visit the student in the workplace soon after arrival to ensure both student and 'employer' are content with arrangements, and to help resolve any issues. The student will receive support via online conferencing platforms throughout the 8-week period via online tutorials, and student peer support groups. Over the 8 weeks, students will spend 2 days per week within the workplace with an additional 0.5 days per week of study time for writing up their assignment, attending tutorials and peer group sessions.

This module runs concurrently with Research *Practice 1* in the full-time mode, which means that full-time students will have 4 days per week in the workplace and 1 day per week studying at home or on campus.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Work-based learning	128	6 weeks of work-based learning (33 hours per week)
Guided independent study	64	Compiling case study report.
Tutorials	4	Tutorials (via web) and tutor visit to place of practice.
Peer Support Groups	4	Online peer support meeting
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH3000</b>		<b>MODULE TITLE:</b> <b>Honours Research Project Introduction</b>	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 6	
<b>PRE-REQUISITES:</b> <i>N</i>		<b>HECOS CODE:</b> 100517 Agriculture	
		<b>COMPENSATABLE:</b> <b>N</b>	

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

The student chooses from a range of project briefs to undertake a self-directed study for their own research, investigation, project or business proposal resulting in a report of their findings, a project proposal or a business plan. In this first part, students are guided in using time management and study skills to plan their project and begin study under supervision.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <i>Definitions of Elements and Components of Assessment</i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To prepare students for their self-directed study with time management skills and study skills.
- To support students in the planning and early stages of their project.
- To provide an opportunity for the student to develop an area of research, project or business idea relevant to their programme of study and specific area of interest in depth.
- To enable the student to show their ability to integrate a range of knowledge and skills in tackling their project brief.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Identify, research and develop a defined project proposal within the field of Regenerative Food and Farming 2. Determine through negotiation project objectives and select and	BSc Regenerative Food and Farming 1. 8.1.1, 8.1.3, 8.2.3, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1 2. 8.1.1, 8.1.3, 8.2.3, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1

apply appropriate academic and project management skills with which to meet them.  3. Synthesise a range of acquired study skills to create and utilise action plans for a programme of structured work.	3. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 1

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Andy Letcher

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

The honours project is an opportunity for students to demonstrate the capacity for sustained, independent and high-quality work, under the supervision of their assigned tutor. Students will be made aware of what the honours project will entail as they progress through Levels 4 and 5. Themes will be suggested at the end of Level 5 to allow students time to consider their project throughout the summer. Briefs could range from research projects into specific farming methods, consumer culture or models for distribution for example, to a detailed plan for a business, campaign or project.

In this introductory module, students will be taught how to plan their project and manage their time and will be provided with additional academic study skills necessary for completing a substantial self-directed project. They will be given a deadline for choosing their project brief and planning their project, and a schedule for meeting with their supervisor periodically over this and the Term 2 *Honours Research Project* module. Alongside one-to-one tutorials with their supervisors there will be additional support such as peer-support groups and drop-in 'clinics'.

The project will be presented as a written report, plan or proposal.

SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	8	Introduction to project, refresher workshops covering academic and research skills.
Project Supervision	14	Face-to-face contact with supervisor
Independent Study	178	Executing and writing up the project report, plan or proposal.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Test		% % 100%
Coursework	Written Assignment (ALO 1, 2, 3, 4) Indicative word length 2000	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%

Coursework	Written Assignment (ALO 1, 2, 3, 4) Indicative word length 2000	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:**  
**SCH3001**

**MODULE TITLE:**  
**Innovative Food Production Systems**

**CREDITS:** 20

**FHEQ LEVEL:** 6

**HECOS CODE:** 100517 Agriculture

**PRE-REQUISITES:** N

**CO-REQUISITES:** N

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Familiarises students with current and evolving developments in regenerative food production and develops scientific understanding of the processes underlying innovative production methods and their cumulative effect. Systems are critically analysed in terms of their 'regenerative' value and studied in depth to identify appropriate contexts and limiting factors for adoption and efficacy.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)	40%	<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To familiarise students with current and evolving developments in regenerative food production.
- To develop a scientific understanding of the biological, physical and chemical processes underlying innovative food production methods and their cumulative effect within the system.
- To enable critical analysis of innovative food production systems in terms of their 'regenerative' value.
- To identify appropriate contexts and limiting factors for adoption and efficacy of specific systems.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically evaluate a range of innovative food production methods and systems in the field of sustainable and regenerative agriculture.	BSc Regenerative Food and Farming 1. 8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2
2. Explain the biotic and abiotic processes utilised in regenerative	2. 8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2
	3. 8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2

food production methods and systems. 3. Compare and critique innovative food production methods and systems in terms of their 'regenerative' capacity 4. Apply a current understanding of innovation in food production to discussion concerning appropriate contexts and limiting factors for the adoption or efficacy of specific production systems.	4. 8.1.1, 8.1.3, 8.2.1, 8.2.3, 8.3.2, 8.4.2, 8.4.3, 8.5.1, 8.5.2
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 1

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Caroline Aitken

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Regenerative agriculture is an area of rapid development in practical methodologies and holistic systems. This module provides an opportunity to examine some of the most current and innovative production systems in use today. Building upon the *Ecological and Regenerative Agriculture* module in Level 4, and systems explored via case studies, farm visits, fieldwork and guest lectures throughout levels 4 and 5, this module will examine specific innovative production systems in depth.

An up-to-date awareness and understanding of such systems will be essential for graduates entering the field of regenerative agriculture, and will enable informed choices in food and farming enterprise. Students will examine how these systems function, describing the biotic and abiotic processes underlying



the methodologies, and how they interact to constitute a system. Students will demonstrate their scientific knowledge in an exam, where they will describe specific processes and interactions utilised in different systems.

With this foundation of scientific understanding, students will be enabled to critically analyse a specific system according to its 'regenerative' or sustainable credentials. They will examine the production system in depth to consider the strengths, weaknesses, opportunities and constraints (SWOC analysis) in the given context. They will record their observations of the methodologies and systems in use, presenting their analysis in a case study report. Students will draw upon existing research and studies and, where appropriate, may gather some quantitative data from the field.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	26	Innovative production systems and methodologies; scientific principles, processes and interactions.
Field work	22	Observing and recording methodologies and systems in use.
Tutorial	2	An opportunity for the student to check their understanding of the subject matter and receive guidance on coursework.
Guided independent study	150	Working independently to carry out fieldwork, research and case study report. Revising and preparing for exam.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	Exam (ALO 1, 2, 4)	100% % 100%
Test		% % 100%
Coursework	Case Study Report (ALO 3, 4) Indicative word length 2000	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 1, 2, 4)	100% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Case Study Report (ALO 3, 4) Indicative word length 2000	% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH3002</b>		<b>MODULE TITLE:</b> <b>Honours Research Project</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> N	

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

In this substantial personal project, the student integrates subject-specific knowledge and skills to develop a specialist area of knowledge in depth. With supervision from a subject specialist, the student undertakes their chosen self-directed study of research investigation, project or business proposal resulting in a report of their findings, a project proposal or a business plan.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To provide an opportunity for the student to develop an area of research, project or business idea relevant to their programme of study and specific area of interest in depth.
- To enable the student to show their ability to integrate a range of knowledge and skills in tackling their project brief.
- To give students the experience of taking control of a major live assignment and applying their acquired knowledge, understanding and skills.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Conduct and manage a defined project within the purview of Regenerative Food & Farming, utilising self-created project plans. 2. Creatively apply a range of academic and study skills in order to meet the defined objectives of the project.	BSc Regenerative Food and Farming 1. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2 2. 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3

3. Review, synthesise and critically evaluate data and evidence, in order to develop conclusions or proposals. 4. Demonstrate the ability to identify problems and propose improvements within chosen philosophical perspective. 5. Present proposal, either verbal or video settings that communicates the ideas, problems, solutions and results in a clear and accessible manner.	3. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2 4. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2 5. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Jonathan Dawson

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

The honours project is an opportunity for students to demonstrate the capacity for sustained, independent and high-quality work, under the supervision of their assigned tutor. Students will be made aware of what the honours project will entail as they progress through Levels 4 and 5. Themes will be suggested at the end of Level 5 to allow students time to consider their project throughout the summer. Briefs could range from research projects into specific farming methods, consumer culture or models for distribution for example, to a detailed plan for a business, campaign or project.

In the *Honours Project Introduction* module in Term 1, students are given a schedule for meeting periodically with their supervisor throughout both modules in order to discuss issues and check their

progress. Alongside one-to-one tutorials with their supervisors there will be additional support such as peer-support groups and drop-in 'clinics'.

The project will be presented as a written report, plan or proposal.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Project Supervision	16	Face-to-face contact with supervisor
Independent Study	184	Executing and writing up the project report, plan or proposal.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Written Assignment (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Written Assignment (ALO 1, 2, 3, 4) Indicative word length 2500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:**  
**SCH3003**

**MODULE TITLE:**  
**Agri-food Technology**

**CREDITS:** 20

**FHEQ LEVEL:** 6

**HECOS CODE:** 100517 Agriculture

**PRE-REQUISITES:** N

**CO-REQUISITES:** N

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Introducing students to a broad range of technologies available for use in agri-food business. This will include practical technology for crop and animal production and software for monitoring growth, health and productivity in the field, and machinery for small-scale and/or on-farm food processing. Students will also explore the concept of 'appropriate technology' in relation to sustainable food and farming business.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Introduce students to a range of current and innovative technologies which can be used in food and farming enterprises.
- Explore the concept of 'appropriate technology' in the context of sustainable food and regenerative farming enterprise.
- Learn to apply monitoring technology and skills to food and farming practices to inform management decisions.
- Understand the potential ethical, environmental and economic implications of different food and farming technologies

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Research and examine a range of current technologies which can be used to aid sustainable food production.	BSc Regenerative Food and Farming 1. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3

2. Investigate technologies for small-scale or on-farm food processing and investigate their accessibility and efficacy. 3. Examine and review a range of monitoring metrics to gather data which can be used to aid sustainable food production. 4. Debate the concept of 'appropriate technology' via the exploration of social and environmental impacts of various agri-food technologies.	2. 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3 3. 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3 4. 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.4.2, 8.4.3, 8.5.2, 8.5.3
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 2

### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2IntJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24  
**MODULE LEADER:** Caroline Aitken

**NATIONAL COST CENTRE:** 124  
**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

This module will explore the sometimes-contentious subject of 'sustainable technologies', and the concept of 'appropriate technology' in an agri-food context. Lectures will introduce students to a range of current and innovative technologies which can be used in sustainable food production and processing, including on-farm and small-scale processing. Food business and farm visits will enable them to see technologies in use and will provide an experiential context for the business strategy of value-adding, which can be important for small farming enterprises.

Monitoring technologies can be an important element in transitioning to or establishing agroecological production systems. Students will learn how to identify useful metrics for the monitoring of land, crops, machinery, productivity or business for example, and explore the available technologies for gathering



and analysing data. Fieldwork will provide the opportunity to practice using some of these monitoring technologies.

Students will explore the ethical, social and environmental impacts of the different technologies studied and use their knowledge and understanding to inform discussion and debate about 'appropriate technology' in a sustainable food and farming business.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Introducing a range of technologies which can be used in sustainable food production and processing
Field work	48	Practicing using farm monitoring technology in the field.
Seminars	8	Discussing 'appropriate technology' for sustainable food and farming business.
External visits	12	Observing technologies in use in agri-food businesses.
Tutorial	2	An opportunity for the student to check their understanding of the subject matter and receive guidance on coursework.
Guided independent study	110	Working independently to create a presentation to tutors and cohort. Gathering and collating data for report.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 2000	100% % 100%
Practical	Group presentation (ALO 1, 2)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		100% % 100%
Coursework (in lieu of the original assessment)	Essay (ALO 1, 2) Indicative word length 1000	% % 100%
Coursework	Report (ALO 1, 2, 3, 4) Indicative word length 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH3004</b>		<b>MODULE TITLE:</b> <b>Managing Sustainable Food Enterprises</b>	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> 100517 Agriculture	
<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y	

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module focuses on the strategic management theories and practical management procedures applied within the context of regenerative agri-food business. This will include in-depth study of financial and operational business management, including, for example: financial and management accounts, human resource management, operations management and supply chain management.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u></i>					
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To enable the student to evaluate the major strategic management theories applied within the context of agri-food business in order to formulate strategies for their own enterprises, or to offer profession consultation.
- To enable the student to benefit from well formulated strategies when establishing and running ethical, sustainable agri-food businesses.
- To equip students with the knowledge and practical skills required for the financial and operational management of a business or project, within the context of the agri-food sector and evolving working cultures.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically evaluate the major strategic management theories applied within the context of agri-food businesses. 2. Analyse and assess management data and synthesise information to	BSc Regenerative Food and Farming: 1. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3 2. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3 3. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3

inform strategic management decision-making. 3. Interpret and evaluate financial and management accounts in an agri-food business context. 4. Evaluate and apply management skills and/or theories and concepts to various issues in agri-food businesses.	4. 8.1.3, 8.2.1, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Charlie Clutterbuck

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

Students will learn to apply strategic analysis to an organisation, its resources, competences, and strategic capability, taking into account the organisational environment (including ethics and values), competition, potential collaboration and stakeholder views. This will form the basis for evaluating a range of strategic options and making strategic choices. Students will use business case studies of real agri-food businesses to help with developing enterprise, and understanding and applying knowledge. Crucially, students will gain an understanding of the benefits of applying well formulated strategies to business enterprises, and how this can be particularly helpful when considering ethics and sustainability.

Students will learn the key financial and operational management procedures used in the running of a business or project, for example: financial and management accounts, human resource management, operations management and supply chain management. These will be studied in the context of the agri-food business sector and the broader context of the contemporary working culture. Students will analyse and evaluate contemporary issues relating to human resource

management, operations management and supply chain management in agri-food businesses, and evaluate and apply management skills and/or theories and concepts to various issues in agri-food businesses. Case studies, guest speakers and business simulation games will enable students to explore theories of best practice and help develop knowledge and application.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Examining major strategic management theories and key financial and operational management procedures.
Practical classes	8	Instruction in applying management strategies in practice with a variety of procedures and tools.
Seminars	8	Discussing the ethical social and environmental factors involved in choosing and applying different management approaches and procedures. Discussing strategic theory and critically analysing case studies.
External Visits	12	Observing business strategies in practice within sustainable agri-food businesses.
Tutorial	2	One-to-one feedback from tutor.
Guided independent study	150	Revising for exam, reading, researching and writing up case study report.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	Exam (ALO 2, 3, 4)	50% % 100%
Test		% % 100%
Coursework	Consultancy Report (ALO 1, 2, 3, 4) Indicative word length 2000	50% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Exam (ALO 2, 3, 4)	100% % 100%
Coursework (in lieu of the original assessment)		% % 100%
Coursework	Consultancy Report (ALO 1, 2, 3, 4) Indicative word length 2000	% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
<b>Updated by:</b> XX/XX/XXXX	<b>Date:</b>	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> <b>SCH3005</b>		<b>MODULE TITLE:</b> <b>Contemporary Issues in Food and Farming</b>	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 6	
<b>PRE-REQUISITES:</b> N		<b>HECOS CODE:</b> 100517 Agriculture	
		<b>COMPENSATABLE:</b> Y	
		<b>CO-REQUISITES:</b> N	

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

In this module, students will explore the factors which influence the ways in which food is produced and consumed, and how these impact upon society as a whole and the health, well-being and rights of individuals. This will include contemporary issues such as food security, food justice, food provenance, the rise of 'alternative' food supply chains or proposed agricultural policy.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <i>Definitions of Elements and Components of Assessment</i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Regenerative Food and Farming

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To familiarise students with the various social impacts of the food system, including the health and rights of individuals.
- For the student to understand how policy and economics influence what is produced, and how, and therefore what is ultimately consumed.
- For students to have a good understanding of innovative 'solutions' to contemporary issues.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Review and synthesise current literature in order to identify and discuss key contemporary issues in food and farming.</li> <li>2. Investigate and communicate ways in which the international or national policy environment influences</li> </ol>	BSc regenerative Food and Farming: <ol style="list-style-type: none"> <li>1. 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3</li> <li>2. 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3</li> <li>3. 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3</li> </ol>

<p>contemporary issues in food and farming.</p> <p>3. Identify economic drivers relating to contemporary issues in food and farming, and creatively explore the opportunities and constraints they present.</p> <p>4. Compare and critique innovative agri-food business 'solutions' within a framework of contemporary issues.</p>	<p>4. 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.4.2, 8.4.3, 8.5.1</p>
<b>DATE OF APPROVAL:</b> 24/02/2021	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> Dartington Trust
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Term 3

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

#### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2023/24

**MODULE LEADER:** Jonathan Dawson

**NATIONAL COST CENTRE:** 124

**OTHER MODULE STAFF:** TBC

#### **Summary of Module Content**

In this module, students will explore key contemporary issues in food and farming, looking at ways in which food production and consumption impacts upon society as a whole and the health, well-being and rights of individuals. They will examine evidence of how consumer culture is influencing and being influenced by food and farming business and how this is affecting society in terms of nutrition and food-related public health, or rural economies for example. They will explore the factors which are influencing global and national food policy and the economic and social implications of those policies on, for example, access to nature and landscape or access to good quality food. This could include contemporary concerns such as food security, food justice (or 'Sovereignty') and food provenance. Students will be asked to compare and critique innovative solutions in business, economics, production or policy. They will also examine the role of the media in influencing consumer behaviour and the various implications of that influence.



Staff and students will select a few of the best assignments to form topic threads for an end of year event. This event will link to Dartington as a public space, both show-casing the work of the BSc graduates and inviting feedback from external stakeholders, providing an opportunity for networking and for maintaining a dialogue with the broader food and farming community at Dartington and beyond.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	15	Introducing key contemporary issues regarding social impacts of the food system.
Seminar	10	Discussing key contemporary issues.
Tutorial	2	An opportunity to check understanding and reflect on personal progress with personal tutor.
Guided independent study	173	Reading researching and working on essay. Working on presentation in small groups.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		% % 100%
Test		% % 100%
Coursework	Essay (ALO 1, 2, 3) Indicative word length 2000	100% % 100%
Practical	Group Presentation (ALO 2, 3, 4)	100% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		% % 100%
Coursework (in lieu of the original assessment)	Report (ALO 2, 3, 4) Indicative word length 1000	100% % 100%
Coursework	Essay (ALO 1, 2, 3) Indicative word length 1500	100% % 100%
Practical		% % 100%
Clinical Examination		% % 100%
Generic Assessment		Pass/Fail
Test		% % 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX