



**Plymouth University  
Academic Partnerships**

**Duchy College**

**Programme Quality  
Handbook for**

**BSc (Hons) Rural Business  
Management (Top Up)**

**2015–2016**

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# 1. Welcome and Introduction to BSc (Hons Rural Business Management)

Welcome to BSc (Hons) Rural Business Management Progression to Honours year. The College is delighted that you have chosen to study with us. We are sure you are going to have a great time here and will get a great deal from the programme.

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.

The BSc (Hons) Rural Business Management has been developed by Duchy College in response to industry demand and a requirement laid down by the University to provide a progression route for the FdSc programmes in any rural subjects or disciplines who wants to further develop skills in the business aspect of their industries. The rural subjects can be in the areas of leisure, sport and tourism, equine, agriculture, agric-food, golf and environmental management. The programme has been developed to allow the students to study a range of topics and to choose areas of study that interest them and in which they wish to specialise. This includes the opportunity to engage in an in-depth personal study of a single topic as part of the Honours Project. The programme is a 'progression to honours year' designed for students who have successfully completed a foundation degree in an appropriate subject prior to entry.

The BSc (Hons) Rural Business Management progression to honours year is intended to run over one academic year (with attendance required on three consecutive days per week), but will also be offered on a part time basis (where attendance is required one day per week) over usually 2 years but no more than 3 years. Timetables have been constructed as sympathetically as possible to allow the student to fulfil other commitments such as work. However it must be remembered that the programme comprises self-directed study days in addition to 'on-site' days. The programme offers the opportunity for currently employed practitioners and employees in other unrelated work to engage in training alongside employment. The programme is designed to ensure the development of the skills of scientific analysis, communication and critical evaluation and an understanding of rural business management in ways which enhance opportunities for employment or further postgraduate study.

The Honours Project accounts for one third of the academic programme and presents a unique opportunity to conduct a detailed examination of an area of personal interest within your own industry. You should make the most of this module as first; your project may lead to employment and second, may result in a formal publication which will be positive for future career plans.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the College / University Student handbook available on the HE Operations Moodle page; which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your individual module handbooks which are available on your programme virtual learning environment.

## 2. Course Contact List

### Programme Manager

**Dr Jurie Intachat**    **Module Leader for Honours Project, Environmental Management & Personal Development Planning**

Jurie holds a BSc in Agricultural Sciences and has a DPhil in Conservation Biology. She leads the Higher Education team in the areas of Conservation, Countryside and Rural Business for the Rural Economy sector. She worked as Senior Researcher in Entomology for 10 years at the Forest Research Institute Malaysia before moving into higher education teaching in the UK 15 years ago. She supervised Research Masters (ResM) students for Plymouth University at Duchy College and is also involved in the review of academic publications. Her research interests focus on entomology (in particular moths) in relation to environmental changes. She is a fellow of the Royal Geographical Society.

Contact details: [jurie.intachat@duchy.ac.uk](mailto:jurie.intachat@duchy.ac.uk); Tel. 01579 372299, Rural Business School

### Module Leaders and Delivery Staff

**Dr Roger Clough**    **Module Leader for Strategic Management Issues**

Roger holds a BA (Hons) in Business Studies and French and has a PhD in the field of food retail change. He runs a number of modules on the BA Business Enterprise programme at Cornwall College, Camborne, and specialises in consultancy projects where students work on real life problems and opportunities for businesses. Roger has a history of starting businesses himself, and has now owned seven different businesses – including cafés, a contract catering business, a coffee shop and two Domino's Pizza franchises. Roger has previously been a lecturer at Middlesex and Brighton Universities but moved to Cornwall in 2006 after selling the pizza business. He has three children and mainly spends any spare time he has with them.

Contact details: [roger.clough@cornwall.ac.uk](mailto:roger.clough@cornwall.ac.uk) ; Tel. 01209 617830, Camborne

**Paul Ward**    **Module Leader for Marketing, Animal Performance and Agriculture Technology**

Paul holds a BSc (Hons) in Agriculture, a MSc in Tropical Health and Production and a postgraduate teaching qualification. He is currently Manager of the successful Healthy Livestock project, an innovative Rural Development Programme for England (RDPE)-funded initiative to improve the profitability of livestock farmers across the South West and several projects include animal health, nutrient management, food chain linkages and the effects and mitigation of climate change on agriculture. He edits the Rural Business School Newsletter. He has over twenty years' experience of working in training, research and management of multi-million pound livestock projects in developing countries (Egypt, Nicaragua, Oman, Peru, Sudan) in addition to his work in the UK.

Contact details: [paul.ward@duchy.ac.uk](mailto:paul.ward@duchy.ac.uk); Tel. 01579 372315, Rural Business School

## **Glenn Coulson**     **Module Leader for Food Manufacturing Technology**

Glenn holds a degree in BSc (Hons) in Microbiology & Virology with a PGCE (with QTS). Glenn has played an active role in writing and verification of Access units and holds a job with an external exam board to mark A Level Biology examinations. Meanwhile, with 11 years' Campden BRI accredited experience in Food Quality Control and practical food microbiology, Glenn also runs the HE laboratory and offers practical support to, principally food students, but the laboratory is available to any student who wishes to carry out analytical project work.

Contact details: [glenn.coulson@duchy.ac.uk](mailto:glenn.coulson@duchy.ac.uk) ; Tel. 01579 372284, Rural Business School

## **Resource Staff**

**Fran Chubb.** Learning Centre Manager (Duchy Stoke Climsland)

Contact details: [fran.chubb@duchy.ac.uk](mailto:fran.chubb@duchy.ac.uk); Tel. 01579 372213, Learning Centre

**Hilary Scott.** VLE (Moodle) Learning Technologist

Contact details: [hilary.scott@duchy.ac.uk](mailto:hilary.scott@duchy.ac.uk); Tel. 01579 372318, Business Office.

## **Learning Support Staff**

**Mike Carnall** – Senior Tutor/ Senior Learning Advisor

Contact details: [mike.carnall@duchy.ac.uk](mailto:mike.carnall@duchy.ac.uk); Tel. 01579 372325, Student Services, Stoke Climsland

**Hilary Burns** – Disability and Learning Support

Contact details: [hilary.burns@cornwall.ac.uk](mailto:hilary.burns@cornwall.ac.uk); Tel. 01209 616326, Foundation Programmes, Camborne

For matters regarding disability support contact [Shuna Harvey](#) in the first instance.

Contact details: [shuna.harvey@duchy.ac.uk](mailto:shuna.harvey@duchy.ac.uk); Tel. 01579 372320, HE Office, Parsons Building.

## **Administration Staff**

**Shuna Harvey** HE Administrator

Contact details: [shuna.harvey@duchy.ac.uk](mailto:shuna.harvey@duchy.ac.uk) ; Tel. 01579 372320, HE Office, Parsons Building.

**Louise Simmons** HE Admissions

Contact details: [louise.simmons@duchy.ac.uk](mailto:louise.simmons@duchy.ac.uk) ; Tel. 01579 372358, Admissions, Bell Tower

**Mitch Inglis** HE Assistant Registrar

Contact details: [mitch.inglis@cornwall.ac.uk](mailto:mitch.inglis@cornwall.ac.uk) ; Tel. 01209 617759, HE Operations Camborne

## Higher Education Management Staff

**Dr Hayley Randle** Academic Lead – Quality and Research

Contact details: [hayley.randle@duchy.ac.uk](mailto:hayley.randle@duchy.ac.uk) Tel. 01579 372286, HE Office, CUC Building.

**Amanda Crowle** HE Quality and Data Lead

Contact details: [amanda.crowle@cornwall.ac.uk](mailto:amanda.crowle@cornwall.ac.uk) Tel. 01209 616256, HE Operations Camborne.

## Staff will communicate with you in the following ways:

- **Email**

Staff will communicate with you via your college and/or university email. In order to maintain professionalism staff will not communicate with you directly using your personal email. If you do not wish to regularly check BOTH your College and Plymouth University emails you must ensure that these are forwarded to your personal email address.

- **SMS ~ Text**

Under exceptional circumstances staff may contact you via text. Please ensure that they always have your current mobile number.

- **College Virtual Learning Environment (Moodle)**

For module level communications staff may use the Moodle site for communication purposes ([moodle.cornwall.ac.uk](http://moodle.cornwall.ac.uk)). Please make sure that you are enrolled on all of your modules.

- **Programme Notice-Board**

Programme specific notice boards are located in the Parsons building.

- **Social Media – Closed group Facebook group**

If the cohort wishes a closed Facebook may be set up. This has worked successfully in the past but it is important that it remains closed.

## 3. Enhancement Activities

Whilst enrolled on the BSc (Hons) Rural Business Management you will have the opportunity to conduct consultancy work within the discipline. You will be encouraged to pursue your own research ideas and contribute towards the future developments and understanding within the rural industry. You will also have the opportunity to work with organisations and businesses of your choice through some of your assessments.

In addition, the Rural Business School ([www.ruralbusinessschool.org.uk](http://www.ruralbusinessschool.org.uk)) runs CPD qualifications that the students will be able to access with an additional cost but farm holders may be able to get these qualifications subsidised. Career development activities are also available through the Unlocking Cornish Potential <http://www.unlocking-potential.co.uk/>.

Other enhancement activities organised through Plymouth University such as Learning Development <http://www1.plymouth.ac.uk/learningdevelopment/Pages/default.aspx> or Learning Gateway <https://www1.plymouth.ac.uk/learninggateway/Pages/default.aspx> are also available.

## 4. Programme Specification

On the following pages you will find the specification for your programme; this provides a detailed overview of the programme as a whole. It explains what you will learn and how you will be assessed throughout your honours degree. The Programme Learning Outcomes map specifies the knowledge and skills you will develop at each stage of your honours degree.

### PROGRAMME SPECIFICATION

<b>Awarding Institution:</b>	Plymouth University
<b>Teaching Institution:</b>	Cornwall College Duchy College
<b>Accrediting Body:</b>	N/A
<b>Final Award:</b>	<b>BSc (Hons) Rural Business Management</b>
<b>Intermediate Awards:</b>	N/A
<b>Programme Title:</b>	<b>BSc (Hons) Rural Business Management</b>
<b>UCAS Code:</b>	DN4G
<b>JACS Code:</b>	N190
<b>Benchmarks:</b>	The QAA Subject Benchmark statement: agriculture, forestry, agricultural science, food sciences and consumer sciences (2009) has been used to aid the design of the programme at honours level. Consideration has however also been given to the General Business and Management benchmarks (2007) and Hospitality, Leisure, Sport and Tourism Benchmarks (2000) at honours level. The programme has also adhered to the requirements of the Framework for Higher Education Qualifications (FHEQ) at honours level.
<b>Date Produced:</b>	<b>September 2010</b>
<b>Date Approved</b>	<b>30<sup>th</sup> June 2007</b>

### Admissions Criteria:

<b>Awards Required for Entry to the BSc Progression to honours year</b>	<b>Comments</b>
Foundation Degree in a Rural discipline	E.g. FdSc Agriculture, FdSc Rural Business Management, FdSc Agricultural Business Management, FdA Animal Studies with Management, FdSc Rural Environmental Management
Higher National Diploma in a Rural discipline (Merit and Distinction only)	E.g. HND Agriculture, HND Rural Business. Other suitable qualifications will be considered, where the learning outcomes from the programme are similar to those of rural disciplines based foundation degrees approved by UPC and where sufficient study at level 5 has been completed.
APEL/APCL possibilities see <a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a> and the guidance on the Cornwall College intranet.	Applications for APCL and APEL will be dealt with in accordance with the Cornwall College and University of Plymouth regulations for APL.
Interview/portfolio requirements	Although the College retains the right to interview all applicants; those who have previously taken a related Foundation Degree within the UPC Partnership will not normally be required to attend an interview.



### **Aims of the Programme:**

This programme aims to:

1. To develop a thorough understanding of the management of rural businesses.
2. To apply the theories of business management to a range of rural business types and enterprises.
3. To place the issues surrounding the rural environment into a national and international context.
4. To develop a thorough understanding of the impact of economic policy, enterprise, finance and technology on the rural sector.
5. To prepare students to work at a managerial level in a range of rural businesses.

### **Programme Learning Outcomes**

*By the end of the programme and student will be able to:*

1. Demonstrate knowledge of the underlying concepts and principles associated with Rural Business Management, and an ability to evaluate and interpret these.
2. Critically evaluate the integration of theory, experiment, investigation and fieldwork and development of those principles into practice
3. Investigate and resolve issues in rural businesses, using knowledge and skill gained.
4. Demonstrate an understanding of the issues of sustainability and environmental impact and an awareness of the risks of exploitation
5. Present, evaluate, and interpret qualitative and quantitative data, develop lines of argument and make sound judgements in accordance with basic theories and concepts of Rural Business Management

### **Progression Routes**

Students completing the BSc (Hons) Rural Business Management are eligible to apply for MSc courses in relevant disciplines at Plymouth University such as MSc Business and Management, MA Personnel and Development, MSc E-Commerce, MSc International Supply Chain Management, MSc/PgDip International Logistics, MSc Rural Development, MSc Tourism and Hospitality Management, MSc Landscape Conservation and Management, MSc/PgDip Biological Diversity and MSc/PgDip Sustainable Environmental Management. BSc (Hons) Rural Business Management students who achieve an overall 2.1 grade, with a 2.1 in honours project module will be eligible to undertake a Research Masters (ResM) approved by Plymouth University, based at Duchy college. Another avenue is to gain a professional qualification such as a PGCE either via QLTS in the lifelong learning sector or biology at primary level.

## Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>the importance of the recall of knowledge based on the directly taught programme with some evidence of wider enquiry</li> <li>subject-specific theories, paradigms, concepts and principles as well as some understanding of more specialised areas</li> <li>the importance of conducting a substantial independent piece of work (eg an Honours project)</li> <li>the construction of reasoned arguments to support their position on the ethical and social impact of advances in the management in general and rural businesses in particular</li> <li>the need to encourage appropriate links between applied management principles and rural business and enterprises.</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>Lectures and tutorials</li> <li>Directed independent study</li> <li>Learning from work experience</li> <li>Directed independent study and research</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>Contemporaneous in class activities</li> <li>Problem-solving exercises</li> <li>Consultancy</li> <li>Case studies</li> <li>Report writing</li> <li>UPC Intranet/internet resources</li> <li>UoP student portal</li> <li>CC Intranet/internet resources</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Agriculture, horticulture, forestry, food and consumer sciences (2009), General business and management (2007), Hospitality, leisure, sports and tourism (2000).</p>	<p><b>Assessment</b></p> <p>Key knowledge and understanding is assessed via a combination of essays, reports, portfolio, examinations, presentations and seminar performances.</p>

B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>access and evaluate relevant information from a variety of sources and to communicate the principles of Rural Business Management both orally and in writing (eg essays, experimental reports) in a way that is well organised, topical and recognises the limits of current hypotheses</li> <li>critically appraise academic literature and other sources of information</li> <li>demonstrate ability to define problems, devise and evaluate solutions in both routine and unfamiliar</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>In class exercises</li> <li>Tutorial/seminar discussions</li> <li>Feedback via coursework assessment process (essays etc)</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>Policy and practice analysis in surgeries</li> <li>Utilisation of appropriate technology and subsequent application of results</li> </ul>

<p>contexts</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to consider issues from a range of multi-disciplinary and inter-disciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment</li> <li>• define a suitable and effective sampling procedure and analyse, synthesise, summarise and evaluate information</li> <li>• apply relevant advanced numerical skills (including statistical analysis, where appropriate) to biological and sociological data</li> <li>• integrate lines of evidence from a range of sources to support findings and hypotheses;</li> <li>• understand risk; and Health and Safety implications</li> </ul>	
<p><b>NB: Benchmark References</b></p> <p>Agriculture, horticulture, forestry, food and consumer sciences (2009), General business and management (2007), Hospitality, leisure, sports and tourism (2000).</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Examinations</li> <li>• Problem solving activities</li> </ul>

<b>C: Key Transferable Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate as an ability to manage their time effectively, solve problems and learn autonomously</li> <li>• recognise and use a range of information sources effectively</li> <li>• critically assess the quality of evidence</li> <li>• apply well-developed strategies for updating , maintaining and enhancing their knowledge</li> <li>• recognise and be able to comment on the moral and ethical issues associated with the subject</li> <li>• contribute coherently to group discussions and listen attentively to others</li> <li>• communicate effectively to audiences in written, graphical and verbal forms</li> <li>• use computer packages selectively handle</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Tutorial guidance regarding PDP/CPD.</li> <li>• Library and other research exercises</li> <li>• Group work awareness and practice/collaboration</li> <li>• Resource-based learning and assessment</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Class and seminar interactions and feedback</li> <li>• Consultancy activity outcome/s</li> </ul>

<p>electronic information and to convey information effectively</p> <ul style="list-style-type: none"> <li>• understand and apply professional codes of conduct</li> <li>• accept responsibility for one's actions</li> <li>• identify and work towards targets for personal, career and academic development</li> <li>• take a responsible, adaptable and flexible approach to study and work</li> <li>• develop the skills necessary for self- managed and lifelong learning (eg independent study, time management, organisational skills)</li> <li>• analyse personal strengths and weaknesses</li> </ul>	
<p><b>NB: Benchmark References</b></p> <p>Agriculture, horticulture, forestry, food and consumer sciences (2009), General business and management (2007), Hospitality, leisure, sports and tourism (2000).</p>	<p>Assessment</p> <ul style="list-style-type: none"> <li>• Written assessments of all types</li> <li>• Discussion</li> <li>• Successful implementation of consultancy recommendations and conclusion.</li> <li>• Group work</li> </ul>

<b>D: Employment Related Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• convey the multi factorial nature of Rural Business Management to a wide ranging rural businesses audience</li> <li>• implement appropriate translation of key academic principles/ findings in a variety of rural business contexts</li> <li>• demonstrate interpersonal and team work skills</li> <li>• organise a team effectively and contribute effectively to team work through the identification of individual and collective goals</li> <li>• recognise and respect the views of others and reflect on performance as an individual and team member</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Project oral presentation</li> <li>• Coursework reports</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Discussions with visiting speakers and non-academics</li> </ul>

<b>NB: Benchmark References</b>  Agriculture, horticulture, forestry, food and consumer sciences (2009), General business and management (2007), Hospitality, leisure, sports and tourism (2000).	<b>Assessment</b>  Individual discussion/(Continuous) Professional Development 'plan'
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<b>E: Practical Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate the proficiencies needed in a broad range of appropriate practical techniques and skills relevant to Rural Business Management. This will include the ability to place the work in context and to suggest lines of further investigation</li> <li>• plan, conduct and present an independent investigation with some reliance on guidance</li> <li>• use appropriate data capture methods</li> <li>• use appropriate technology to address problems efficiently</li> <li>• select, apply and utilise a range of appropriate rural management training methodologies to solve problems competently and safely</li> <li>• describe clearly and record accurately in the field and laboratory</li> <li>• interpret practical results in a logical manner</li> <li>• evaluate the progress of implemented recommendations.</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Field work</li> <li>• Projects</li> <li>• Designated tasks</li> <li>• Learning from work</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> </ul>
<b>NB: Benchmark References</b>  Agriculture, horticulture, forestry, food and consumer sciences (2009), General business and management (2007), Hospitality, leisure, sports and tourism (2000).	<b>Assessment</b>  <ul style="list-style-type: none"> <li>• Ability to display competence</li> </ul> Production of reports as appropriate

## Distinctive Features of the BSc (Hons) in Rural Business Management

*This programme:*

- Has been developed specifically to allow the students from a range of rural disciplines to further develop their management and entrepreneurial skills within their subject areas.
- Allows students to develop a high level of autonomy and to pursue their own areas of interest throughout the modules on their programme and their Honours Project
- Encourages students to tailor the programme to their own interests and desired career path.
- Is taught by staffs pivotal in the development of Rural Business Management as an academic discipline, who have established core areas of research activity.
- Promotes student input into the future direction and application of rural business and enterprise.

*The programme benefits from:*

- Well-established connections with local, national and international rural business organisations and practitioners, providing excellent opportunities for students to develop the knowledge, skills and links needed for employment in the field.
- Staff who are experienced and active and have established track records within their particular rural business discipline.
- Strong pastoral support and small group teaching delivered by readily accessible academic and support staff which is important for all students but particularly for students progressing from FdSc programmes who are accustomed to being supported in this way.
- An expanding bank of rural business related resources.

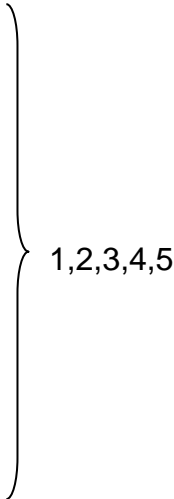
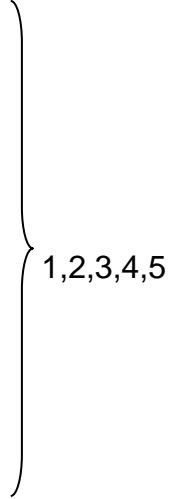
## Learning Outcomes Maps for BSc in Rural Business Management Degree at HE Level 6

Learning Outcomes Map	Level 6		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes (as worded in the Programme Specification)	Programme Aim	Programme Learning Outcome	Related Core Modules
<b>Knowledge/ Understanding</b> <i>Students will be able to demonstrate knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular:</i> <ul style="list-style-type: none"> <li>Knowledge of the underlying concepts and principles associated with Rural Business Management, and an ability to evaluate and interpret these.</li> <li>Critically evaluate the integration of theory, experiment, investigation and fieldwork and development of those principles into practice</li> <li>Make use of knowledge and skills gained in specialist contexts to investigate and resolve issues in rural businesses</li> <li>An understanding of the issues of sustainability and environmental impact and an awareness of the risks of exploitation</li> </ul>	<p>1</p> <p>1,2</p> <p>1,3</p> <p>3</p>	<p>1,2</p> <p>3,4,5</p> <p>1,2,3</p> <p>4,5</p>	<p>RBM301,CORD312, CORD311.</p> <p>RBM301</p> <p>RBM301, CORD312, CORD311.</p> <p>CORD312, CORD311.</p>

<p><b>Cognitive / Intellectual Skills</b> (generic)  <i>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate familiarity with a wide range of subject-specific facts and principles as well as an awareness of the current limits of theory and applied knowledge.</li> <li>• Understand the provisional nature of information and all for competing and alternative explanations</li> <li>• Exhibit ownership of some aspects of the defining elements of the discipline as a result of in-depth study or research</li> <li>• Tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information and using it creatively and imaginatively to solve problems, suggest innovations and make decisions</li> <li>• Plan and execute research evaluate the outcomes and draw valid conclusions</li> <li>• Demonstrate awareness of legal, moral, ethical and social issues</li> </ul>			
	1	1,2,3	RBM301
	1,2	1,2,4	RBM301
	1,3	2,5	RBM301, CORD312, CORD311.
	3	2,3,4,5	RBM301, CORD312, CORD311.
	4,5	1,2,3,4,5	RBM301; CORD312, CORD311.
	1,2,3,4,5	1,2,3,4	RBM301; CORD312, CORD311.



<p><b>Key / Transferable Skills</b> (generic)  <i>Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non specialist audiences, and deploy key techniques of the discipline effectively. In particular to:</i></p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>• communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>• Literary and information processing</li> <li>• Self-management</li> <li>• Communication (oral, written, CIT)</li> <li>• Numeracy/quantitative skills (reflection, statistics etc)</li> <li>• An ability to work effectively in a group.</li> <li>• An ability to plan and manage learning.</li> <li>• An ability to self-appraise and reflect on learning</li> </ul>	<p>1,2,4</p> <p>5,2</p> <p>1,2,3,4,5</p>	<p>1,2,3,4,5</p>	<p>RBM301; CORD312, CORD311.</p>
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<p><b>Employment-related skills</b>  <i>Students will be able to demonstrate an ability to apply subject principles in an employment context; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular to:</i></p> <p><b>(NONE IN SEEC – BELOW ARE FROM THE PROGRAMME SPECIFICATION)</b></p> <ul style="list-style-type: none"> <li>• Convey the multi factorial nature of Rural Business Management to a wide ranging rural businesses audience</li> <li>• Implement appropriate translation of key academic principles/ findings in a variety of rural business contexts</li> <li>• Demonstrate interpersonal and team work skills</li> <li>• Organise a team effectively and contribute effectively to team work through the identification of individual and collective goals</li> <li>• Recognise and respect the views of others and reflect on performance as an individual and team member</li> </ul>			<p>THESE WILL BE MET THROUGHOUT THE PROGRAMME WHEN ENGAGING IN (C)PD REFLECTION AND ACTIVITY WITH THE PERSONAL TUTOR</p>
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<p><b>Practical Skills</b></p> <p><b>Subject-specific skills</b>  <i>A typical graduate will be able to select and apply appropriate techniques and interpret their results in the following contexts:</i></p> <ul style="list-style-type: none"> <li>• Planning, conducting, and reporting investigations, including the use of secondary data</li> <li>• Collecting and recording information or data in the library, laboratory, or field and summarising it using appropriate</li> </ul>	<p>1,5</p> <p>1,4,5</p>	<p>4,5</p> <p>1,3,4,5</p>	<p>} RBM301; CORD312, CORD311.</p>
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## Programme Structure Diagram

**College: Cornwall College 2707**

**Year: 2015/2016**

**PU Course Code: 3632**

**Programme: BSc (Hons) Rural Business Management**

**Mode of Attendance: Full Time**

**Total Credits: 120**

Stage 3			
Module Code	Module Title	Credit Value	Core / Optional
RBM301	Honours Project	40	Core
CORD311	Marketing	20	Core
CORD312	Strategic Management Issues	20	Core
<b>Students will select two of the following optional modules:</b>			
RBM304	Agricultural Technology	20	Optional
RBM305	Environmental Management	20	Optional
RBM306	Funding and Developing Rural Projects	20	Optional
RBM309	International Rural Development	20	Optional
RBM310	Food Manufacturing Technology	20	Optional
RBM311	Managing Animal Performance	20	Optional
RBM313	Managing Leisure	20	Optional
RBM314	Technological Development for Golf	20	Optional
RBM315	Business on the Golf Course	20	Optional
RBM316	Food Processing Systems	20	Optional
RBM317	Controversial Issues in the Food Industry	20	Optional
CORD308	Personal Development Planning	20	Optional

*Modules in greys are not available this academic year*

College: Cornwall College 2707

Year: 2015/2016

PU Course Code: 3632

Programme: BSc (Hons) Rural Business Management

Mode of Attendance: Part Time (Indicative)

Total Credits: 120

Year 1			
Module Code	Module Title	No. of Credits	Core / Optional
CORD311	Marketing	20	Core
CORD312	Strategic Management Issues	20	Core
<b>Students will select one of the following optional modules:</b>			
RBM304	Agricultural Technology	20	Optional
RBM305	Environmental Management	20	Optional
RBM306	Funding and Developing Rural Projects	20	Optional
RBM309	International Rural Development	20	Optional
RBM310	Food Manufacturing Technology	20	Optional
RBM311	Managing Animal Performance	20	Optional
RBM313	Managing Leisure	20	Optional
RBM314	Technological Development for Golf	20	Optional
RBM315	Business on the Golf Course	20	Optional
RBM316	Food Processing Systems	20	Optional
RBM317	Controversial Issues in the Food Industry	20	Optional
CORD308	Personal Development Planning	20	Optional

*Modules in greys are not available this academic year*

Year 2			
Module Code	Module Title	No. of Credits	Core / Optional
RBM301	Honours Project	40	Core
<b>Students will select one of the following optional modules:</b>			
RBM304	Agricultural Technology	20	Optional
RBM305	Environmental Management	20	Optional
RBM306	Funding and Developing Rural Projects	20	Optional
RBM309	International Rural Development	20	Optional
RBM310	Food Manufacturing Technology	20	Optional
RBM311	Managing Animal Performance	20	Optional
RBM313	Managing Leisure	20	Optional
RBM314	Technological Development for Golf	20	Optional
RBM315	Business on the Golf Course	20	Optional
RBM316	Food Processing Systems	20	Optional
RBM317	Controversial Issues in the Food Industry	20	Optional
CORD308	Personal Development Planning	20	Optional

*Modules in greys are not available this academic year*

## 5. Module Records

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE: RBM301</b>	<b>MODULE TITLE: Honours Project</b>
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<b>CREDITS: 40</b>	<b>FHEQ LEVEL: 6</b>	<b>JACS CODE: X210</b>
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE: N</b>
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**SHORT MODULE DESCRIPTOR:** This module allows students to explore in detail an academic subject of their choice. The module comprises a substantial research study element, which includes a literature review, experimental design, the collection, analysis and interpretation of data and report writing.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>100%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked: BSc RBM</b>
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<b>Professional body minimum pass mark requirement:</b>
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#### **MODULE AIMS:**

- To provide the student with an opportunity to carry out self-directed study of current issues and concepts relevant to their degree programme
- To provide knowledge and understanding of the research process.
- To develop competence in the design and execution of a research study and an ability to communicate their findings by means of written and oral reports.

#### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically evaluate relevant literature and identify the need for further research investigation
2. Propose a suitable research question for investigation, have that proposal agreed with the project co-ordinator and manage that project to an appropriate academic level
3. Plan and execute a project in an ethical and safe manner according to University level requirements
4. Design and execute the collection of data via any combination of laboratory work, field work, questionnaire and reference to scientific literature
5. Analyse, interpret and critically evaluate data
6. Organise their study in the context of the related scientific literature
7. Communicate their findings in an appropriate scientific manner.

<b>DATE OF APPROVAL:</b> June 2007	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2007	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2015-16	<b>NATIONAL COST CENTRE:</b> 112
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<b>MODULE LEADER:</b> Dr J Intachat	<b>OTHER MODULE STAFF:</b> Relevant Specialist Tutors
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### **Summary of Module Content**

Identification of appropriate research questions. Selection of an appropriate methodology. Literature research and review. Experimental design. Negotiation of issues access and ethics. Data collection, analysis and interpretation. Report writing. Presentation of findings to peers.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Critical thinking and writing; Data representation; Statistical analyses (parametric and non parametric);
Practical Classes & Workshops	10	Managing data (Excel); Pivot tables; Statistical workshops using MINITAB
Project Supervision	10	To ensure ethical requirements met and a suitable work plan agreed and implemented
Guided Independent Study	370	Autonomous work (including data collection /field / lab work and working with tutor if appropriate)
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_		0%	
	T_		0%	
Coursework	C_	Logbook Final Report	10% 90% <b>100%</b>	ALO2, 3, ALO1, 4, 5, 6, 7
Practice	P_		0%	

<b>Updated by:</b> Jurie Intachat Date: 06/07/2015	<b>Approved by:</b> Amanda Crowle Date: 06/07/2015
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**RBM301 READING LIST**

- Barnard, C., Gilbert, F. and McGregor, P. (2001). *Asking Questions in Biology* (2<sup>nd</sup> ed.). Harlow. Pearson.
- Barrass, R. (1978). *Scientists must write*. Chapman and Hall.
- Barrass, R. (1982). *Students must write*. Methuen.
- Booth, V. (1984). *Communicating in Science: Writing and speaking*. Cambridge. Cambridge University Press.
- Crothers, J.H. (1981). On the graphical presentation of quantitative data. *Field studies* **5**, 487-511.
- Denscombe, M. (2003) *The Good Research Guide: for Small-scale Social Research Projects*. Buckingham: Open University Press
- Dytham, C. (2003). *Choosing and Using Statistics – a biologists guide* (2<sup>nd</sup> ed.). Oxford. Blackwell.
- Eisner, E. (2001). Concerns and aspirations for qualitative research in the new millennium. *Qualitative Research*, 1 (2), 138
- Hart, C. (2005) *Doing a Literature Review*. London: SAGE Publications Limited
- Jones, A.H., Reed, R. and Weyers, J. (2003) *Practical Skills in Biology* (3<sup>rd</sup> ed.).
- Laszlo, P. (2006) *Communicating Science: A Practical Guide*. Springer Pearson, Harlow.
- Parsons, C.J. (1973). *Theses and project work*. Allen and Unwin.
- Pechenik, J. and Lamb, B. (1994). *How to write about biology*. Harper Collins, London.
- Pentz, M. and Shott, M., edited by F. Aprahamian (1988). *Handling experimental data*. Milton Keynes. Open University Press.
- Sparkes, A. (2002). *Telling tales in sport and physical activity – A qualitative journey*. Leeds; Human kinetics.
- Turk, C. (1982). *Effective writing*. Spon.
- Wedgewood, M. (1987). *Tackling biology projects*. London. Macmillan Education Ltd.

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE: CORD311</b>	<b>MODULE TITLE: Marketing</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 6</b>	<b>JACS CODE: N500</b>
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE: Y</b>
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**SHORT MODULE DESCRIPTOR:** This module aims to illustrate the dynamic influences on a business and the need for a planned approach to marketing through marketing management.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>60%</b>	<b>C1</b>	<b>40%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:  
Agriculture and Food

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

**MODULE AIMS:**

- To review consumer and organisational markets
- To analyse and assess the role marketing plays in influencing the innovative effects of businesses and organisations
- To evaluate the opportunities for integration of the marketing mix and managing marketing change in a business or organisation

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the influence that marketing communication plays in the internal and external environment of a rural business
2. Critically assess the methods of influencing consumer markets and buyer behaviour particularly in a rural locations
3. Analyse the effectiveness of different distribution channels and their relationship to marketing strategy
4. Evaluate the development of marketing planning and competitive strategy, appropriate to a particular business or situation

<b>DATE OF APPROVAL:</b> April 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2013	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> All Year

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2015-16	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Paul Ward	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content**

- Market segmentation, market research, target markets, pricing decisions
- Marketing in its managerial context;
- Marketing plans & their link with the corporate purpose.
- Analysis of market opportunities;
- Target markets and positioning;
- Implementing and controlling marketing plans

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecturers/Practicals	55	Classroom delivery
Student Led Learning	145	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Written exam	E1	Exam	<b>100%</b>	ALO 1,2,3
	T_			
Coursework	C1	Industry focused case study	<b>100%</b>	ALO 4
Practice	P_			

<b>Updated by:</b> P.N. Ward Date: 08/09/2015	<b>Approved by:</b> J. Intachat Date:09/09/2015
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### **CORD311 READING LIST**

Baines, P., Fill, C. and Page, K. (2008). Marketing. Oxford University Press.  
Kotler, P., Armstrong, G., Wong, V. and Saunders, J. (2008). Principles of Marketing. Prentice Hall  
Mullins, J. and Walker, O.C. (2010). Marketing Management: A Strategic Decision-Making Approach. (7th edition). McGraw-Hill Irwin.  
Palmer, A., (2012) Introduction to Marketing: theory and practice (3rd edition). Oxford University Press.  
Soffe, R. (2005) Marketing Management in Countryside Notebook, Soffe (ed).Oxford. Blackwell.

Recommended Journals for this module  
Marketing Weekly.  
Marketing.  
The Grocer.  
The Harvard Business Review

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE: CORD312</b>	<b>MODULE TITLE: Strategic Management Issues</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 6</b>	<b>JACS CODE: N211</b>
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE: N</b>
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**SHORT MODULE DESCRIPTOR:** This module enables students to evaluate different management strategies and theoretical approaches, and how they can be used in the context of current issues affecting the sector. These approaches will be explored in relation to their relevance and application in developing appropriate strategies for businesses.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>30%</b>	<b>C1</b>	<b>70%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked: BSc RBM</b>
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<b>Professional body minimum pass mark requirement:</b>
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**MODULE AIMS:**

- To provide comprehensive knowledge and understanding of approaches to effective strategic management within rural businesses
- To enable students to integrate and develop their learning and entrepreneurial skills through an in-depth study of current issues in the field of Rural Business Management
- To develop students' critical awareness of issues and controversies in the field of Rural Business Management
- To develop students' skills in literature searching, analysing information, assessing arguments, and presenting strategic advice to rural businesses.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Evaluate their critical understanding of theories and models of strategic management and their application within the sector.
2. Assess the various management and entrepreneurial techniques used in the sector and design implementation strategies that meet the needs of businesses.
3. Appraise the significance of current issues relating to the business sector and their influence upon business management.
4. Critically evaluate evidence to support the development of conclusions and recommendations for businesses.

<b>DATE OF APPROVAL:</b> January 2014	<b>FACULTY/OFFICE:</b> Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b> September 2014	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2015-16	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Dr R Clough	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content**

Students will engage with current events and trends impacting upon rural businesses, and will consider how management of rural businesses should position their organisations in order to benefit from these events and trends, to include a strategic analysis and use of strategic management models.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	25	Basic knowledge and understanding
Seminars	25	Group discussions on current news / policies that may affect business. Project supervision.
External Visits	5	Case studies visits
Guided Independent Study	145	Autonomous working with industry / employer
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Written exam	E_	Exam	<b>100%</b>	ALO1, 2, 3, 4
	T_		0%	
Coursework	C_	Consultancy Report	<b>100%</b>	ALO 2,3, 4
Practice	P_		0%	

<b>Updated by:</b> Roger Clough Date: 3/09/2015	<b>Approved by:</b> J. Intachat Date: 3/09/2015
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### **CORD312 READING LIST**

Henry, A. (2008) *Understanding Strategic Management*. Oxford: Oxford University Press.

Johnson, G., Scholes, K. and Whittington, R. (2011) *Exploring Strategy*. 9<sup>th</sup> edition. Harlow: Pearson.

Lynch, R. (2006) *Corporate Strategy*. 4th edition. Harlow: Pearson.

Wickham, P. and Wilcock, J (2012) *Management Consulting: Delivering an Effective Project*. 4<sup>th</sup> edition. Harlow: Pearson.

### **JOURNALS**

International Journal of Applied Management

Journal of Small Business Management Blackwell Publishing

British Journal of Management BAM

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE: RBM304</b>	<b>MODULE TITLE: Agriculture Technology</b>
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<b>CREDITS 20</b>	<b>FHEQ LEVEL 6</b>	<b>JACS CODE: D470</b>
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE: Y</b>
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**SHORT MODULE DESCRIPTOR:** This module enables students to investigate recent advances in agricultural technology through understanding the scientific principles underlying them and appraisal of their existing and potential roles. The effects of their use on production, the market, public perceptions and the environment will be investigated.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>50%</b>	<b>C1</b>	<b>50%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> BSc RBM
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<b>Professional body minimum pass mark requirement:</b> N/A
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**MODULE AIMS:**

The aims of this module are to develop the conceptual knowledge and understanding of:

- Current developments in Agricultural Technology and how it effects the management of rural businesses.
- The relationship between advancing technology and the market place for agricultural produce.
- The impact upon the wider environment of agricultural technology.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the new technologies that are emerging within the sector.
2. Judge the scientific principles underlying the technology.
3. Critically evaluate the linkage between emerging technology, market and management.
4. Assess the application of which technologies are useful to different agricultural systems.

<b>DATE OF APPROVAL:</b> June 2007	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2007	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b> September 2010	<b>TERM:</b> Autumn ~ all year



Additional notes (for office use only):

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

**ACADEMIC YEAR: 2015-16**

**NATIONAL COST CENTRE:110**

**MODULE LEADER: Paul Ward**

**OTHER MODULE STAFF: Faye Shepherd**

### **Summary of Module Content**

Historical advances in technology, how they have impacted on agriculture and the environment and the lessons we can learn from these past experiences. Technologies, and the underlying science, available to alter products, practices and equipment. Current and potential developments from the use of these technologies. Impact of technological advances on the market, resource use and the environment. Public and consumer perceptions on the use of advancing technology in agriculture. The practical use of technologies in agriculture and their effects on the business. Appraisal and investigation of technologies and their consequential products to develop informed opinions on their merit.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	30	Provide basic knowledge and understanding
External visits	10	Specialist labs and events
Demonstrations	10	Practical use of technologies in agriculture
Seminars	5	Group discussions
Guided Independent Study	145	Autonomous working within industry and / with tutor if appropriate
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_	Exam	<b>100%</b>	ALO1, 2,
	T_		0%	
Coursework	C_	The effect of an example of agricultural technology	<b>100%</b>	ALO3, 4
Practice	P_		0%	

**Updated by:** Paul Ward  
Date: 08/09/2015

**Approved by:** Jurie Intachat  
Date: 09/09/2015

**RBM304 READING LIST**

Garnsworthy, P.C and Wiseman, J., eds., (2002) *Recent Developments in Ruminant Nutrition*, Volume 4. Nottingham: Nottingham University Press.

Garnsworthy, P.C and Wiseman, J., eds., (2002) *Recent Developments in Poultry Nutrition*, Volume 2. Nottingham: Nottingham University Press.

Golob, P., Farrell, G. and Orchard, J.E., eds., (2002) *Crop Post-Harvest: Science and Technology Volume 1: Principles and Practice*. Oxford: Blackwell Publishing.

Huffman, W.E. and Evenson, R.E. (2006) *Science for Agriculture: A Long Term Perspective*. 2<sup>nd</sup> ed. Oxford: Blackwell Publishing.

Wiseman, J., Varley, M.A. and Kemp, B., eds., (2003) *Perspectives in Pig Science*. Nottingham: Nottingham University Press.

**JOURNALS**

Animal Feed Science and Technology

Animal Genetics

Animal Production

Animal Reproduction Science

Animal Science

Annals of Applied Biology

Crop Protection

Journal of Agricultural Economics

Journal of Agricultural Engineering Research

Journal of Agronomy and Crop Science

Journal of Integrative Plant Biology

Plant Breeding

Plant Science

Postharvest Biology and Technology

Soil and Tillage Research

Trends in Plant Science

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> RBM305	<b>MODULE TITLE:</b> Environmental Management
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<b>CREDITS</b> 20	<b>FHEQ LEVEL</b> 6	<b>JACS CODE:</b> F751
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** This module enables students to devise and evaluate management plans and policies as they apply to projects, organisations and agencies involved with environmental issues.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>50%</b>	<b>C1</b>	<b>50%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: BSc RBM
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<b>Professional body minimum pass mark requirement:</b> N/A
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**MODULE AIMS:**

- Students will explore the contrasting demands of business and the environment, adopting appropriate management policies and critically appraising alternatives.
- They will be expected to make objective judgements and build a management plan through the application of sound business and environmental management techniques taking into account the physical restriction imposed by the environment and the sustainability of the plan.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify and evaluate alternative environmental performance criteria.
2. Critically evaluate the management policies and plans of an organisation/project against justified environmental criteria including sustainability.
3. Design an outline management plan based on analysis of the physical environment in which a business operates and construct this in a way that confirms to sound business practice without compromising the environmental objectives.

<b>DATE OF APPROVAL:</b> June 2007	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2007	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year

Additional notes (for office use only):
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**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR: 2015-16</b>	<b>NATIONAL COST CENTRE:111</b>
<b>MODULE LEADER: Dr J Intachat</b>	<b>OTHER MODULE STAFF: Batsirayi Mawonera</b>

**Summary of Module Content**

Current environmental issues such as climate change, peak oil and pollutions; Environmental auditing and systems; Decision making criteria in an environmentally sensitive climate – with particular reference to potential conflict between economics wealth generation and notions of sustainability. Green economy; Waste Management; Water Framework Directives; Renewable technologies; Impact assessment.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	30	Background knowledge to the topics
Field Trip	15	Study trips to enhance knowledge and understanding
Practical Classes and Workshops	10	Introduction to GIS
Guided Independent Study	145	Autonomous working with industry / employer
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_		<b>100%</b>	ALO1
	T_		0%	
Coursework	C_	Environmental auditing for a business	<b>100%</b>	ALO 2, 3
Practice	P_		0%	

<b>Updated by:</b> Jurie Intachat Date: 01/08/2015	<b>Approved by:</b> Amanda Crowle Date: 02/08/2015
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**RBM305 READING LIST**

Boatright, J., (2000) *Ethics And The Conduct Of Business (3rd Edition)* London: Prentice Hall

Charter, M and Polonsky, J (1999) *Greener Marketing* Sheffield: Greenleaf Publishing

Clegg, S., Kornberger, M. and Pitsis, T. (2005) *Managing and Organizations* London: Sage

Crosbie, L and Knight, K. (1995) *Strategy for Sustainable Business* London: McGraw Hill

Johnson, G. and Scholes, K. (2002). *Exploring Corporate Strategy* Harlow: FT/Prentice Hall

Ottman, J (1998) *Green Marketing: Opportunity for Innovation* Chicago: NTC.

Piasecki, B, Fletcher, K and Mendelson, F (1999) *Environmental Management and Business Strategy (Leadership Skills for the 21st Century)* New York: John Wiley

Schaltegger, S, Burritt. R. and Petersen, H. (2003) *An Introduction to Corporate Environmental Management: Striving for Sustainability*, Sheffield: Greenleaf Publishing

Welford, R and Gouldson, A (1993) *Environmental Management and Business Strategy*, London: Financial Times/Pitman Publishing.

Business Strategy and the Environment (bi-monthly journal) Chichester: John Wiley

<http://www.environmental-expert.com/magazine/wiley/0964-4733/>

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> RBM311	<b>MODULE TITLE:</b> Managing Animal Performance
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<b>CREDITS</b> 20	<b>FHEQ LEVEL</b> 6	<b>JACS CODE:</b> D300
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** The underlying principles of animal performance will be explored and assessed in terms of intrinsic and extrinsic factors. The manipulation of typical management regimes in order to optimise performance will be examined.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>50%</b>	<b>C1</b>	<b>50%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: BSc RBM
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<b>Professional body minimum pass mark requirement:</b> N/A
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**MODULE AIMS:**

- To provide a detailed assessment of animal performance
- To assess biological and economic constraints on animal performance
- To evaluate performance records in order to optimise production through manipulation of the management system.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the criteria used to assess animal performance.
2. Critically evaluate the intrinsic factors that determine animal performance.
3. Assess the extrinsic constraints on animal performance.
4. Judge animal performance records in order to identify and correct sub-optimal performance.

<b>DATE OF APPROVAL:</b> June 2007	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2007	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year

Additional notes (for office use only):

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

<b>ACADEMIC YEAR: 2015-16</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Paul Ward</b>	<b>OTHER MODULE STAFF: Faye Shepherd</b>
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**Summary of Module Content**

Physical measures of animal performance. Physiological mechanisms, anatomic and morphological constraints. Intrinsic factors – nutritional, reproduction, health, welfare. Extrinsic factors – husbandry, management, economic and legislative. Species-specific performance data base information.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	Providing background knowledge and understanding
Seminars	20	Group discussions / Healthy Livestock seminars
Practical Classes and Workshops	15	Monitored focus farm/group workshops
Guided Independent Study	145	Autonomous work (with industry and / tutor where applicable)
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_		100%	ALO2, 3
	T_		0%	
Coursework	C_	Managing animal performance to optimise production	100%	ALO1, 4
Practice	P_		0%	

<b>Updated by:</b> P.N. Ward Date: 08/09/2015	<b>Approved by:</b> Jurie Intachat Date: 09/09/2015
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**RBM311 READING LIST**

Brambell, F. R. W. (1965) *Report of the technical committee to enquire into the welfare of animals kept under intensive livestock husbandry systems*. Command Paper: 2386.

Crettenand, J., Moll, J. Mosconi, C. and Wegmann, S. (2002) Performance Recording of Animals: State of the Art 2002. *EAAP Publication No. 107*. Proceedings of the 33<sup>rd</sup> Biennial session of ICAR, Interlaken, Switzerland May 26 – 31, 2002.

Defra (n.d.) The Animal Welfare Act. Available at: [www.defra.gov.uk/animalh/welfare/](http://www.defra.gov.uk/animalh/welfare/)

Frandsen, R. D. (1982) *Anatomy and physiology of farm animals*. Lipincott, Williams and Wilkins

Piliner, S. and Davies, Z. (1996) *Equine science, health and performance*. Oxford: Blackwell Ltd.

Robinson, D. (1997) *Animal physiology: animal performance*. Milton Keynes; Open University Worldwide.

Rural Business School (2012) *Farm business management digest – south west England*.

Callington. Rural Business School, Duchy College.

Soffe, R. J. (2003) *The Agricultural Notebook*. Oxford: Blackwell Ltd.

Useful journals:

Animal – The journal of the British Society of Animal Science & the European Federation for Animal Science.

Grass & forage science – The journal of the British Grassland Society & European Grassland Federation.



**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> RBM310	<b>MODULE TITLE:</b> Food Manufacturing Technology
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> D633
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module aims to address key factors in the food production chain which are necessary to ensure the safety and quality of food and discussion of the concepts and principles that underpin its effective management. A food chain approach will be taken with the inclusion of topical issues in relation to the agri-food industry.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	<b>50%</b>	<b>C1</b>	<b>50%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Food

**Professional body minimum pass mark requirement:**

**MODULE AIMS:**

- To develop an understanding of the key considerations involved in agri-food production including quality, safety and legal requirements.
- To develop critical views of ethical issues and systems which are relevant to the food industry.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the main concepts of quality and safety of food and their management
2. Assemble knowledge of food safety and quality management systems to recognise the threats to food safety and quality and explain the challenges that the industry faces to ensure standards are maintained. (Cognitive/ intellectual)
3. Obtain and analyse technical information to develop knowledge of selected areas of agri-food, health and nutrition sciences. (Cognitive/ intellectual; communication)
4. Evaluate topical issues which influence areas such as food sustainability, quality, safety, perception and cost (Key/ Transferable)

<b>DATE OF APPROVAL:</b> June 2007	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2007	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland

<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year
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Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2015-16	<b>NATIONAL COST CENTRE:</b> 110
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<b>MODULE LEADER:</b> Glenn Coulson	<b>OTHER MODULE STAFF:</b> Angela Shepherd
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#### **Summary of Module Content**

- Concepts of quality and safety, the food chain and consumer acceptability, traditional and modern production systems, production costs.
- Safety of foods, hazards including microbiological, chemical and physical. Food spoilage and preservation. Food safety and quality management systems, HACCP.
- Sustainable food production, the role of producers, retailers and consumers.
- Examples of food science and technology applications to add value to agri-food commodities including: the functionality and properties of food components; production, processing and specification of food raw materials; comparison of the properties and effects of a range of additives, and preservation methods
- Food systems: cereals, dairy, muscle foods, confectionery products, fresh produce

#### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	40	
Practical Classes	15	
Guided Independent Learning	145	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_		<b>100%</b>	ALO1, 4
	T_		0%	
Coursework	C_		<b>100%</b>	ALO2, 3,
Practice	P_		0%	

<b>Updated by:</b> Glenn Coulson Date: 10/09/2015	<b>Approved by:</b> Jurie Intachat Date: 10/09/2015
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**RBM310 READING LIST**

Campbell-Platt, G. (2009). *Food Science and Technology*. Oxford: Blackwell-Wiley

Fellowes, P.J. (2000). *Food Processing Technology, Principles and Practice*. UK: Woodhead Publishing

Institute of Food Science & Technology (2007). *Food and Drink Manufacture: Good Manufacturing practice: A Guide to its Responsible Management*. London. IFST

Hui, Y.H. (2007). *Handbook of Food Products Manufacturing*. New Jersey: Wiley

Alli, I. (2003) *Food Quality Assurance: Principles and Practices*. Florida: CRC Press

Tompkin, R. B. (2002). *Microbiological Testing in Food Safety Management*. Vol. 7. New York: Springer

Engel, D, MacDonald, D, Nash, C. (2007). *Managing Food Safety*. London: Chartered Institute of Environmental Health; Chadwick House Group Limited

Sprenger, R. (2014). *Hygiene for Management*. Doncaster: Highfield Publications

Chandrasekaran, M. (2012). *Valorization of Food Processing By-Products*. Florida: CRC Press

**SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> CORD308	<b>MODULE TITLE:</b> Personal Development Planning
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:** This module creates an opportunity for a student to demonstrate awareness that learning enables in continuous specialist development. Students recognise that learning may function as a reactive response to recognition of a specific deficiency and is integral to personal development.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	<b>100%</b>	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (in-class test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: BSc RBM
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<b>Professional body minimum pass mark requirement:</b>
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<b>MODULE AIMS:</b> To develop specialist and award title appropriate graduate skills.
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<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Critically appraise their own knowledge and skills in relation to their operational role and function</li> <li>2. Determine and plan their own personal learning programme and formulate individual approaches to learning</li> <li>3. Organise development and improvement of personal professional, strategic and social skills</li> <li>4. Critically evaluate how personal learning can contribute to their own learning experience.</li> </ol>
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<b>DATE OF APPROVAL:</b> April 2012	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2012	<b>SCHOOL/PARTNER:</b> Duchy College, Stoke Climsland
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn ~ all year

Additional notes (for office use only):
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**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR: 2015-16</b>	<b>NATIONAL COST CENTRE: 27</b>
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<b>MODULE LEADER: Dr J Intachat</b>	<b>OTHER MODULE STAFF: Subject Specialist Tutors</b>
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**Summary of Module Content**

**SELF ASSESSMENT:** examining attitude appraisal in relation to organisational, role function and people; undertaking skills audit and personality mapping; assessing own stock of knowledge with a view to addressing the personal challenge of developing oneself to be what you need to be. **SELF LEARNING:** developing learning techniques aimed at creating insight and critical thinking; examining action and experimental learning as methods of self-development; developing good learning habits; monitoring and measuring personal learning; discerning the difference between facts and assumptions of learning. **USING EDUCATION TO FURTHER PERSONAL DEVELOPMENT:** examining the place for continuing professional development"; understanding the impact of organisational learning; developing awareness of learning values; understanding the power of such notions as enculturation and indoctrination.

**EXPANDING SOCIAL AND INTERPERSONAL SKILLS:** learning how to work in and with groups; developing facilitation skills; seeking to understand how to negotiate; developing the art of listening and observing; understanding the 'duty of care' of managers have for others.

**SKILLS TRANSFER:** developing ability to transfer skills to different operations and environments.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	10	Formal delivery
Project Supervision	10	To ensure suitable work plan agreed and implemented
Guided Independent Study	180	Autonomous work and working with industry / employer
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Personal development Plan	20%	ALO 1
		Specific Individual Assessment	80%	ALO 2, 3, 4
			<b>100%</b>	

**Updated by:** Jurie Intachat  
Date: 17/07/2015

**Approved by:** Amanda Crowle  
Date: 17/07/2015

## **CORD308 READING LIST**

Barnes, R. (1992) Successful Study for Degrees. London: Routledge. (2nd edition now available)

Belbin, M.R. (2004) Management Teams, Why they succeed or fail. (2nd edition) London: Butterworth Heinemann.

Brookes, I (ed.). (1996) Collins How to Succeed Student's Guide. London: HarperCollins.

Buzan, T. (1993) The Mind Map Book London: BBC Books.

Cottrell, S. (2003) Skills for Success The Personal Development Planning Handbook. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2003) The Study Skills Handbook (2nd edition). Basingstoke: Palgrave Macmillan.

Covey, S.R. (1992) The Seven habits of Highly Effective People. London: Simon and Schuster

Handy, C. (1989) The Age of Unreason. London: Arrow Books. Chapter 3 'The Theory'.

Hector-Taylor, M and Bonsall, M. (eds.). (1993) Successful Study: A practical way to get a good degree. Sheffield: The Hallamshire Press.

Northledge, A. (1990) The Good Study Guide. Milton Keynes: Open University Press.

Pedlar, M, Burgoyne, J, and Boydell, T. (1991) The Learning Company: A strategy for Sustainable Development. Maidenhead: McGraw-Hill.

Pedlar, M, Burgoyne, J, and Boydell, T. (1994) A Manager's Guide to Self-Development (3rd edition). Maidenhead: McGraw-Hill.

Race, P. (1995) Who Learns Wins. London: Penguin/BBC Books.

Schon, D.A. (1989) The Reflective Practitioner: How professionals think in action. London: Temple Smith.

Senge, P M. (1990) The Fifth Discipline: The art and practice of the learning organisation. London: Century Business.

**Appendix 1 FORMATIVE AND SUMMATIVE ASSESSMENT DETAILS**

- A range of assessment modes are used across your programme.
- Formative assessment is used to support your development of academic skills.
- You are strongly advised to make the most of formative assessment opportunities.

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and end of year examinations. You must pass the assessments in order to be credited with that module for your award.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. Various sources of guidance and support are available for undertaking different types of assessments. During your programme you may experience some, or all, of the following types of assessment:

- Coursework essay questions
- Coursework group reports
- Coursework case study problems
- Group presentations
- Individual presentations
- Practical work
- Formal examinations
- Online assessments
- Portfolios
- Independent research projects
- Individual reflective reports
- logbooks

If you think that you should receive any modified assessment provision you must notify your module leaders and programme manager as soon as possible. This will be discussed on an individual basis and it is your responsibility to discuss with your programme manager.

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria on each of your assessments which are used to judge the extent of your achievement.

Please reference the Benchmarking Skills Map in the Programme Specification in the programme Quality handbook for further details on how the teaching, learning and assessments are achieved within each module.

Please note that **ALL** assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

## Appendix 2a INDICATIVE PROGRAMMES ASSESSMENT SCHEDULES

The specific modes used for your programme are shown on the indicative programme assessment schedule below:

<b>YEAR 3</b> Date w/c	<b>RBM301 Honours Project (40 credits)</b>	<b>CORD311 Marketing (20 credits)</b>	<b>CORD312 Strategic Management Issues (20 credits)</b>	<b>RBM304 Agriculture Technology (20 credits)</b>	<b>RBM305 Environmental Management (20 credits)</b>	<b>RBM310 Food Manufacturing Technology (20 credits)</b>	<b>RBM311 Managing Animal Performance (20 credits)</b>	<b>CORD308 Personal Development Planning (20 credits)</b>
1 21.09.15								
2 28.09.15	<b>Ethics Paperwork 02.10.15</b>							
3 05.10.15								<b>AS1 Formative (0%) 09.10.15</b>
4 12.10.15								
5 19.10.15								AS1: Personal Development Plan (20%) 23.10.15
	Half Term (Reading week) w/c 26.10.15							
6 02.11.15								

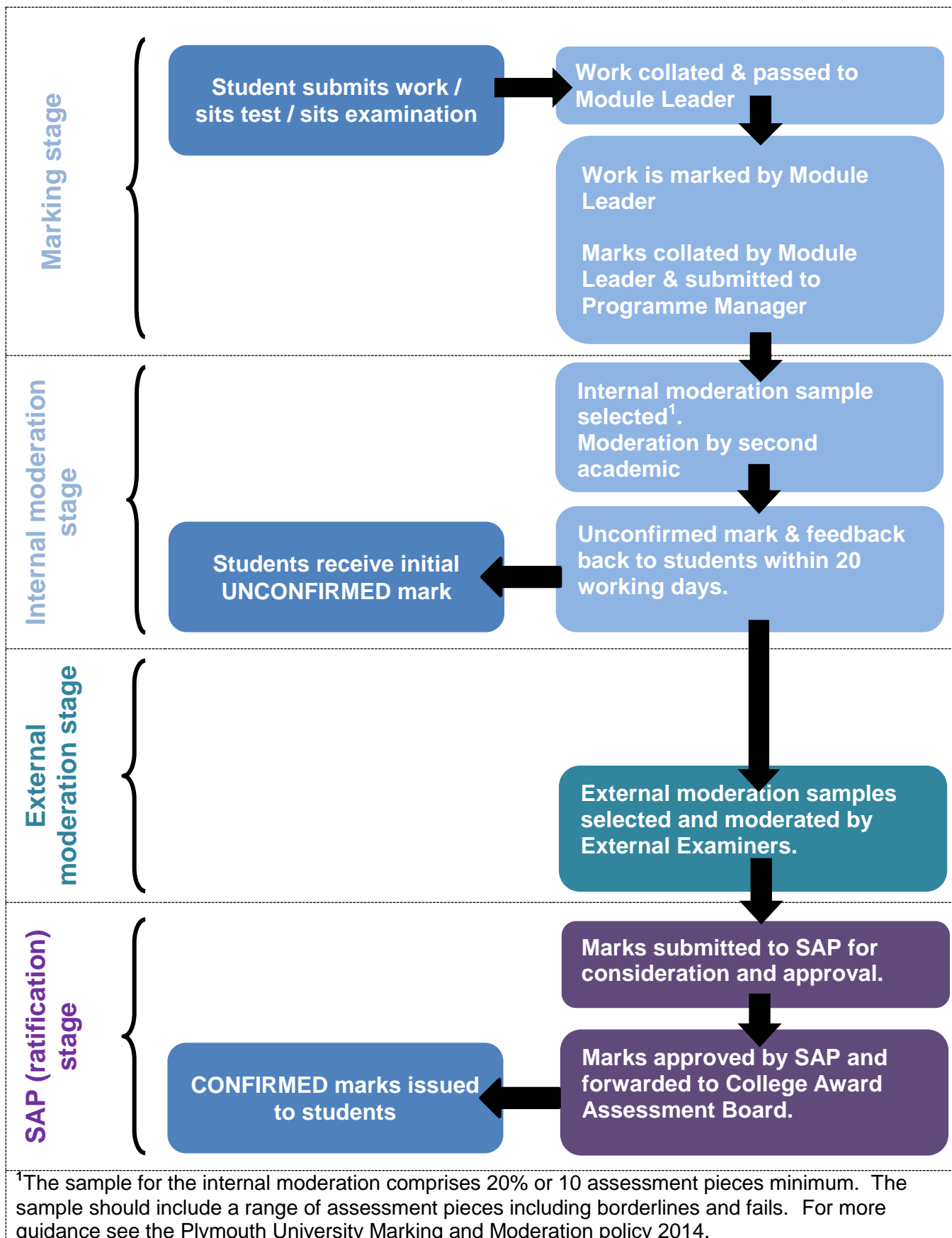


7 09.11.15	AS0 Literature Review (0%) 13.11.15							
8 16.11.15			AS1: Formative - Presentation (0%) 19.11.15					
9 23.11.15								
10 30.11.15					AS1 Formative (0%) 04.12.15			
11 07.12.15 Assessment Week							AS1: Formative (0%) 18.12.15	
	Christmas break (14.12.15 – 28.12.15)							
12 04.01.16	AS2: Formative - Methods (0%) 08.01.16			AS1: Formative (0%) 08.01.16				
13 11.01.16								AS2 Formative (0%) 15.01.16
14 18.01.16						AS1: Formative (0%) 21.01.16		

15 25.01.16								
16 01.02.16					AS1: Environmental Management Plan (50%) 05.02.16			
17 08.02.16	<b>AS2: Formative - Results (0%) 29.01.16</b>	<b>AS1: Formative (0%) 18.12. 15</b>		AS1: Report (50%) 12.02.16				
	Half Term (Reading week) w/c 15.02.16							
18 22.02.16						AS1: New Product Development (50%) 26.02.16		
19 29.02.16	<b>AS2: Formative - Discussion (0%) 04.03.16</b>						AS1: Essay (50%) 04.03.16	
20 07.03.16		AS1: Business Marketing Report (40%) 10.03.16						<b>AS2: Formative (0%) 11.03.16</b>
21 14.03.16								
22 21.03.16	AS2: Log Book (10%)							

<b>Assessment week</b>	AS3: Report (90%) 25.03.16							
	Easter break (w/c 28.03.16 - w/c 04.04.16)							
23 11.04.16								
24 18.04.16			AS1: Report (70%) 22.04.16					<b>AS2 Formative (0%) 22.04.16</b>
25 25.04.16								
26 02.05.15 (BH Monday)								
27 09.05.16 <b>Assessment week</b>								
28 16.05.16	Revision week 1							
29 23.05.15	Revision week 2							AS2: Personalised Assignment (80%) 27.05.16
30 30.05.16 (BH Monday) <b>Exam Week</b>		Exam (60%) TBC	Exam (30%) TBC	Exam (50%) TBC	Exam (50%) TBC	Exam (50%) TBC	Exam (50%) TBC	
31 06.06.16	Post Exam Week							

## Appendix 2b INDICATIVE PROGRAMMES ASSESSMENT SCHEDULES



## **Appendix 2c ASSESSMENT HAND-IN PROCESS, ASSESSMENT CRITERIA AND GUIDANCE**

### **ASSESSMENT FORMAT**

You are expected to submit your work in standardised format for all written submissions (unless advised otherwise) as per the guidance below and also to use the standardized front sheet (page 31):

#### **GENERAL PRESENTATION, FORMAT AND FONT GUIDANCE**

Please ensure that UK English is used.

Use a 2.5cm margin on the left, and 2cm margins on the top, right and bottom.

Use 1.5 line spacing.

Use Arial 12pt font.

The first line of paragraphs must not be indented.

Paragraphs must be separated by a 1.5 line space.

Text in the main body of the document must be fully justified.

Use a 10pt Arial footer left justified containing only your student number.

Use page numbers positioned bottom, centre in Arial 10pt font.

Do not use a header unless instructed otherwise (e.g. for business reports).

Ensure that a consistent style is used throughout the document (e.g. for section headings, numbering and bullet point styles).

#### **PRESENTATION OF TABLES, FIGURES AND IMAGES**

Tables and Figures should be referred to in the preceding text.

Table headings should be positioned above the Table.

Text within tables should be single line spaced and unjustified.

Figure headings should be positioned below the Figure.

Only use pictures, photographs or images to demonstrate a point. Do not use pictures solely for aesthetic purposes. These should be referred to as Figures.

Ensure that images used are of reproducible quality. (Avoid over expanding images resulting in a low quality pixelated/grainy image.)

Tables and Figures should be understandable without preceding text, therefore may benefit from the addition of a legend containing explanatory text.

## REFERENCING

The Harvard Referencing System must be used. (Refer to Plymouth University's Cite Them Right <http://www.citethemrightonline.com> for definitive guidance)

NEVER use bullet points in the reference list.

It is acceptable to use single line spacing for the reference list.

Do NOT use bibliographies (unless specifically required to do so).

## WORD COUNT

Include the word count on the front sheet

A tolerance of 10% can be applied to the stipulated word count. Deviations exceeding  $\pm 10\%$  will be penalised.

Table 1 describes what is and is not included in the word count.

**Table 1. Summary of words included in and excluded from the word count.**

Included	Excluded
All in-text citation (including those in parentheses)	All direct quotes
All table headings	Numerical data in tables
All diagram headings and labels	Reference list & Bibliography
All textual footnotes	Contents and Cover/Title pages
All headings and sub-headings	Appendices

## SUBMISSION FORMAT

The standard front sheet format on the next page should be used for every assessment submitted.



**PROGRAMME TITLE**

**MODULE CODE**

**MODULE TITLE**

**ASSIGNMENT TITLE**

**ASSIGNMENT TUTOR**

**STUDENT NUMBER**

- I have read and understood the Plymouth University's policy on plagiarism and the definitions of plagiarism.
- I understand that I will be penalised if I am found to have plagiarised the work of others.
- I hereby give an undertaking that the presented work that I am submitting is my own work, and that any material quoted or paraphrased from other sources, including the internet, will be identified as such and duly acknowledged in the bibliography/reference list.

**This submission IS / IS NOT** *(delete as appropriate depending on if you were instructed to submit via Turnitin)* **accompanied by a Turnitin report**

Signed: *Use an electronic signature here – please use an image not an electronic free-hand version)*

Date:

**WORD COUNT:**

## **ASSESSMENT SUBMISSION PROCESS**

The majority of your assessments should be submitted via the VLE (Moodle) by the time specified on the assessment brief. You are strongly discouraged from emailing assessments to staff and this should only be done in exceptional circumstances with prior agreement. For hard copy submissions (such as log books, portfolios and posters) you will be given the exact time and location of the submission.

For some of your assessments you may be required to submit your work to anti-plagiarism software, such as Turnitin®, prior to submission. This is a useful academic development tool, it is not that we think you are cheating! You will be informed when this is a requirement and given the appropriate training to enable you to do so.

## **SUBMISSION DEADLINES**

Remember that deadlines are deadlines and they should always be met. If a piece of work is up to 24 hours late a maximum mark of 40% will be awarded. Work that is more than 24 hours late will be given a zero. If however there are extenuating circumstances you should let your programme manager know as soon as possible.

## **RESITTING ASSESSMENTS**

A fee is not charged for referral work if it is done during the referral period. Resit modules are free if they are being undertaken following approved extenuating circumstances. Modules that have to be re-sat as a second attempt are likely to attract a fee.

## **ASSESSMENT FEEDBACK FORMS**

A generic feedback form is used for all HE assessments. This will be accompanied by standard appropriate assessment grading matrices. The most commonly used is the Reports/Essays matrix shown below. Other assessment matrices may be used depending on the nature of the assessment and these will be issued with the assessment brief. Take time to examine these carefully – it will help you to know what is expected of you!



<b>Student Name/Number:</b>	<b>Assessor Name:</b>
<b>Module Code and Title:</b>	<b>Assignment title and type:</b>

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## Assessment Grading Matrix for Essays/Reports

BAND	Select and deploy relevant knowledge showing understanding of relevant literature/resources.	Analyse and evaluate information, arguments and explanations, and apply theory to practice.	Construct arguments and explanations using a range of available evidence and communicate these in a clear, structured manner, making use of appropriate vocabulary, citation and referencing.
(85-100%) Outstanding .. in addition to criteria in the 70-84% band the student	<ul style="list-style-type: none"> <li>demonstrates comprehensive understanding of information extracted from recent / current thinking in the subject area</li> </ul>	<ul style="list-style-type: none"> <li>suggests original interpretations or applications of theory</li> <li>evaluates, analyses and interprets information, arguments and explanations with outstanding clarity and skill</li> </ul>	<ul style="list-style-type: none"> <li>reasons effectively towards a comprehensive and original conclusion</li> <li>distils and critically evaluates evidence and communicate this concisely</li> </ul>
(70-84%) Excellent	<ul style="list-style-type: none"> <li>a thorough, accurate knowledge with a clear and detailed understanding that meets module specific learning outcomes and assessment criteria</li> <li>coverage of a wide range of relevant literature/resources</li> </ul>	<ul style="list-style-type: none"> <li>a high level of skill in interpretation, analysis and evaluation</li> <li>rigorous and consistent application of relevant theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>correctly distinguish relevant and important factors</li> <li>integrate these factors into a balanced, well-focused and convincing argument/explanation</li> <li>reason effectively towards an individual and informed conclusion</li> <li>contain detailed citation and referencing</li> <li>correctly use grammar, punctuation and spelling</li> </ul>
(60-69%) Very Good	<ul style="list-style-type: none"> <li>a very good, accurate knowledge and understanding that meets module specific learning outcomes and assessment criteria</li> <li>a very good awareness of a range of relevant literature/resources</li> </ul>	<ul style="list-style-type: none"> <li>a very good level of skill in interpretation, analysis and evaluation</li> <li>consistent application of relevant theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>identify the most important factors</li> <li>present a relevant argument/explanation clearly if, at times, lacking incisiveness</li> <li>contain accurate citation and referencing</li> <li>may contain occasional errors of grammar, punctuation and spelling</li> </ul>

(50-59%) Good	<ul style="list-style-type: none"> <li>a good knowledge and confident understanding that meets module specific learning outcomes and assessment criteria</li> <li>a good awareness of relevant literature/resources</li> </ul>	<ul style="list-style-type: none"> <li>a good level of skill in interpretation, analysis and evaluation</li> <li>application of some theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>identify some important factors</li> <li>present a logical argument/explanation</li> <li>contain correct citation and referencing</li> <li>may contain some errors of grammar, punctuation and spelling</li> </ul>
(40-49%) Adequate	<ul style="list-style-type: none"> <li>an adequate knowledge and understanding that meets module specific learning outcomes and assessment criteria</li> <li>a limited awareness of relevant literature/resources</li> </ul>	<ul style="list-style-type: none"> <li>an adequate level of skill in interpretation, analysis and evaluation</li> <li>adequate application of theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>make an adequate attempt to distinguish relevant material</li> <li>assemble it into a limited argument/explanation</li> <li>contain adequate citation and referencing that is generally accurate</li> <li>may contain some errors of grammar, punctuation and spelling</li> </ul>
(25-39%) Unsatisfactory	<ul style="list-style-type: none"> <li>poor and generalised knowledge and understanding that does not meet module specific learning outcomes and assessment criteria</li> <li>little or no awareness of relevant literature/resources</li> </ul>	<ul style="list-style-type: none"> <li>a poor level of skill in interpretation, analysis and evaluation</li> <li>inappropriate or inadequate application of theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>make an inadequate attempt to shape an argument/explanation at a basic level</li> <li>lack logical structure and/or be unselective</li> <li>be uncited/unreferenced or display frequent errors in citation/referencing</li> <li>may contain intrusive errors of grammar, punctuation and spelling</li> </ul>
(0-25%) Inadequate at HE level 6	<ul style="list-style-type: none"> <li>No attempt to use relevant literature</li> <li>Little or no relevant factual content</li> <li>Has little apparent understanding of the concepts relevant to this area of study</li> </ul>	<ul style="list-style-type: none"> <li>Little or no interpretation or analysis of information</li> <li>Little or no idea of relevant theoretical background or its application</li> </ul>	<ul style="list-style-type: none"> <li>No conventional structure to report</li> <li>Spelling / grammatical errors make report incomprehensible</li> <li>Explanations illogical or non-existent</li> </ul>

## **Appendix 2d REFERENCING GUIDANCE**

Online support available through the University Referencing Library Guide including the online version of Cite Them Right which is available through the Plymouth University Student Portal. See also <http://www.citethemrightonline.com>. [Click here](#) for everything you need to know.

## Appendix 3 MOODLE LINKS

<b>BSc (Hons) Rural Business Management Level 6 Modules</b> <a href="http://moodle.cornwall.ac.uk/course/view.php?id=492">http://moodle.cornwall.ac.uk/course/view.php?id=492</a>		
<b>RBM301</b>	Honours Project	This module allows students to explore in detail an academic subject of their choice. The module comprises a substantial research study element, which includes a literature review, experimental design, the collection, analysis and interpretation of data and report writing.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=494">http://moodle.cornwall.ac.uk/course/view.php?id=494</a>	
<b>CORD311</b>	Marketing	This module aims to illustrate the dynamic influences on a business and the need for a planned approach to marketing through marketing management.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=2421">http://moodle.cornwall.ac.uk/course/view.php?id=2421</a>	
<b>CORD312</b>	Strategic Management Issues	This module enables students to evaluate different management strategies and theoretical approaches, and how they can be used in the context of current issues affecting the sector. These approaches will be explored in relation to their relevance and application in developing appropriate strategies for businesses.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=495">http://moodle.cornwall.ac.uk/course/view.php?id=495</a>	
<b>RBM304</b>	Agricultural Technology	This module enables students to investigate recent advances in agricultural technology through understanding the scientific principles underlying them and appraisal of their existing and potential roles. The effects of their use on production, the market, public perceptions and the environment will be investigated.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=500">http://moodle.cornwall.ac.uk/course/view.php?id=500</a>	
<b>RBM305</b>	Environmental Management	This module enables students to devise and evaluate management plans and policies as they apply to projects, organisations and agencies involved with environmental issues.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=499">http://moodle.cornwall.ac.uk/course/view.php?id=499</a>	

link:		
<b>RBM310</b>	Food Manufacturing Technology	This module aims to address key factors in the food production chain which are necessary to ensure the safety and quality of food and discussion of the concepts and principles that underpin its effective management. A food chain approach will be taken with the inclusion of topical issues in relation to the agri-food industry.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=501">http://moodle.cornwall.ac.uk/course/view.php?id=501</a>	
<b>RBM311</b>	Managing Animal Performance	The underlying principles of animal performance will be explored and assessed in terms of intrinsic and extrinsic factors. The manipulation of typical management regimes in order to optimise performance will be examined.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=497">http://moodle.cornwall.ac.uk/course/view.php?id=497</a>	
<b>CORD308</b>	Personal Development Planning	This module creates an opportunity for a student to demonstrate awareness that learning enables in continuous specialist development. Students recognise that learning may function as a reactive response to recognition of a specific deficiency and is integral to personal development.
Moodle link:	<a href="http://moodle.cornwall.ac.uk/course/view.php?id=984">http://moodle.cornwall.ac.uk/course/view.php?id=984</a>	