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PLYMOUTH

**University of Plymouth  
Academic Partnerships**

***Bridgwater and Taunton College***

**Programme Quality  
Handbook for  
*FdSc Agricultural Management***

**2023 – 2024**

*The Information provided in the handbook is correct at the time of publication.*

*August 2023*

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*Please note:*

*All the information in this Handbook is correct at the time of printing.*

*Bridgwater and Taunton College is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College/Institution interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.*

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# WELCOME AND INTRODUCTION

## 1. Welcome and Introduction to Bridgwater and Taunton College working in Partnership with the University of Plymouth.

Welcome to the FdSc Agricultural Management programme delivered at the Cannington centre of Bridgwater and Taunton College.

This course covers in detail and in great depth the management of today's modern agriculture industry. The modules taught incorporate the latest technologies and are delivered in modern facilities. This University of Plymouth qualification will generate graduates who will be sought by leading agri-food industries. The course structure allows students to study alongside employment. We have an excellent reputation within the industry and maintain strong links with many providers, who also provide industry talks to our students and provide work placement opportunities where possible

Welcome to University Centre Somerset, part of Bridgwater and Taunton College; in partnership with the University of Plymouth. We at University Centre Somerset are very proud of what we have to offer and the high standards our students achieve. Our focus is very much on you the student, and our aim is to help you achieve your goals. The College has strong industry links and we have close relationships with employers to ensure our courses prepare our students to be successful in their chosen careers.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the Teaching, Learning and Assessment Handbook available on your programme virtual learning environment and your student handbook available on the HE Hub which contains student support based information on issues such as finance and studying at HE level. Further information is also available on the University of Plymouth's Student Handbook, [accessed via the link https://www.plymouth.ac.uk/your-university/governance/student-handbook](https://www.plymouth.ac.uk/your-university/governance/student-handbook)

## 2. Programme Specification

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Bridgwater and Taunton College
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English <sup>1</sup>
<b>Mode of Study:</b>	Full Time / Part Time
<b>Final Award:</b>	FdSc Agricultural Management
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	FdSc Agricultural Management
<b>UCAS Code:</b>	D400
<b>JACS Code:</b>	D400
<b>Benchmarks:</b>	Informed by the QAA FDQB, QAA subject benchmark in Agriculture, horticulture, forestry, food and consumer sciences (2009) and the QAA subject benchmark in Business and Management (2015)
<b>Date of Programme Approval:</b>	24 <sup>th</sup> March 2016

## 3. Programme Details

Programme Title: FdSc Agricultural Management  
Partner Delivering Institution: Bridgwater College  
Start Date: September 2017  
First Award Date: July 2019  
Date(s) of Revision(s) to this Document: 10/08/2022

## 4. Brief Description of the Programme

This FdSc program brings together all the agricultural thoroughness expected at this level and gives students exposure to the latest technologies available in the agri-food sector. Delivered in partnership with the University of Plymouth the program structure has been developed following full consultation with academic staff, employers and students. It provides students with the knowledge to appreciate on-going developments in the agri-food sector, and to offer them an opportunity to maximise

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<sup>1</sup> Unless otherwise approved through the University of Plymouth's Academic Development and Partnerships Committee

their career prospects. The focus is on applied management skills, employability skills and personal development.

From a level 3 base on entry students follow a structured course of lectures, seminars, workshops and tutorials; and coupled with independent research students will be able to consider and develop their own practice with a view of progressing on to further study or directly into the agri-food industry.

The programme aims to embed and promote an ethos of continuous professional development and one that graduates take with them and pursue in their future, be that employment or further participation in lifelong learning.

Bridgwater and Taunton College's reputation is growing within the agricultural business sector both in the South West and nationally. The Cannington centre farm now attracts national and international research projects. Since 2012 the College has become one of the largest FE agricultural centres in the UK in terms of student numbers. A proportion of this expanding cohort naturally looks to progress on to Higher Education. Together with likeminded entrants from across the country, the Foundation degree in Agricultural Management and Food chains is this first step into HE.

## **5. Details of Accreditation by a Professional/Statutory Body (if appropriate)**

There is no professional body accreditation for this programme.

Exceptions to the University of Plymouth Regulations

(Note: The University of Plymouth Academic Regulations are available on the extranet:<http://www.plymouth.ac.uk/student-life/academic-regulations>)

There are no exceptions to the University of Plymouth Regulations.

## **6. Programme Aims**

This programme aims to provide students with a learning environment, which promotes the understanding of the business environment, whilst at the same time allowing specialisation into the area of Agricultural Management.

The programme aims:

1. To provide students with the opportunity to develop their knowledge and understanding of the agricultural and food business environment and develop their capacity to recognise problems and justify appropriate management solutions
2. To enable students to develop and apply analytical, planning and technological skills to their field of study and in a work-based learning setting
3. To enable students to develop a range of personal qualities, transferable skills and their agriculture and food-related employability

4. To provide students with a professional foundation for a range of technical and management careers in the agriculture and food business sectors
5. To enable students to become reflective, autonomous and lifelong learners, equipped to progress to the next academic level and/or engage in further professional training

### **PS1. Programme Intended Learning Outcomes (ILO)**

1. Employ knowledge, skills and new technologies to the management of business in the agrifood sector
2. Apply management practices within agrifood production systems
3. Apply personal, professional and interpersonal skills to the agrifood environment
4. Communicate effectively in a face-to-face setting
5. Critically reflect on own performance and that of others to identify strategies to improve and progress.
6. Demonstrate a comprehensive understanding of what is required when working in an agri-food environment.
7. Present results of investigations in a number of formats. Plan, conduct and present an independent investigation with significant guidance

### **PS2. Distinctive Features**

This University of Plymouth qualification will generate graduates who will be sought by leading agriculture and food supply industries. The modules taught incorporate the latest technologies and are delivered in modern facilities. (Built Jan 2015). New University Cannington campus planned 2017.

Other distinctive features include:

Resources:

- Major investment in agriculture and higher education at the Cannington Centre (Agricultural Innovation Centre and HE study centre opened 2015)
- Two day (back to back) full time study structure. This delivers the equivalent weekly tutor contact hours of other leading UK agri-food degree programmes
- Bridgwater College's reputation is growing within the agricultural business sector both in the South West and nationally. Rodway Farm now attracts national and international research projects
- Cannington Centre – Bridgwater College 2016 is one of the largest Agricultural centres for FE in the UK which both attracts industry leaders and promotes progression to Higher Education.



- Individual units are also accredited as short standalone courses by recognised national organisations. (E.g. Crop Management and Sustainable Processes unit also incorporates an Soil Association accredited short course on organic principles)
- Incorporates direct Industry involvement in every unit either by assessment, seminar, visit or speaker.
- Delivers a full range of agri-food topics which give students a thorough grounding at this higher level.

#### Professional Relationships/Skills:

- Close working relationship between industry and the College's agricultural section.
- Strong Employer Advisory Panel (EAP)
- Emphasis on applied management skills
- Completion of the qualification complies with Institute of Agricultural Secretaries and Administrators (IAgSa) training requirements. If you are planning a future career as a farm secretary or administrator, membership of IAgSa will give you both the confidence and qualification you need.
- Industry visits and speakers are an integral part of the course.

### **Student Numbers**

Minimum Student Numbers per Stage: 15

Target Number of students per Stage: 20

Maximum Number of students per Stags: 30

### **Progression Routes**

To achieve your Foundation Degree you will be required to complete a minimum of 240 credits of which at least 120 are at Level 5. If your aggregate mark across all modules is 70% or above, the Foundation Degree will be awarded with Distinction. If your aggregate mark across all modules is between 60% and 69%, the Foundation Degree will be awarded with Merit.

Marks are calculated across all units and weighted equally across the two years of Foundation degree study.

On successful completion of your FdSc in Agricultural Management you will have the opportunity to progress on to one of the following qualifications:

BSc(Hons) Agricultural Management (Top-up) delivered by Bridgwater and Taunton College.

Your Programme Manager has access to University staff and is able to liaise in relation to your questions regarding progression to programmes at the University of Plymouth.

Progression routes are correct at the time of publication but they may be subsequently amended. More information on individual programme progression is available in your Programme Quality Handbook – which can be accessed via Blackboard.

There may be wider progression opportunities available to you however you must discuss your individual requirements with programme staff who will be able to offer further guidance.

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places maybe subject to availability.

If you progress to a University of Plymouth honours degree programme, the University of Plymouth will calculate your final Honours Degree classification to include marks from each of your levels of study.

10% from Level 4 – calculated from the highest achieved 80 credits. Where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage.

30% from Level 5

60% from Level 6

If you progress onto Level 5 of a programme at the University of Plymouth, then 10% (of the highest achieved 80 credits or where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage) will come from your level 4 marks studied previously, 30% of your level 5 aggregate mark will be drawn from the level 5 modules studied at the University of Plymouth and then 60% from your level 6 aggregate mark at the University of Plymouth.

### PS3. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Key Skills requirement / Higher Level Diploma:</b></li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• <b>GCSEs required at Grade C or above:</b></li> </ul>	<p>You will require a minimum of 48 UCAS tariff points from a full Level 3 qualification in a relevant subject area.</p> <p>Functional skills / Adult Literacy and Numeracy</p> <p>At least 4 GCSEs at grades 4-9 (A-C) including Maths and English or Level 2 equivalent</p>
<p><b>Level 5: at least one of the following:</b></p> <ul style="list-style-type: none"> <li>- <b>HND &amp; Foundation Degree</b></li> </ul>	<p>A Pass in a subject acceptable for entry</p>
<p><b>Work Experience:</b></p>	<p>Agri/ Food industry work experience welcomed</p> <p>Mature applicants with relevant experience who do not have the stated entry requirements are encouraged to apply</p> <p>For foundation degree before progression onto Top Up</p>
<p><b>Other HE qualifications / non-standard awards or experiences:</b></p>	<p>Potential students with non-standard awards or experience will be considered through interview on an individual case by case basis.</p>
<p><b>APEL / APCL<sup>2</sup> possibilities:</b></p>	<p>All applications by students for APEL or APCL will be considered on an individual basis</p> <p>The University of Plymouth regulations apply</p>
<p><b>Interview / Portfolio requirements:</b></p>	<p>Interviews MAY be required by the admissions team</p>
<p><b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b></p>	<p>No</p>

<sup>2</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## **7. Academic Standards and Quality Enhancement**

### **Subject External Examiner**

All modules are parented by this programme and therefore covered by this programme's external examiner.

### **Additional Stakeholders specific to this programme**

Existing members include:

- Mole Valley Farmers
- National farmers Union
- Agriculture and Horticulture Development Board (AHDB)
- Alvis Bros
- LLanwenogg breed society
- Lloyd Bank Agriculture
- Barclays Bank Agriculture
- Hawkins Agri
- Coombe Farms
- AC Mole Accountants
- AHDB

All of the above are involved in either delivery of seminars, suppliers or case scenarios.

**PS4. Programme Structure** - The following structure diagram(s) provides the current structure for this programme

<b>FHEQ level: 4 For: FdSc Agricultural Management Full Time</b>				
<b>F/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	All Year	Core	20	BRID1118 Agricultural Finance
1	All Year	Core	20	BRID1119 Agricultural Technology
1	All Year	Core	20	BRID1130 Forage Crop Production Systems
1	All Year	Core	20	BRID1131 Animal Production Systems
1	All Year	Core	20	BRID1122 Agricultural Budgeting
1	All Year	Core	20	BRID1123 Animal Health and Food Safety
<b>FHEQ level: 5 For: FdSc Agricultural Management Full Time</b>				
<b>F/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
2	All Year	Core	20	BRID2235 Agricultural Business Diversification and Marketing
2	All Year	Core	20	BRID2226 Crop Management and Sustainable Processes
2	All Year	Core	20	BRID2214 Dairy Herd Management

2	All Year	Core	20	BRID2215 Meat and Livestock Management
2	All Year	Core	20	BRID2216 Agriculture, The Environment and the Law
2	All Year	Core	20	BRID2217 Personal and Professional Development

**FHEQ level: 4 For: FdSc Agricultural Management Part Time**

P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	All Year	Core	20	BRID1118 Agricultural Finance
1	All Year	Core	20	BRID1119 Agricultural Technology
1	All Year	Core	20	BRID1130 Forage Crop Production Systems
2	All Year	Core	20	BRID1131 Animal Production Systems
2	All Year	Core	20	BRID1122 Agricultural Budgeting
2	All Year	Core	20	BRID1123 Animal Health and Food Safety

**FHEQ level: 5 For: FdSc Agricultural Management Part Time**

P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
3	All Year	Core	20	BRID2235 Agricultural Business Diversification and Marketing

3	All Year	Core	20	BRID2226 Crop Management and Sustainable Processes
3	All Year	Core	20	BRID2214 Dairy Herd Management
4	All Year	Core	20	BRID2215 Meat and Livestock Management
4	All Year	Core	20	BRID2216 Agriculture, The Environment and the Law
4	All Year	Core	20	BRID2217 Personal and Professional Development

## 8. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment<sup>3</sup>

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<b>Knowledge / Understanding:</b>  Agriculture Horticulture Forestry, Food and Consumer Sciences 2009 <sup>4</sup> <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a>  <a href="#">Business &amp; Management 2015</a>					

<sup>3</sup> For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<sup>4</sup> Insert benchmark(s) statement reference

<p><a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to recall knowledge based on the directly taught programme. The presentation, evaluation and interpretation of agricultural budgets Identify new technologies in the agri-food sector. Recognise measures of maintaining animal health and food safety throughout the food chain. Understand husbandry aspects of grassland, forage and arable crops</p>	<p><b>Primary:</b> Lectures and tutorials Directed independent study Case studies <b>Secondary/Supplementary:</b> Industry visits Use of visiting speakers.</p>	<p>1</p>	<p>1 &amp; 6</p>	<p>Exam Assignment</p> <p>Report Assignment</p> <p>Exam</p> <p>Exam</p> <p>Presentation of a Report Assignment</p> <p>Exam Report</p>	<p>BRID 1118 Agricultural Finance</p> <p>BRID 1119 Agricultural Technology</p> <p>BRID 1130 Forage Crop Production Systems</p> <p>BRID 1131 Animal Production Systems</p> <p>BRID 1122 Agricultural Budgeting</p> <p>BRID 1123 Animal Health and Food Safety</p>
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An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:  
 At this level the programme will embed core knowledge and understanding primarily through lectures, seminars, workshops and tutorials. This will provide core knowledge and understanding of key agricultural subjects and enable learners to successfully describe principles and concepts. A diverse methodology is embedded to assess this in Formal Examinations, Presentations and Coursework, enabling learners to demonstrate their knowledge and understanding in a variety of different contexts. Formative assessment will enable students to demonstrate progress inside of the classroom.

<p><b>Cognitive and Intellectual Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>5</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><u>Business &amp; Management 2015</u>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:      Source academic literature and extract relevant information. Recall knowledge based on the directly taught programme. Understand subject specific theories, concepts and principles Recognise and use appropriate theories, concepts and principles from a range of disciplines</p>	<p>Primary:          Practical class exercises          Feedback via coursework assessment process (essays etc)</p> <p>Secondary/Supplementary:          1 to 1 tutorials with course tutor</p>	<p>2</p>	<p>2</p>	<p>Exam Assignment</p> <p>Report Assignment</p> <p>Exam Report</p> <p>Exam Report</p>	<p>BRID 1118          Agricultural Finance</p> <p>BRID 1119          Agricultural Technology</p> <p>BRID 1130          Forage Crop Production Systems</p> <p>BRID 1131          Animal Production Systems</p>
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<sup>5</sup> Insert benchmark(s) statement reference

				Exam Report	BRID1123 Animal Health & Food Safety
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:  Students will be supported in their transition to higher education through the HEadstart programme and transitional assignment, which provides them the opportunity to develop their Cognitive and Intellectual Skills. Teaching and learning will focus on developing the required understanding to apply essential concepts relevant to the individual module e.g. Students apply concepts whilst formulating their own plans within the unit Agricultural Budgeting. Summative assessment will examine their ability to analyse problems, implement and document solutions, through a combination of Coursework and Presentations</p>					
<p><b>Key Transferable Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>6</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">Business &amp; Management 2015</a>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:  Psychomotor skills relevant to a range of employment and further study situations.  Produce work within timetabled deadlines  Willingness to contribute productively in situations involving interactions between small and large groups (teams).  Ability to apply core numerical skills to new and unfamiliar situations. Computer and information technology skills</p>					
	<p>Primary:  Library and other research exercises  Group work  Computer-based learning and assessment  Formal presentations  Secondary/Supplementary:  Class and seminar interactions and feedback  Workshops</p>	3	3 & 7	<p>Report Assignment</p> <p>Report</p> <p>Presentation of a Report</p>	<p>BRID 1119 Agricultural Technology</p> <p>BRID 1131 Animal Production Systems</p> <p>BRID 1122 Agricultural Budgeting</p>

<sup>6</sup> Insert benchmark(s) statement reference

An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:  
 There are a mix of theoretical study and practical developments throughout the programme, students are supported to develop key transferable skills to present their progress through written reports, presentations and reflective accounts. At this level students are introduced to these skills throughout the curriculum and are assessed through a variety of Coursework and Presentations There are opportunities for students to enhance and develop these skills as this stage of study progresses. Furthermore students will encounter group work, where they will work as part of a team to successfully devise a whole farm budget.

<p><b>Employment Related Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>7</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><u>Business &amp; Management 2015</u>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:        Undertake further training and develop new skills within a structured and managed environment qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. Respect the views of others</p>	<p><b>Primary:</b>          Lectures, research work, guided ind study, work-based learning</p> <p><b>Secondary/Supplementary:</b>          Wider research</p>	<p>4</p>	<p>2 &amp; 5</p>	<p>Report</p> <p>Report</p> <p>Presentation of a Report</p>	<p>BRID 1130          Forage Crop Production Systems</p> <p>BRID 1131          Animal Production Systems</p> <p>BRID 1122          Agricultural Budgeting</p>
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<sup>7</sup> Insert benchmark(s) statement reference

				Report	BRID 1123 Animal Health and Food Safety
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  To provide a vocational experience and to enable students to successfully understand the industry; engagement with employers is undertaken early in the year, to identify where module assessments can be aligned to real world agriculture problems. Lecturers liaise with representatives from industry and they are invited in as 'Guest Speakers' to contribute to the teaching and learning on the programme. Students will use this period of vocational experience to develop, employability skills which form part of the Personal and Professional Development module at level 5, where students develop and understanding of the professional responsibilities associated with this industry.</p>					
<p><b>Practical Skills:</b>  Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>8</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">Business &amp; Management 2015  http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:  Numerical skills relating to agricultural budget systems</p> <p>Demonstrate the ability to identify signs of health in livestock</p>	<p>Primary:  Designated tasks  Lectures and tutorials  Secondary/Supplementary:  Case studies  seminars</p>	5	4 & 5	<p>Assignment</p> <p>Report</p> <p>Presentation of a Report  Assignment</p>	<p>BRID 1118  Agricultural Finance</p> <p>BRID 1123  Animal Health and  Food Safety</p> <p>BRID 1122  Agricultural Budgeting</p>

<sup>8</sup> Insert benchmark(s) statement reference

Presentation and oral communication skills  Computer and information technology skills				Report	BRID 1123 Animal Health and Food Safety
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:          The programme seeks to ensure students can access further study at a high practical and professional level upon completion or a move into employment within the agri-food industry. Therefore, the intention with teaching and learning is to provide a broad skills base early on and which will be assessed throughout the Level. Tutorial support and employer engagement will be key elements to delivery. In particular students will be assessed through summative coursework on their ability to implement a range of practical management techniques.</p>					
<b>FHEQ level: 5</b>					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>9</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><u>Business &amp; Management 2015</u>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p>					

<sup>9</sup> Insert benchmark(s) statement reference

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>The, evaluation and interpretation of agricultural budgets</p> <p>The appropriateness of different approaches to the management associated with the science of dairy cow breeding and milk production</p> <p>The concepts of business analysis, legislation and the effects of farming on the environment</p>	<p><b>Primary:</b> Lectures and tutorials Directed independent study Practical classes Case studies <b>Secondary/Supplementary:</b> Problem-solving exercises Industry visits Use of visiting speakers from the food industry</p>	1	1 & 6	<p>Assignment Business Plan</p> <p>Exam Assignment</p> <p>Management Plan Report</p> <p>Exam Assignment</p> <p>Exam Audit</p>	<p>BRID 2225 Agricultural Business Diversification and Marketing</p> <p>BRID 2226 Crop Management and Sustainable Processes</p> <p>BRID 2214 Dairy Herd Management</p> <p>BRID 2215 Meat and Livestock Management</p> <p>BRID 2216 Agriculture, The Environment and the Law</p>
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b> At this level the programme will embed further knowledge and understanding primarily through lectures, seminars, workshops and tutorials. This will provide more in-depth knowledge and understanding of key managerial subjects and enable learners to successfully discuss processes and apply them to different scenarios. Students will become critical in their enquiry and will question the processes and develop a full understanding. Two methodologies are embedded to assess this in Formal Examinations and Coursework, enabling learners to demonstrate their knowledge and understanding in a variety of different contexts. Formative assessment will enable students to demonstrate progress inside of the classroom.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>10</sup></p>					

<sup>10</sup> Insert benchmark(s) statement reference

<p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>Ability to interpret information relating to a range of agricultural management processes and agricultural mechanisation technology</li> <li>Apply knowledge and understanding to address familiar and new problems</li> <li>Recognise and use appropriate theories, concepts and principles from a range of disciplines</li> <li>Synthesise solutions to work based problems by application of the skills developed in relevant theory based units</li> </ul>	<p>Primary:            Practical class exercises            Tutorial/seminar discussions            Feedback via coursework assessment process (essays etc)            Secondary/Supplementary:            1 to 1 tutorials with course tutor</p>	<p>2</p>	<p>2</p>	<p>Assignment Business Plan</p> <p>Exam Assignment</p> <p>Management Plan Report</p> <p>Exam Assignment</p> <p>Exam Audit</p>	<p>BRID 2225 Agricultural Business Diversification and Marketing</p> <p>BRID 2226 Crop Management and Sustainable Processes</p> <p>BRID 2214 Dairy Herd Management</p> <p>BRID 2215 Meat and Livestock Management</p> <p>BRID 2216 Agriculture, the Environment and the Law</p>
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>            At this level, teaching and learning will not only focus on developing the required understanding to apply essential concepts relevant to the individual module, but students will learn to show judgement in the selection and application of tools and techniques and reflect upon the outcomes. They will encounter live, real-world problems which will require them to overcome challenges such as ration formulation and analysing business diversification opportunities. This will require them to think critically to devise solutions to the scenarios placed before them. Summative assessment will examine their ability to analyse problems, implement, evaluate and document solutions, through a combination of Exam and Coursework Assessments.</p>					
<p><b>Key Transferable Skills:</b></p>					

<p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>11</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><u>Business &amp; Management 2015</u>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>The demonstration of team working, communication and organisational skills. Clear communication of written and oral information and the ability to present a coherent argument on appropriate issues. Computer and IT skills. Process and interpret data. Ability to apply core numerical skills to new and unfamiliar situations.</p>	<p>Primary:  Library and other research exercises  Group work  Computer-based learning and assessment  Formal presentations</p> <p>Secondary/Supplementary:  Class and seminar interactions and feedback  Workshops</p>	3	3 & 7	<p>Assignment Business Plan</p> <p>Assignment</p> <p>Presentation Report</p>	<p>BRID **** Agricultural Business Diversification and Marketing</p> <p>BRID 2215 Meat and Livestock Management</p> <p>BRID 2217 Personal and Professional Development</p>
<p>With the majority of the programme being applied management the evidence and growth of transferrable skills during Level 5 is then tested through significant deliverables across critical and practical assignments. There are a mix of theoretical study and practical developments throughout the programme, students are supported to further develop key transferable skills to present their progress through written reports, presentations and reflective accounts. Again, students are assessed through a variety of Coursework and Practical Assessments and there are opportunities for students to enhance and develop these throughout this stage of study.</p>					
<p><b>Employment Related Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>12</sup></p>					

<sup>11</sup> Insert benchmark(s) statement reference

<sup>12</sup> Insert benchmark(s) statement reference



<p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">Business &amp; Management 2015 http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Aptitude to produce consistently high standard coursework to agreed deadlines. Contribute to teamwork and goals</p>	<p>Primary: Lectures, research work, guided ind study Secondary/Supplementary: Wider research, Guest speakers, visits</p>	<p>4</p>	<p>5</p>	<p>Assignment</p> <p>Management Plan Report</p> <p>Assignment</p> <p>Audit</p> <p>Report Presentation</p>	<p>BRID 2226 Crop Management and Sustainable Processes</p> <p>BRID 2214 Dairy Herd Management</p> <p>BRID 2215 Meat and Livestock Management</p> <p>BRID 2216 Agriculture, the Environment and the Law</p> <p>BRID 2217 Personal and Professional development</p>
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> To build on the significant work-oriented approach of Level 4 and the vocational experience undertaken. Students will be made increasingly aware of the demands of employers. Employer involvement at this level will increase to the level that employers will be involved in the actual assessment process by giving feedback to students following student submission of work in the Meat and Livestock module. Lecturers liaise with representatives from industry and they are invited in as 'Guest Speakers' to contribute to the teaching and learning on the programme. Teaching and learning at this stage of study focuses on</p>					

applying the skills learnt in the previous stage to unfamiliar scenarios. Students will learn to understand the limits of their knowledge and identify strategies to overcome these through continuous professional development. Assessment cumulates with the Professional and Personal Development unit where students are assessed on a reflective work based learning report and development of a personal development plan.

<p><b>Practical Skills:</b></p> <p>Agriculture Horticulture Forestry, Food and Consumer Sciences 2009<sup>13</sup>  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Agriculture09.pdf</a></p> <p><b>Business &amp; Management 2015</b>  <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2915#.VzxJybFwaM8</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:  Present results of investigations in a number of formats. Plan, conduct and present an independent investigation with significant guidance. Ability to apply agri management principles to designated situations.</p>	<p>Primary:  Projects  Designated tasks  Lectures and tutorials  Secondary/Supplementary:  Case study</p>	<p>5</p>	<p>4 &amp; 5</p>	<p>Assignment   Management Plan Report   Assignment   Audit</p>	<p>BRID 2226  Crop Management and Sustainable Processes</p> <p>BRID 2214  Dairy Herd Management</p> <p>BRID 2215  Meat and Livestock Management</p> <p>BRID 2216  Agriculture, the Environment and the Law</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

The teaching, learning and assessment of acquired practical skills at Level 5, will have more emphasis on those skills acquired additional to the technical basics required for agri - food production. Students will be required to identify and implement the most relevant practical skills and demonstrate an understanding of the need to need for work in a quality context. They will be required to reflect on the practical skills they have implemented and suggest alternatives for future improvement. Assessment will be through Coursework.

## 9. Work Based/Related Learning

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Work based learning report	Students will either be employed or will source a period of no less than 15 days WBL with a food related company.	4	5	Report Presentation	BRID2217
<p><b>An explanation of this map:</b>            This mapping of work-based learning across Level 4 and 5 is vital and integral to both the practical module deliverables and the students' own development. The process of acquiring work-based learning is taken in conjunction with teaching staff, though onus is on the student to find relevant and stretching work experience. If the student is already in employment with an agri- food related industry they will not be required to source alternative work based learning. Student evaluation of the company will form the basis of the report required to complete the Professional Development module. If the student has difficulty securing a placement the course tutor will be able to assist with providing support and equally if a placement finishes prematurely then the College will support the student in finding an alternative placement. The college farm can be initially utilised to develop student skills to benefit both employer and student during the vocational placement            Standard protocols are in place regarding work placements associated with Bridgwater College. This incorporates an initial visit plus completion of a registration pack to assess the suitability of the placement and assess risk. The tutor is then expected to check periodically with the employer and student throughout the work placement.</p>					

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Reflective Journal	Using a template provided by SQS a journal is completed during WBL includes supervisor entries and risk assessments	5	5	Report	BRID2217
Peer Presentation	Students compile a presentation based on their reflective Journal after completion of WBL	3	7	Presentation	BRID2217
<p><a href="#">An explanation of this map:</a>            Work based learning is an integral part of the qualification. It is documented and assessed in three parts, factual report, reflective journal and peer presentation. These three disciplines not only enable the student to focus on the key employability skills required but enables their conclusions to be assessed by their student peers.</p>					

## 10. Module Records

### Level 4 Modules

BRID1118

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

<b>MODULE CODE:</b>	<b>BRID1118</b>	<b>MODULE TITLE:</b>	<b>Agricultural Finance</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>4</b>	<b>JACS CODE:</b>	<b>D441</b>
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>COMPENSATABLE:</b>	<b>Yes</b>
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module will show the different sources of capital available to an agri-food business. It will also take students through the preparation of cash analysis, accounts, trading accounts and balance sheets. Students will create partial budgets and use them as a tool to aid enterprise changes.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture and Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> 1. Evidence knowledge and understanding of methods of financing agricultural development 2. Apply principles of cash accounting to industry scenarios 3. Use appropriate industry techniques to calculate a farm's trading position. 4. Implement industry standard analytical principals to farm accounts					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: 1. Compare different borrowing propositions. 2. Formulate Cash Analysis sheets accurately and submit a VAT return 3. Formulate Trading Accounts					

4. Formulate and analyse balance sheets

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>			All year
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

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

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

<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Daniel Rood</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

- Loan appraisal CCCPARTS
  - Interest rates
  - Simple and compound
  - Flat, true and APR
- Sources of capital
  - Long – Mortgages
  - Medium – Hire purchase and bank loans
  - Short – Overdraft, merchant credit and charge cards
- Valuations
  - Production cost
  - Deemed production cost
  - Net realisable value
- Cash analysis
  - Simple transactions
  - Contra and refunds
  - Business and private allocation
- VAT
  - VAT classes and calculation
  - VAT returns
- Trading Account
  - Machinery depreciation
  - Adjusting for creditors and debtors
  - Layout and analysis
- Balance Sheets
  - Valuations
  - Layout and analysis
  - Capital account

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	40	Standard across modules due to deliverable content
Seminars	20	Promotes research and presentation skills
Tutorial	10	Allows group and individualised support
Independent Guided Study	130	Develops independence and progression towards individual attainment

<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)
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<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	E1	Finance Exam	100% <b>Total = 100%</b>	Outcomes 1, 4 Individual written exam covering both outcomes
	T		0% <b>Total = 100%</b>	
Coursework	C1	Assignment	100% <b>Total = 100%</b>	Outcomes 2, 3, Using supplied data students compile cash analysis sheets and a trading account for a business.
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 04/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 04/10/2016
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**Recommended Texts and Sources:**

- Nix, J (2016). *Farm Management Pocketbook*. 46<sup>th</sup> edition. Melton Mowbray: The Anderson Centre.
- Atrill, P. and McLaney, E. (2013) *Accounting and Finance for Non-Specialists* (8th Ed.) Pearson Ed.
- Seal, W., Garrison, R. and Noreen, E. (2013) *Management Accounting*, (4th edition), London: McGrawHill.
- Wood, F. and Sangster, A. (2012). *Business accounting 1* (12th ed.). Financial Times - Prentice Hall.
- IAGSA(2012)*The Farm Office*, Warwickshire, Old Pond Publishing Ltd
- Florey, Barry et al (2004). *Getting Started in Farm Management Accounting Part 2: Mapping out a farming future*. London: Defra.
- Florey, Barry et al (2004). *Getting Started in Farm Management Accounting Part 1: Using the farm accounts to point the way*. London: Defra.

**Websites**

- [www.accountingweb.co.uk](http://www.accountingweb.co.uk)
- [www.icaew.com](http://www.icaew.com)
- <https://www.gov.uk/guidance/farm-business-and-financial-planning>
- [www.businessballs.co.uk](http://www.businessballs.co.uk)



BRID1119

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

<b>MODULE CODE:</b>	<b>BRID1119</b>	<b>MODULE TITLE:</b>	<b>Agricultural Technology</b>
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<b>CREDITS: 20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE: D470</b>
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 This module will encompass the latest technologies in the fields of agricultural machinery and building design. It will develop students' understanding of the machinery requirements and machinery management of crop production, to enable them to make sound judgments when managing crops. This module will examine the factors to be considered when determining the buildings and equipment needed for livestock and crops

<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					

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

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

- MODULE AIMS:**
1. To enable a student to identify and comprehend the use of latest technologies in the agricultural machinery and building sector.
  2. To justify the selection of machinery for a given agricultural operation
  3. To give a student the opportunity to discuss the environmental factors influencing the design of buildings for livestock
  4. To give a student the opportunity to examine a range of equipment and building designs used for livestock

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the learner will be expected to be able to:
1. Explain and compare crop establishment and conservation methods that employ modern and emerging technologies.

2. Incorporate costings in the identification and justification of modern and emerging machinery for selected operations.
3. Recognise and understand the environmental criteria required in livestock buildings
4. Identify and understand the use of new technologies and systems in the design of buildings for given agricultural situations

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater college
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year
<b>Additional notes (for office use only):</b>		For delivering institution's HE Operations or Academic Partnerships use if required	

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

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

<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER:</b> Adam Palfrey	<b>OTHER MODULE STAFF:</b> Charmian –Lewis - Jones
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#### **SUMMARY of MODULE CONTENT**

- An understanding of primary and secondary cultivations/ Min till set ups
- Health and Safety regulations and risk assessment
- Crop establishment of forage crops
- Harvesting methods for forage crops
- GPS systems, where they are used in agriculture and why
- Other technologies used in /on Agricultural machinery
- Matching tractors to machines. Justification of machinery (Assignment Industry rep)
- Costings of establishment and machinery costings, including labour
- Robotic and conventional feeding systems
- Housing design of robotic and conventional livestock systems
- Flooring and livestock handling systems
- Animal flow, storage of feeds and waste products
- Temperature, humidity, airflow and space requirements
- Animal welfare
- Building materials: concrete, steel, timber.
- Waste storage and disposal systems

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminar	40	Promotes research and presentation skills
Lecture	10	Guest speakers and visits will form part of this section
Independent Guided Study	140	Develops independence and progression towards individual attainment
Tutorial	10	Allows group and individualised support
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Written exam	E1		% <b>Total = 100%</b>	
	T		% <b>Total = 100%</b>	
Coursework	C1	Machinery Technology Report	50%	Outcomes 1, 2, 3 Individual report incorporating the use of the latest technologies for crop establishment
		Building Plan	50%	Outcomes 4 Individual detailed building design for a given livestock farm incorporating new technologies
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 31/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 31/10/2016
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<b>Recommended Texts and Sources:</b>
<ul style="list-style-type: none"> <li>Soffe, R (2016). <i>The Agricultural Notebook</i>. 46<sup>th</sup> edition. Oxford: Blackwell Science</li> <li>Nix, J (2016). <i>Farm Management Pocketbook</i>. 46<sup>th</sup> edition. Melton Mowbray: The Anderson Centre</li> <li>Greeno, R. (2011). <i>Building services handbook</i>. 6th ed. Butterworth Heinemann</li> </ul>

- Glover, P. (2009). *Building surveys*. 7th ed. Butterworth-Heinemann.
- Agro Business Consultants (2006). *Agricultural Budgeting and Costing*. 62<sup>nd</sup> edition. Melton Mowbray: Agro Business Consultants.
- Constable, A.; Lamont, C. (2006). *Building defects*. (Case in point). RICS Business Services.
- Bell, B (2005). *Farm Machinery*. 5<sup>th</sup> edition. Old Pond Publishing
- Cotgrave, A. (2003). *Construction technology 2: industrial and commercial building*. Palgrave Macmillan

#### Websites

- <https://www.profi.com/>
- <http://www.fwi.co.uk/machinery/>

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

BRID1130

<b>MODULE CODE:</b>	<b>BRID1130</b>	<b>MODULE TITLE:</b>	<b>Forage Crop Production Systems</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>4</b>	<b>JACS CODE:</b> D415	
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>COMPENSATABLE:</b> Yes	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module will enable students to reflect on the quality standards and the production of grass and alternative forage crops. Beginning with the recognition of soil types and structures the module will also give the students the opportunity to examine sustainable crop rotations.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture and Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> 1. To develop a student's understanding of grass and alternative forage crop husbandry 2. To give a student the skills to formulate and justify sustainable crop rotations 3. To enable a student to recognise soil types and the need to maintain soil health.					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: 1. Identify and describe soil types and clarify good and poor soil structures 2. Understand and give examples of crop rotations in given situations 3. Identify and describe establishment methods for forage crops 4. Identify and describe utilisation methods for forage crops, including different grazing systems 5. Give examples of nutritional targets for grass and alternative forage crops					

6. Describe and discuss the husbandry of grass and alternative forage crops

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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**ACADEMIC YEAR: 2023-2024**

**NATIONAL COST CENTRE: 110**

**MODULE LEADER: Dan Rood**

**OTHER MODULE STAFF:**

### **SUMMARY of MODULE CONTENT**

- Soil types
- Soil structure
- Crop rotations
- Crop establishment
- Fertiliser use
- Crop protection.
- Husbandry of a range of crops.
  - Peas and beans,
  - Grasses Permanent and short/medium term leys
  - Alternative forage crops such as ,forage maize, fodder beet, whole crop cereals
- Utilisation of forage crops
  - Grazing
  - conservation

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminar	40	Guest speakers and visits will compliment delivery
Lecture	10	Standard across modules due to deliverable content
Independent Guided Study	140	Students are encouraged to research selected topics and present back to the group
Tutorial	10	Allows group and individualised support
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Written exam	E1	Exam	100% <b>total = 100%</b>	outcomes 5, 6 Individual written exam incorporating both outcomes
	T1		100% <b>total = 100%</b>	
Coursework	C1	Report	100% <b>total = 100%</b>	outcomes 1, 2, 3, 4 Individual report outlining forage crop establishment requirements and their utilisation
Practical	P		% <b>total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 04/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 04/10/2016
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#### **Recommended Texts and Sources:**

- Soffe, R (2016). *The Agricultural Notebook*. 46<sup>th</sup> edition. Oxford. Blackwell
- Wilkinson, J M (2005). *Silage*. Lincoln: Chalcombe Publications.
- Soffe, R (2005). *The Countryside Notebook*. Oxford: Blackwell Publishing Ltd.
- Frame, J (2005). *Forage Legumes for Temperate Grasslands*. New Hampshire: Science Publishers Inc.
- Finch, H J S et al (2002). *Lockhart & Wiseman's Crop Husbandry, including Grassland*. 8<sup>th</sup> edition. Abington: Woodhead Publishing Ltd.

- Hopkins, A. (2000). *Grass: its production and utilisation*. 3<sup>rd</sup> edition. Oxford: Blackwell Science.
- Raymond, F and Waltham, R (1996). *Forage Conservation and Feeding*. 5<sup>th</sup> edition. Ipswich: Farming Press Books.

#### Websites

- [www.britishgrassland.com](http://www.britishgrassland.com)
- [www.defra.gov.uk](http://www.defra.gov.uk)
- <http://cereals.ahdb.org.uk/>
- [http://www.dardni.gov.uk/ruralni/index/livestock/grass\\_and\\_clover.htm](http://www.dardni.gov.uk/ruralni/index/livestock/grass_and_clover.htm)
- <http://www.sac.ac.uk/>



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

BRID1131

<b>MODULE CODE:</b>	<b>BRID1131</b>	<b>MODULE TITLE:</b>	<b>Animal Production Systems</b>	
<b>CREDITS: 20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE: D420</b>		
<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>		
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This unit will firstly enable students to summarise and compare the diverse range of current livestock production systems within the UK. Secondly, students will be able to select a livestock system for a given situation, identifying the role of emerging technologies and the need to meet the demands of evolving markets.				
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>				
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)		
<b>T1</b> (Test)				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture & Food Panel				
<b>Professional body minimum pass mark requirement:</b> N/A				
<b>MODULE AIMS:</b> This module aims to enable students to :- 1. To enable a student to select and justify livestock production systems for given scenarios 2. To develop a student's understanding of livestock marketing 3. To give the student the opportunity to review technological developments in livestock production				
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: 1. Review contrasting livestock production systems. 2. Identify and understand markets for farm livestock using industry standards 3. Review and describe the historic improvements and future developments in performance of livestock breeds. 4. Use appropriate modern methodologies to formulate a livestock enterprise.				

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
<b>MODULE LEADER: Daniel Rood</b>	<b>OTHER MODULE STAFF: None</b>

<p><b>SUMMARY of MODULE CONTENT</b></p> <p>Beef</p> <ul style="list-style-type: none"> <li>• ID</li> <li>• Production systems</li> <li>• EUROP classification</li> <li>• Breed developments</li> </ul> <p>Sheep</p> <ul style="list-style-type: none"> <li>• ID</li> <li>• Liveweight versus deadweight</li> <li>• EUROP classification</li> <li>• Stratification(UK)</li> <li>• Production systems</li> </ul> <p>Pigs</p> <ul style="list-style-type: none"> <li>• Outdoor systems</li> <li>• Indoor systems</li> <li>• Breed developments(hybrids)</li> </ul> <p>Dairy</p> <ul style="list-style-type: none"> <li>• Robots</li> <li>• Intensive versus extensive</li> <li>• Breeding</li> <li>• Nutrition</li> </ul> <p>Poultry</p>
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- Broiler production
  - Intensive
  - Extensive
- Egg production
  - Indoor
  - Free range

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

Scheduled Activities	Hours	Comments/Additional Information
Seminar	40	Many seminars will take the form of a visit where students will be able to assess systems first hand
Lecture	10	Standard across modules due to deliverable content
Independent Guided Study	140	Students are encouraged to research and present back selected topic.
Tutorial	10	Allows group and individualised support
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Exam	100% <b>Total = 100%</b>	Outcomes 2, 3 Individual exam incorporating both outcomes
	T		100% <b>Total = 100%</b>	
Coursework	C1	Report	100% <b>Total = 100%</b>	Outcomes 1, 4 Individual report formulating a livestock production system using the latest technologies
Practical	P		% <b>Total = 100%</b>	

**Updated by:**

V Hine

**Date:**

04/10/2016

**Approved by:**

M Heal

**Date:**

04/10/2016

### Recommended Texts and Sources:

- De Gussem, M. Van Meddleco, K, Van Mullen, K and Van Veer, E. (2014) *Broiler Signals* 1st Edition Zuphen, Netherlands. Roodbont

- Various, (2013) *Laying Hens (Poultry signals)* 1<sup>st</sup> Edition Zuphen, Netherlands. Roodbont
- Webster, J. (2011) *Management and Welfare of Farm animals* 1<sup>st</sup> edition, Chichester, Wiley-Blackwell Publishing
- Bestman. M, Ruis. M, Heijams. J and Van Middlekoop, K. (2011) *Poultry signals*, Zuphen, Netherlands Roodbont
- Gadd, J. (2011) *Modern Pig Production Technology* Nottingham, Nottingham University Press
- Phillips, C.J.L (2010 ) *Principles of Cattle Production*, 2<sup>nd</sup> Edition, Wallingford, Oxon CABI International
- Brent, G. (2010) *The Pigman's Handbook* 1<sup>st</sup> Edition. Marlborough Crowood Press
- Taylor, R.E. (2008). *Scientific Farm Animal Production: An Introduction to Animal Science*. (9th edition). Pearson Education.

Websites:

- [www.beefandlamb.ahdb.org.uk/](http://www.beefandlamb.ahdb.org.uk/)
- [www.pork.ahdb.org.uk](http://www.pork.ahdb.org.uk)
- [www.thecattlesite.com](http://www.thecattlesite.com)
- [www.thepigsite.com](http://www.thepigsite.com)
- [www.thepoultrysite.com](http://www.thepoultrysite.com)
- [www.nadis.org.uk](http://www.nadis.org.uk)

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

BRID1122

<b>MODULE CODE:</b>	<b>BRID1122</b>	<b>MODULE TITLE:</b>	<b>Agricultural Budgeting</b>		
<b>CREDITS: 20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE: D441</b>			
<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>			
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module will take students through the main budgets which are needed in the management of a farm business. The students will develop plans utilising their knowledge of livestock, crops, finance, marketing, labour, and machinery.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>50%</b>	<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture & Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> <ol style="list-style-type: none"> <li>To give the student an opportunity to develop physical and financial plans for a farming business.</li> <li>To give a student the experience to present a completed plan to industry professionals</li> <li>To enable a student to recognise and use standard farm benchmarking tools. (e.g. Gross Margins)</li> </ol>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Understand the use of industry benchmarking in order to formulate Gross Margins and Fixed Costs.</li> <li>Demonstrate the use of whole Farm Budgets when selecting farm enterprises</li> </ol>					

- 3. Demonstrate knowledge of financial management by formulating Cash Flow Budgets
- 4. Verbally explain and justify a farm plan to professional standards

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Daniel Rood</b>	<b>OTHER MODULE STAFF: NONE</b>
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### **SUMMARY of MODULE CONTENT**

- Livestock units and stocking rate
- Forage Variable Costs
- Gross Margins and fixed costs
- Enterprise selection,
- Physical plan
- Whole Farm Budget.
- Cash flow Budgets
- Partial Budgets

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminar	40	This module will be delivered by means of lectures, visits, and exercises with real farm scenarios
Lecture	10	Standard across modules due to deliverable content
Independent Guided Study	140	Develops independence and progression towards individual attainment
Tutorial	10	Allows group and individualised support
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	E		% <b>Total = 100%</b>	
	T1		% <b>Total = 100%</b>	
Coursework	C1	Assignment	100%	Outcomes 1 Individual calculation of a series of Fixed Costs

			<b>Total = 100%</b>	and Gross Margins from data provided
Practical	P1	Presentation of a Report	100% <b>Total = 100%</b>	Outcomes 2,3, 4 Group work. Formulation of detailed physical and financial plans for the purpose of a tenancy application. The group will discuss these plans to industry experts

<b>Updated by:</b> V Hine	<b>Date:</b> 31/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 31/10/2016
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#### **Recommended Texts and Sources:**

- Nix, J (2016). *Farm Management Pocketbook 2016*. 46<sup>th</sup> edition. Melton Mowbray: The Anderson Centre
- Soffe, R (2016). *The Agricultural Notebook*. 46<sup>th</sup> edition. Oxford: Blackwell Science
- Nuttall, P.L. (2011) *Farm Business Management: Analysis of Farming Systems*. Oxford: CABI Publishing.
- Nuttall, P.L., Thompson, M. and Skelly, P. (2010) *Farm Business Management: The Core Skills*. Oxford: CABI Publishing.
- Agro Business Consultants (2006). *Agricultural Budgeting Costing Book: No 62, May 2005*. Melton Mowbray: Agro Business Consultants.
- Agricultural Economics Unit, Exeter University (2004). *Farm Management Handbook*. Centre for Rural Research, University of Exeter.

#### Journals

- Journal of Farm Management
- Farmers Weekly
- Farmers Guardian



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

BRID1123

<b>MODULE CODE:</b>	BRID1123	<b>MODULE TITLE:</b>	<b>Animal Health and Food Safety</b>
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<b>CREDITS: 20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE: D320</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will develop students' understanding of animal health and enable them to make sound judgments when managing livestock units. Students will learn to identify diseases in livestock and formulate farm health plans. This module also allows the student to gain an understanding of the basic principles of food safety and how to control the risks associated with producing food from "farm to fork"

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

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)	<b>40 %</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					

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

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

**MODULE AIMS:**

- To enable a student to recognise the symptoms and explain the causes of animal disease.  
To give a student the opportunity to understand the effect of animal health on food safety and its effects on the food chain.
- To provide a student with an overview of the significant hazards associated with foods and the controls used to minimise risk.
- To enable a student to understand the role of legislation in the management of food safety
- To give the student a recognised food safety qualification.

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

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

- Identify and describe normal and abnormal animal health.
- Understand and describe the causes, clinical signs and diagnosis of major diseases.

3. Apply knowledge of disease prevention and control by producing action plans
4. Recognise key UK and EU legislation on food safety and describe the significant microbiological, physical and chemical hazards associated with foods.
5. Identify the source, characteristics and control measures for the major food borne pathogens.
6. Explain the principles of food preservation in the food chain

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
<b>MODULE LEADER:</b> Mathew Riddle	<b>OTHER MODULE STAFF:</b> Keisha Meakin

<p><b>SUMMARY of MODULE CONTENT</b></p> <ul style="list-style-type: none"> <li>● Disease <ul style="list-style-type: none"> <li>○ Causing organisms</li> <li>○ Spread of disease</li> <li>○ Clinical signs of common livestock diseases</li> </ul> </li> <li>● Herd / Flock performance evaluation</li> <li>● Action plan to deal with sick animals</li> <li>● Legislation regarding livestock health including notifiable diseases</li> <li>● Tools for managing of food safety: <ul style="list-style-type: none"> <li>○ Introduction to Food Safety and Quality Management Systems;</li> <li>○ Introduction to HACCP;</li> </ul> </li> <li>● Identifying and assessing hazards: <ul style="list-style-type: none"> <li>○ Chemical;</li> <li>○ Microbiological;</li> <li>○ Physical;</li> <li>○ Allergens</li> </ul> </li> <li>● Microbiological hazards: <ul style="list-style-type: none"> <li>○ Introduction to food borne pathogens</li> </ul> </li> </ul>
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- Impact of poor food safety
- Legislation overview:
  - EC 852/2004, 853/2004 and 854/2004;
  - Food Safety Act 1990;
  - The Food Safety and Hygiene (England) Regulations 2013
- Food preservation:
  - Introduction to food preservation processes and principles

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

Scheduled Activities	Hours	Comments/Additional Information
Seminar	40	Cases studies, scenarios, application workshops, task based projects
Lecture	10	Industry partners provide case studies for assessment
Independent Guided Study	140	Allows group and individualised support
Tutorial	10	Develops independence and progression towards individual attainment
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Food Safety Exam	100% <b>Total = 100%</b>	Outcomes 4, 5, 6 Individual written exam on aspects of food safety
	T		% <b>Total = 100%</b>	
Coursework	C1	Written Report	100% <b>Total = 100%</b>	Outcomes 1, 2, 3 Individual written report on the control of livestock diseases incorporating health plans for farmed livestock.
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 31/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 31/10/2016
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**Recommended Texts and Sources:**

- Soffe, R (2016). *The Agricultural Notebook*. 46<sup>th</sup> edition. Oxford: Blackwell Science chapter 23
- Richard A Sprenger (2015) *Hygiene for Management* Highfield International Ltd, 18th Edition
- Wallace, C., Sperber, W. & Mortimer, S.E. (2014) *Food Safety for the 21st Century: Managing HACCP and Food Safety throughout the Global Supply Chain*. 2nd ed. Chichester: Wiley-Blackwell
- Mortimore S & Wallace C (2013) *HACCP: A Practical Approach*, 3rd edition Springer
- Dagmar E and Macdonald D (2007), *Managing Food Safety* Chadwick House Group Ltd.; 2nd Revised edition
- Boden, E (2001). *Black's Veterinary Dictionary*. 20<sup>th</sup> edition. London: A & C Black.

#### Journals

- Food Manufacturing Journal
- Food Science and Technology Journal
- Journal of Dairy Science
- Journal of Veterinary Science

#### Websites

- <http://onehealthinitiative.com/about.php>
- <http://www.onehealthinitiative.com/>
- <http://www.food.gov.uk>
- [www.codexalimentarius.org](http://www.codexalimentarius.org)
- <http://www.foodlaw.rdg.ac.uk/>

## Level 5 Modules

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

BRID2235

<b>MODULE CODE:</b>	BRID2235	<b>MODULE TITLE:</b>	<b>Agricultural Business Diversification and Marketing</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>5</b>	<b>JACS CODE:</b>	<b>D441</b>
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>COMPENSATABLE:</b>	<b>Yes</b>
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> As farmers are finding that their income from traditional sources is reducing they need to look at ways to improve the marketing of existing products and look at opportunities which may be available to them. In this module marketing methods and a range of business opportunities will be examined.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture & Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b>					
<ol style="list-style-type: none"> <li>1 To give a student the opportunity to apply the principles of marketing to specific agricultural products</li> <li>2 To enable a student to understand different marketing methods and techniques for a range of agricultural items and which can also be used for non-agricultural products</li> <li>3 To enable a student to integrate knowledge obtained from a range of modules in order to evaluate business opportunities and make recommendations.</li> </ol>					

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

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

1. Analyse marketing methods and design and implement a marketing plan for a given product or business
2. Examine a range of diversification opportunities for a farm business
3. Produce a business plan for a new business diversification incorporating physical and financial requirements.

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Daniel Rood</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

#### **1. Marketing:**

- The 4Ps of marketing
- Marketing policy
- The Food Supply chain
- Market Research
- Grain Marketing including Futures
- Livestock Marketing
- Milk Marketing
- Contracts
- Cooperatives / Farmer Controlled Businesses
- Direct Sales including social media
- Farm assurance

#### **2. Business Opportunities:**

- Organic
- Alternative building use
- Renewable energy: incl. wind, solar, anaerobic digestion, biomass, ground source heat pumps
- Farm shops
- Tourism: including bed & breakfast, camping, caravans
- Recreation: including shooting, fishing, golf courses, quad biking
- Woodland
- Equestrian

Game

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	40	Standard across modules due to deliverable content
Seminars	20	Visits to businesses to see examples of diversification opportunities
Tutorial	10	Allows group and individualised support
Independent Guided Study	130	Develops independence and progression towards individual attainment
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		100% <b>Total = 100%</b>	
	T		% <b>Total = 100%</b>	
Coursework	C1	Written Reports	100% <b>Total = 100%</b>	Outcomes 1,2,3,4 Written reports
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b>	<b>Date:</b>	<b>Approved by:</b>	<b>Date:</b> 18/11/2019
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#### Recommended Texts and Sources:

1. Agro Business Consultants (2019) *The Agricultural Budgeting and Costing Book* (88<sup>th</sup> edn) Melton Mowbray, Agro Business Consultants
2. Redman G (2019) *John Nix Pocketbook* (50<sup>th</sup> edn), Melton Mowbray, Agro Business Consultants
3. DEFRA (2014) *Diversifying farming businesses* London, Defra
4. Turner J (2008) *Applied Farm Management* (3<sup>rd</sup> edn) Oxford, Wiley-Blackwell
5. German C L (2004) *A Farmer's Grain Marketing Guide*
6. Soffe R J (ed) (2003) *The Agricultural Notebook* Oxford, Blackwell Science
7. Lambkin N (2003) *Organic Farming* (2<sup>nd</sup> edn) Ipswich, Old Pond Publishing

#### Websites

1. <http://ageconsearch.umn.edu/bitstream/15814/1/er040001.pdf>
2. <http://www.hgca.com/markets.aspx>
3. <http://www.farmstay.co.uk>
4. <http://www.energysavingtrust.org.uk/Generating-energy>
5. [www.visitssouthwest.co.uk](http://www.visitssouthwest.co.uk)



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

BRID2226

<b>MODULE CODE:</b> BRID2226	<b>MODULE TITLE:</b> Crop Management and Sustainable Processes
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 5	<b>JACS CODE:</b> D415
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Sustainable cropping and soil management are two of the major themes for this unit. This module will allow the students to acquire the knowledge to select, grow, harvest and market a range of arable crops, including the selection and use of the machinery required for them. It will also cover aspects of organic food production.

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

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					

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

Agriculture and Food Panel

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

**MODULE AIMS:**

1. To develop a student's understanding of arable crop husbandry and the marketing of harvested crops.
2. To give a student the skills to assess different types of machinery used in arable production and justify their use.
3. To develop a student's ability to analyse soils and prepare sustainable management practices for arable crops
4. To give a student the opportunity to discuss and compare conventional and organic systems.

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

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

1. Recognise the characteristics of different soils and evaluate the most appropriate methods of managing them.
2. Identify a range of arable crops and determine the most appropriate for different situations.

3. Apply the principles of controlled traffic farming
4. Appraise existing costs of machinery operations and recommend improvements in efficiency.
5. Compare organic and conventional systems and apply to a given situation.

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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

<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER:</b> Adam Palfrey	<b>OTHER MODULE STAFF:</b>
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#### **SUMMARY of MODULE CONTENT**

- Advanced soil, structure, drainage. Soil management.
- Crop rotations. Cross-compliance conditions.
- Crop Sprayers and applicators.
- Harvesting methods for combinable crops
- Crop drying and storage
- Crops
  - Control Traffic Farming
  - New crop technologies
- Machinery
  - Machinery replacement management
  - Detailed costings
  - New machinery technologies
- Husbandry and marketing of cereals, potatoes, oilseed rape, pulses, energy crops including systems
- Organic systems, Crops and livestock, Regulations

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
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Seminar	40	Many of the seminars will be conducted as part of a visit to established cereal farms
Lecture	10	The Soil Association has agreed to lead many of the seminars/lectures that are dedicated to organic topics
Independent Guided Study	140	Develops independence and progression towards individual attainment
Tutorial	10	Allows group and individualised support
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	E1	Exam	100% <b>Total = 100%</b>	Outcomes 1, 5 Individual exam based on both outcomes
	T		% <b>Total = 100%</b>	
Coursework	C1	Assignment	100% <b>Total = 100%</b>	Outcomes 2, 3, 4 Individual written assignment incorporating cropping plans and costings using the latest technologies.
Practical	P		% <b>Total = 100%</b>	

**Updated by:**

V Hine

**Date:**

04/10/2016

**Approved by:**

M Heal

**Date:**

04/10/2016

**Recommended Texts and Sources:**

- Finch, H. J. S., Samuel, A. M. & Lane G.P.F. (2014). *Lockhart & Wiseman's Crop Husbandry including Grassland*. 9th Ed. Woodhead Publishing
- HGCA. (2013) *Food Crops of Britain: an introduction to Cereals and Oilseeds*. HGCA
- HGCA. (2013). *Recommended List 2014/15 for Cereals and Oilseeds*. HGCA
- Gobat, Jean-Michel et al (2004). *The Living Soil*. New Hampshire: Science Publishers inc.
- Bell, Brian (2005). *Farm Machinery*. 5<sup>th</sup> edition. Ipswich: Old Pond Publishing.

- Ashman, M R and Puri, G (2002). *Essential soil science: a clear and concise introduction to soil science*. Oxford: Blackwell Science Ltd.
- Younie, D. (2002). *Organic Cereals and Pulses*. Chalcombe Publications.

#### Websites

- <http://cereals.ahdb.org.uk/>
- [www.soilassociation.org](http://www.soilassociation.org)
- <https://www.profi.com/>
- <http://www.fwi.co.uk/machinery/>

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

BRID2214

<b>MODULE CODE:</b>	<b>BRID2214</b>	<b>MODULE TITLE:</b>	<b>Dairy Herd Management</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>5</b>	<b>JACS CODE: D327</b>	
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>Yes</b>	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module will provide students with an understanding of the applications of dairy cow breeding and nutrition in the commercial environment. It will examine in detail current breeding practices at commercial units including Rodway Farm and predict their likely results. Students will have full access to industrial specialists involved with animal nutrition and be able to formulate rations of their own under guidance.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture and Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> <ol style="list-style-type: none"> <li>To give a student the opportunity to plan the management of dairy cows and ensure successful breeding.</li> <li>To develop a student's ability to examine different factors involved in rationing dairy cows and formulate rations</li> <li>To appreciate the use of home grown and purchased feeds in order to optimise dairy herd profitability.</li> </ol>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Critically assess data for cows and bull indices in order to produce linear assessments</li> <li>Evaluate breeding traits for different herd scenarios</li> </ol>					

3. Apply current industrial methodology regarding dairy conception in order to produce a coherent farm plan
4. Formulate rations after categorising factors which affect dry matter intake and nutritional need
5. Use standard industrial practice to Interpret KPI's in the dairy industry

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Jim Burdge</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

- Physical and production traits
- Embryo transfers, sexed semen, natural service, cross-breeding, pedigree, high performance herds and extensive grazing
- Energy, protein, minerals, dry matter intake, requirements for growth, pregnancy and production.
- Value of home grown and purchased feeds.
- KPI's – Advanced dairy management
- Sustainable breeding systems
- Genomics and Livestock breeding

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	40	Industry specialists will deliver key lectures on more advanced nutritional and breeding topics
Seminars	20	Promotes research and presentation skills
Tutorial	10	Allows group and individualised support
Independent Guided Study	130	Develops independence and progression towards individual attainment

<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)
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<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Written exam	E1			
	T1		% <b>Total = 100%</b>	
Coursework	C1	Management Plan	50%	Outcomes 1,2,3, Individual detailed written plan outlining future breeding strategy for a dairy farm.  Outcomes 4 & 5 Individual. Formulate rations for a dairy herd
		Report	50%	
			<b>Total = 100%</b>	
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 31/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 31/10/2016
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#### **Recommended Texts and Sources:**

- Soffe, R (2016). *The Agricultural Notebook*. 46<sup>th</sup> edition. Oxford: Blackwell.
- Green, M. (2012) *Dairy Herd Health* (1<sup>st</sup> edition) Wallingford, CABI Publishing
- Noordhuizen, J. (2012) *Dairy Herd Health and Management*, 1<sup>st</sup> edition, Asby de la Zouch, Leicestershire, Context publishing
- McDonald; Edwards; Greenhalgh; Morgan (2009). *Animal Nutrition*. 7<sup>th</sup> edition. Harlow: Longman.
- Ball, P J H and Peters, A R (2004). *Reproduction in Cattle*. 3<sup>rd</sup> edition. Oxford: Blackwell Publishing Ltd.
- Milk Development Council (2002). *Milk Development Council: Research into Practice*. London: Milk Development Council.
- Simm, G (2002). *Genetic Improvement of Cattle and Sheep*. Ipswich: Farming Press.

#### Journals

- The journal of dairy research
- Journal of animal science
- Cow Management
- Dairy Farmer

## Websites

- [www.dairy.ahdb.org.uk/](http://www.dairy.ahdb.org.uk/)
- [www.nadis.org.uk/](http://www.nadis.org.uk/)
- [www.defra.gov.uk](http://www.defra.gov.uk)
- [www.ndfas.org.uk](http://www.ndfas.org.uk)
- [http://www.dardni.gov.uk/ruralni/index/livestock/grass\\_and\\_clover.htm](http://www.dardni.gov.uk/ruralni/index/livestock/grass_and_clover.htm)
- <http://www.sac.ac.uk/>
- [www.thecis.co.uk](http://www.thecis.co.uk)
- [www.uniform-agri.com/index\\_uk.html](http://www.uniform-agri.com/index_uk.html)
- [www.altagenetics.com/uk](http://www.altagenetics.com/uk)
- [www.genusbreeding.co.uk](http://www.genusbreeding.co.uk)
- [www.cogentuk.com](http://www.cogentuk.com)



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

BRID2215

<b>MODULE CODE:</b>	<b>BRID2215</b>	<b>MODULE TITLE:</b>	<b>Meat and Livestock Management</b>	
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 5	<b>JACS CODE:</b> D420		
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes		
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module will allow the student to critically assess the factors affecting the efficiency of meat production and profitability of a variety of livestock systems.				
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>				
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)		
<b>T1</b> (Test)				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture and Food Panel				
<b>Professional body minimum pass mark requirement:</b> N/A				
<b>MODULE AIMS:</b> <ol style="list-style-type: none"> <li>1. To develop a student's ability to formulate health plans and give them the opportunity to present them to industry specialists.</li> <li>2. To give students the opportunity to analyse key performance indicators for a range of meat production systems</li> <li>3. To predict efficiency savings in meat production utilising the latest management innovations.</li> <li>4. To develop a student's understanding of market volatility and the implications for meat production.</li> </ol>				
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Evaluate the monetary benefits of meeting production targets and key performance indicators.</li> <li>2. Critically assess different types of livestock accommodation and their environmental effects on production and their ease of use.</li> </ol>				

3. Appraise recent developments in parasite control, vaccination programs and biosecurity procedures and produce livestock health plans
4. Critically assess grazing strategies and conserved forage stocks linking these feed budgeting.
5. Distinguish possible welfare issues and justify possible prevention measures.
6. Identify possible means of resisting the effects of price volatility and related threats to a Livestock enterprise

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Jim Burdge</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

- EUROP scale for beef and sheep,
- Back fat probe readings, video imaging of carcasses,
- Appropriate key performance indicators for each system
  - Daily live weight gain
  - Food conversion rates,
  - Disease and mortality rates
- Management of
  - Calf rearing facilities ,
  - lambing and sheep accommodation,
  - Intensive and extensive outdoor pig housing,
  - Poultry housing,
- Environmental factors affecting production.
- Livestock health plans,
- Parasite control and vaccination protocols for all production systems.
- Welfare issues and their prevention ( e.g. lameness problems and mobility scores , flystrike, pad burns,.
- Grazing strategies,
- Management of conserved forage stocks and feed budgeting.

- Net feed efficiencies (epf) and their use in meat production management
- Global price volatility and potential threats to livestock enterprises.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	Visits to industry will supplement theory lectures
Seminars	20	Industry specialists will deliver key note lectures on selected topics
Tutorial	10	Allows group and individualised support
Independent Guided Study	130	Develops independence and progression towards individual attainment
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Exam	100% <b>Total = 100%</b>	Outcomes 1, 5, 6 Individual written exam based on the three outcomes
	T1		<b>Total = 100%</b>	
Coursework	C1	Assignment	100% <b>Total = 100%</b>	Outcomes 2, 3, 4, Individual written assignment investigating the effects of health, environment and feeding strategies on meat production
Practical	P		% <b>Total = 100%</b>	

**Updated by:**

V Hine

**Date:**

04/10/2016

**Approved by:**

M Heal

**Date:**

04/10/2016

### Recommended Texts and Sources:

- De Gussem, M. Van Meddleko, K, Van Mullen, K and Van't Veer, E. (2014) *Broiler Signals 1<sup>st</sup> Edition* Zuphen, Netherlands. Roodbont
- Charlton S.J. (2012) *Calf Rearing Guide, 1<sup>st</sup> Edition*, Leicestershire, Context Publishing
- Bestman. M, Ruis. M, Heijams. J and Van Middlekoop, K. (2011) *Poultry signals* Zuphen, Netherlands Roodbont

- Gadd, J. (2011) *Modern Pig Production Technology* Nottingham, Nottingham University Press
- Webster, J. (2011) *Management and Welfare of Farm animals* 1<sup>st</sup> edition, Chichester, Wiley-Blackwell Publishing
- Defra (2004). *Code of Recommendations for the Welfare of Livestock*: London: Defra
- Allen, Dr David (2001). *Rationing beef cattle. 2<sup>nd</sup> edition*. Lincoln: Chalcombe Publications

#### Journals

- Farmers Weekly
- Farmers Guardian

#### Websites:

- [www.beefandlamb.ahdb.org.uk/](http://www.beefandlamb.ahdb.org.uk/)
- [www.pork.ahdb.org.uk](http://www.pork.ahdb.org.uk)
- [www.thecattlesite.com](http://www.thecattlesite.com)
- [www.thepigsite.com](http://www.thepigsite.com)
- <http://www.thepoultrysite.com/>
- <http://www.nadis.org.uk/>

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

BRID2216

<b>MODULE CODE:</b>	<b>BRID2216</b>	<b>MODULE TITLE:</b>	<b>Agriculture, the Environment and the Law</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>5</b>	<b>JACS CODE:</b> D441	
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>COMPENSATABLE:</b> Yes	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module examines the effects of agriculture on the environment, and the legislation with which agriculture must comply. It looks at the major inputs into agriculture and actions which can be taken to minimise their impact on the environment.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
<b>E1</b> (Examination)	<b>40%</b>	<b>C1</b> (Coursework)	<b>60%</b>	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture and Food Panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> <ol style="list-style-type: none"> <li>1 To give students the opportunity to examine the role agriculture has in affecting the environment</li> <li>2 To develop the ability of students to examine and evaluate legislation affecting the environment which can be used in jobs within and outside agriculture</li> <li>3 To enable students to evaluate the requirements of environmental schemes in order to be able to determine whether to apply</li> </ol>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Appraise the effects of agriculture on the environment</li> <li>2. Identify and evaluate the key regulations pertaining to an agricultural business activity</li> </ol>					

3. Apply detailed knowledge of environmental legislation when formulating environmental plans for an agricultural business activity

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Daniel Rood</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

- Environmental Audit.
- Climate Change.
- Sustainability.
- Environmental Impact Assessment.
- Nitrate Vulnerable Zones.
- Countryside Stewardship and environmental schemes.
- Management of soil, water, fertiliser, crop protection products, hedges.
- Cross Compliance
- Production methods including Genetic Modification
- Waste Management
- Land designations for conservation, and habitats.
- Planning Permission. Land Use and Ownership. Boundaries. Rights of Way.
- Business Law.
- Countryside and Rights of Way Act.
- The Wildlife and Countryside Acts.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	40	Standard across modules due to deliverable content
Seminars	20	Incl. farm and other visits
Tutorial	10	Allows group and individualised support
Independent Guided Study	130	Develops independence and progression towards individual attainment
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	E1	Exam	100% <b>Total = 100%</b>	Outcomes 1, 2 Individual written exam assessing both outcomes
	T1		<b>Total = 100%</b>	
Coursework	C1	Environmental Audit	100% <b>Total = 100%</b>	Outcome 3 Individual. Produce a full environmental audit to industry standards
Practical	P		% <b>Total = 100%</b>	

<b>Updated by:</b> V Hine	<b>Date:</b> 04/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 04/10/2016
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#### **Recommended Texts and Sources:**

- Chapman, J.L. and Reiss DEFRA. (2012). Progress Towards a Sustainable Future for Livestock Farming.
- DEFRA. (2009). The Future of our Farming. DEFRA.
- Boyd, J.A., Jalal, K.F. and Rogers, P.P. (2008). An Introduction to Sustainable Development. Earthscan.
- DEFRA. (2006). Sustainable Farming and Food Strategy: Forward Look. DEFRA.
- Soffe R J (ed) (2003) *The Countryside Notebook*. Oxford: Blackwell Science.
- Mason J (2003) *Sustainable Agriculture*. (2<sup>nd</sup> edn). Collingwood Vic 3066: Landinks Press.

#### Journals

- Farmers Weekly.

- Eurochoices
- International Journal of Agricultural Management.
- Journal of Environmental Conservation.
- Journal of Environmental Planning and Management.
- Journal of Planning and Environmental Law.
- Journal of Farm Management.
- Journal of Rural Enterprise and Management.

#### Websites

- <http://www.environmentlaw.org.uk/>
- <https://www.gov.uk/guidance/waste-legislation-and-regulations>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/432676/rb209-fertiliser-manual-110412.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/432676/rb209-fertiliser-manual-110412.pdf)
- <https://www.gov.uk/guidance/nutrient-management-nitrate-vulnerable-zones>
- [www.leafuk.org/leaf/farmers/audit.eb](http://www.leafuk.org/leaf/farmers/audit.eb)
- <https://www.gov.uk/your-property-boundaries>
- <http://www.pesticides.gov.uk/guidance/industries/pesticides/topics/about-pesticides/the-use-of-pesticides-in-farming>
- <https://www.gov.uk/government/publications/cross-compliance-guidance-for-2015>



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

BRID2217

<b>MODULE CODE:</b>	<b>BRID2217</b>	<b>MODULE TITLE:</b>	<b>Personal and Professional Development</b>		
<b>CREDITS:</b>	<b>20</b>	<b>FHEQ Level:</b>	<b>5</b>	<b>JACS CODE:</b> D470	
<b>PRE-REQUISITES:</b>	<b>None</b>	<b>CO-REQUISITES:</b>	<b>None</b>	<b>Yes</b>	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module is designed to equip students with the necessary knowledge and skills to develop themselves in terms of their personal and employability skills. The module will also develop a student's skills to research a topic of their choice and analyse the information found.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>50%</b>	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic Assessment)			
<b>T1</b> (Test)					
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Agriculture & Food panel					
<b>Professional body minimum pass mark requirement:</b> N/A					
<b>MODULE AIMS:</b> 1. To enable a student to reflect on work based learning 2. To give a student the opportunity to Identify and negotiate an appropriate agri-related project 3. To develop a student's research and critical analysis capabilities. 4. To develop a student's personal employability skills and use of PDP's					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: 1. Appraise their work based learning business and verbally present as part of a portfolio. 2. Demonstrate research skills in order to produce an evaluative and reflective report on an agri-food related topic 3. Demonstrate critical analysis skills in order to produce an evaluative and reflective report on an agri-food related topic					

4. Apply skills and demonstrate qualities required for employment by developing a Personal Development Plan presented as part of a portfolio.

<b>DATE OF APPROVAL:</b>	03/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Bridgwater College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All Year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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

<b>ACADEMIC YEAR: 2023-2024</b>	<b>NATIONAL COST CENTRE: 110</b>
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<b>MODULE LEADER: Jim Rawe</b>	<b>OTHER MODULE STAFF: None</b>
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### **SUMMARY of MODULE CONTENT**

- Work-based learning
- Personal Development Plan
- Research techniques
  - The research process,
  - Formulation of research questions
  - Developing a research proposal,
  - Experimental design,
  - Appropriate and correct statistical analysis,
  - Presentation of data and results,
  - Critical analysis techniques
  - Application of analysis
  - Constructing effective discussions and conclusions.
- Research topic

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Topics will include research technique, critical analysis and report writing
Seminars	10	Low due to the nature of the module
Tutorial	70	High due to the nature of the module
Independent Guided Study	110	There will be evidence of a sound approach to the planning, critical analysis and report presentation.
<b>Total</b>	<b><u>200</u></b>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>	
	E		%		
			<b>Total = 100%</b>		
	T1		<b>Total = 100%</b>		

Coursework	C1	Research Report	100% <b>Total = 100%</b>	Outcomes 2, 3 Individual report incorporating research and analysis on a topic agreed with the tutor
Practical	P1	Verbal presentation	100% <b>Total = 100%</b>	Outcomes 1, 4 Verbal presentation of Individual portfolio incorporating appraisal of work experience and a personal development plan

<b>Updated by:</b> V Hine	<b>Date:</b> 31/10/2016	<b>Approved by:</b> M Heal	<b>Date:</b> 31/10/2016
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**Recommended Texts and Sources:**

- Cottrel S (2014) *Dissertations and Project Reports*. Basingstoke: Palgrave
- Walliman N. (2011) *Your Research project* 3<sup>rd</sup>. Ed London : Sage
- Fanthome, C. (2004). *Work Placements: A Survival Guide for Students*. Palgrave Macmillan.
- Berry, R. (2004) *The research project – how to write it*. 5<sup>th</sup> ed. Abingdon: Routledge
- Cottrell, S. (2003). *Study Skills Handbook*. Palgrave Macmillan.
- Department for Education and Skills. (2002). *Providing Work Placements for Disabled Students: A Good Practice Guide for Further and Higher Education Institutions*. Department for Education and Skills.

## 11. Staffing and Resources

The agricultural and food department at Bridgwater College has grown considerably in the last five years becoming one of the leading agricultural FE providers in the UK. In 2016 there are over 300 agri-food students studying at all levels from 1 to 5 at the Cannington Centre. This has resulted in the College assembling the largest group of agri food tutors for many years. Currently there are nine full time members and sixteen part time members of staff dedicated to agri-food programmes. With this amount of academic staff to call upon, alongside expertise from industry, there is a considerable pool available to staff the programme. Staff members have been able to specialise in a given topic and are encouraged to target these areas whilst undertaking scholarly activity. With the department still expanding there will be a continuous programme of recruitment. There is in place a policy to recruit new staff members with level 6 and 7 qualifications to teach on the HE programme. Alongside recruitment current staff are encouraged to take further qualifications which will raise the qualification base for the whole department

### PD4.2 Module Level Staffing and Resourcing Requirements - aligned with current staff <sup>14</sup>

Module Code, Title and Credits:	Module's Total Contact Hours	Essential Staff Qualifications and Experience	Resources / Facilities	Desirable Additional Skills Sets	Current Staff Name
BRID 1118 Agricultural Finance 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre	IT Advanced level Spreadsheets	Daniel Rood
BRID1119 Agricultural Technology 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Practical competence in the use of new technologies Level 6 qualification desirable	Adam Palfrey Charmian-Lewis-Jones

<sup>14</sup> Copy and paste the provided row to ensure all modules are covered.

BRID1130 Forage Crop Production Systems 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre Off site Cereals centre	Level 5 associated Qualification and current industry experience	Matthew Riddle
BRID1131 Animal Production Systems 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Level 5 associated Qualification and current industry experience	Daniel Rood
BRID1122 Agricultural Budgeting 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre	IT Advanced level Spreadsheets	Daniel Rood
BRID1123 Animal Health and Food Safety 20	60	Level 5 associated Qualification and current industry experience	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Level 5 associated Qualification and current industry experience	Mathew Riddle Keisha Meakin
BRID2235 Agricultural Business Diversification and Marketing 20	60	Level 5 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre	IT Advanced level Spreadsheets	Daniel Rood
BRID2226 Crop Management and	60	Level 5 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre Off site cereals centre	Industrial experience arable crops	Adam Palfrey

Sustainable Processes 20			Off site organics centre		
BRID2214 Dairy Herd Management 20	70	Level 6 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Level 6 associated Qualification or current industrial specialism of topic	Jim Burdge
BRID2215 Meat and Livestock Management 20	70	Level 6 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre Access to meat Manufacturing plant	Level 6 associated Qualification or current industrial specialism of topic	Jim Burdge
BRID2216 Agriculture, The Environment and the Law 20	70	Level 6 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Level 6 associated Qualification or current industrial specialism of topic	Matthew Riddle
BRID2217 Personal and Professional Development 20	60	Level 6 associated Qualification or current industrial specialism of topic	Rodway Farm Direct Industry links to Rodway Farm AIC centre	Level 6 associated Qualification or current industrial specialism of topic	Jim Rawe





