

Final Award and Title	BSc (Hons) Forestry
Exit Award(s) and Title(s)	BSc Forestry
Name of Route / Pathway / Framework	N/A
Professional Qualifications	Students will gain points contributing towards Professional Membership of the Institute of Chartered Foresters
Programme Accreditation	Institute of Chartered Foresters QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009)
Modes of Study	Full-time Part-time Distance Learning
Delivery Sites	All University of Cumbria campuses, gateway sites and approved partner locations
Programme Length	Full-time – standard registration period 1 years Part-time – standard registration period 2 years Distance Learning – standard registration period 3 years
Work Based Learning	N/A

1. Educational Aims of the Programme

The general aims of this programme are to enable students with a HND or FdSc in Forestry or a BSc in a related subject, or even with an unrelated degree, but appropriate forest industry experience to obtain the skills necessary for them to progress in a forestry career. It will:

- Prepare graduates for work as professionals in the forestry sector
- Allow you to develop a critical awareness of forest management from a multi-disciplinary perspective
- Enable you to critically evaluate and apply key concepts underpinning professional practice within the forestry sector
- Provide opportunity for development of relevant and appropriate skills that are requirement of graduates and prerequisite for continuing personal and professional development

The subject specific aims of the programme are that you will enable you to:

1. Understand the scientific and socio-economic principles underlying forestry – physical and biological processes, silvicultural, economic and business concepts and social factors
2. Critically the structure and behaviour of forest ecosystems - characteristics of the world's forests and components of physical environments
3. Evaluate the functions and impacts of forests - multiple-benefits, forest product utilisation, effects on society and environment and the main features of policy.

2. Programme Features and Requirements

Understand the meaning and practice of sustainable forest management – resource assessment, objective-led forest planning, forest harvesting, economic and environmental appraisals of forestry practices.

The BSc top up is normally a one year programme of study. The programme has been designed so that many of the learning and assessment activities mirror the tasks that you will need to undertake as a forest manager.

As part of the professional focus, the content of the BSc top up has been shaped by formal and informal consultation with the sector. We believe that our BSc top up degree meets the needs of the sector. This is supported by high employability of graduates. The National School of Forestry has good links with the sector and your qualification attracts points towards you attaining full membership of the Institute of Chartered Foresters.

3. Learning Teaching and Assessment

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

Teaching and learning are designed to enable you to attain the stated learning outcomes of the programme, and assessment strategies are designed to align with these outcomes. You will be supported in your studies so that you learn progressively, developing your subject knowledge and skills and increasing your ability to work independently. It is important that you are able to demonstrate a clear appreciation of the scientific method and of the knowledge, skills and capacities needed for employment and the practice of forestry. Above all, learning, teaching and assessment are designed to engage you in learning experiences that are enriching, enjoyable, intellectually stimulating and prepare you for professional employment. Practical work centred around field trips to working forests to compare practices on different forest sites with different management objectives are a key component of the programme.

(ii) Contexts For Learning

Campus based learning and field trips are the predominant learning experiences, with attendance at the range of lectures/seminars/practical sessions/group work projects seen as essential. This is enhanced and given flexibility by use of a virtual learning environment so that information and activities can be accessed at your convenience.

Study resources at other campuses and learning gateways of the University are available to all students

(iii) Learning, Teaching and Assessment Methods

Learning and Teaching Strategy

Our learning and teaching strategy has been developed in line with the University's Learning & Teaching Plan 2012-2017. We view you as a partner in learning and all modules include opportunities for your engagement and participation. A variety of learning and teaching methods are used to reflect the variety of individual learning styles that inevitably exist within a group, so that you will experience teaching methods best suited to your own preferred learning style. Enhancing your employability is a core theme throughout the programme. Learning and teaching methods are designed to support the move to autonomy and independent learning, and will include:

- Lectures
- field trips
- laboratory classes
- tutorials
- case studies
- seminars and workshops, including oral presentations
- directed and independent study involving electronic resources on the virtual learning environment, textbooks and other self-study materials
- problem-based learning
- interactive computer-based learning
- training and practice in the use of IT and software packages
- project work, both individual and in teams
- reading and interpreting research publications

Assessment Strategy

Our assessment strategy has also been developed to be in line with the University's Learning & Teaching Plan 2012-2017. The overarching consideration is to provide assessments which are seen as "for and as learning" rather than simply testing ability and knowledge.

The main drivers of this strategy are to:

- provide innovative, challenging and stimulating assessment which will enable you to develop the knowledge and professional skills required for employment
- be student-centred, flexible and modern
- be fully supported by, and integrated with, technological approaches such as the virtual learning environment (VLE) and electronic portfolio
- impart academic rigour to the teaching and learning processes
- support the development of your independence, autonomy and critical self-reflection
- support different learners' needs at different stages of development

Within a balanced scheme, assessment methods will include:

- unseen examinations
- open-book examinations and other tests
- laboratory reports
- computer-based assessments
- problem solving
- reports on forests visited on field trips

- critical analysis of case studies
- oral, audio-visual and poster presentations
- dissertations
- peer and self-assessment
- group work

Assessments mirror the real world, e.g. reports are expected to be of professional report standard.

(iv) Formative Assessment

Formative assessment is used extensively throughout the programme *for and as* learning. Whilst elements of assessment will test your knowledge and ability, the emphasis is on a more developmental approach to building the knowledge and skills you will need to gain employment on graduation. Formative assessment will involve you being actively engaged in the assessment to encourage you to think about the learning process, to develop your ability to learn independently and to develop your employability. It will also be used to evaluate teaching.

4. Programme Outcomes

Programme outcomes are aligned to the QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) (<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Agriculture.pdf>). For example, section 2.11 states:

*'Degree programmes in **forestry** are designed to develop the knowledge and skills of those who go on to work in the forestry profession. Graduates will have a thorough understanding of the physical, biological, economic and sociological principles and processes that underpin forestry. They will be able to apply such principles and processes to the sustainable management of trees, woodland and forests for multiple goods and ecosystem services (for example, carbon accumulation; conservation; landscape; production of wood and non-wood forest products; protection of soil and water resources; and recreation). They will understand the social and environmental contexts in which forestry is practised and the consequences of forestry for society and the environment.'*

This programme provides opportunities for you to develop and demonstrate:

(i) Knowledge and Understanding

1. Knowledge and critical understanding of the physical, biological, economic and social principles underpinning forestry.
2. Ability to apply and evaluate key concepts and theories in relation to sustainable forest management both within and outside the context in which they were first studied. Particularly, where appropriate, the application of those principles in an industry context.
3. Specifically issues related to conservation, landscape and the diverse range of non-wood forest products and timber.
4. Understand the social and environmental context in which forestry operates and its impact on society and the environment.
5. Knowledge of the main methods of enquiry in their subject(s) areas and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; an understanding of the limits of their knowledge, and how

this influences analyses and interpretations based on that knowledge.

6. A detailed understanding of the key issues and developments in modern forest management. A strong comprehension of the complex environmental, social, economic and silvicultural interactions in modern forestry, and how policy and management frameworks influence these.
7. Enhanced skills in the planning and management of forest and other resources. Opportunities to apply the skills and knowledge derived from modules in a wider context through business and research planning.

(ii) Employability Skills

8. Communication skills, including the ability to use technical language correctly, to present complex concepts and information in a clear and concise manner, both orally and in writing, and the ability to interact and communicate effectively within a wide range of professional environments
9. Investigative and analytical skills, including the ability to formulate problems clearly, identify key issues, carry out an independent investigation using multiple information sources and apply critical judgement to construct logical arguments
10. Personal development skills, including the ability to identify and reflect on where further training or skill acquisition is necessary for self-improvement
11. Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for forestry.

(iii) Qualities, Skills and Other Attributes

12. The ability to plan, execute, report and evaluate work using appropriate methods and information technology systems.
13. The ability to work effectively both within a team and independently, following safe working practices and relevant quality assurance procedures

5. Level Descriptors

At HE Level 5 (year 2 undergraduate): you will be able to demonstrate that you have the ability: to apply & evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive & transferable skills & problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining & achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At HE Level 6 (year 3 undergraduate): you will be able to demonstrate that you have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

6. Curriculum Map

Programme Structure

Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes (eg pre/co-requisites, 'core optional' etc)
5	HSOG5001	<p>Research Methods and Data Analysis This module will help to provide you with the skills required to conceive, design, conduct and interpret scientific research. You will be guided in developing your ability to evaluate the range of quantitative and qualitative research methods available and when it is appropriate to use them. You will develop your ability to effectively and rigorously analyse data using statistical testing. These skills will help you to understand and critically evaluate published research as well as to effectively design and conduct your own research.</p>	20	Option	Many students will have an equivalent module already, but it is shown as an option to enable those that do not have something to take it (one level 5 module is allowed in a top-up). It will be Compulsory for these students only. Available as distance learning for top-up programme
6	HSOG6001	<p>Dissertation To enable you to undertake an independent piece of in depth research into a topic of your choice. This module provides you with an opportunity to develop your research skills and gain valuable experience in project management.</p>	40	Core	Available as distance learning for top-up programme

6	HSOF6001	Forest Management Planning This module provides opportunity for students to engage in a systematic and integrated approach to objective-led forest management planning in accordance with the principles and criteria of sustainable forest management.	20	Core	Available as distance learning for top-up programme
6	HSOG6002	Business Skills The aim of this module is to enable you to develop skills in business planning and the impacts upon a business of the general and competitive environment. You will learn to apply a range of business tools and how to write and present a business plan.	20	Compulsory*	*Except for students progressing from our previously validated BSc (Hons)Forest and Woodland Management who have done a similar level 5 module Available as distance learning for top-up programme
6	HSOF6002	Woodland Ecology and Conservation To enable students to assess the current conservation status of semi-natural and/or ancient woodlands and determine the measures needed to protect and enhance them.	20	Option*	*Field work based, so not available for distance learning students
6	HSOF6012	Advanced GIS and Remote Sensing The aim of this module is to provide students with a sound understanding of the concepts relevant to Geographical Information Systems and Remote Sensing. Advanced level skills in the use of GIS software and an introduction to Remote Sensing technologies and basic skills	20	Option	Available as distance learning for top-up programme

		in the digital analysis of remote sensing data.			
6	HSOF6005	<p>World Forestry Developments Understanding of global forest sector issues Critical appraisal of past and present developments of relevance to global forest ecosystem and their relevance for social, ecological and economic products and services. Global trade of forest products and the resulting interlinkages for social, ecological and economic issues at global scale.</p>	20	Option*	For distance learning students only as some other options not available to them
6	HSOF6010	<p>Advanced Silviculture This optional module aims to develop the student's understanding of silvicultural practices and their role in ensuring the productive and sustainable management of forests across a range of objectives in both temperate and tropical regions. It builds on previous silvicultural knowledge, focuses on recent and important developments in silviculture and also explores issues touched upon in other modules. The module will also support development of general skills such as scientific writing and presenting a technical subject to an audience.</p>	20	Compulsory*	For distance learning students only as some other options not available to them
6	HSOF6013	<p>Forest Carbon Management To provide an overview of the causes and impacts of anthropogenic climate change, the adaptation strategies necessary and</p>	20	Option	

		mitigation options available. To enable forest managers to critically evaluate the potential measures they could undertake to maximise carbon sequestration, carbon storage and carbon substitution while delivering other ecosystem services as part of sustainable forest management.			
6	HSOF6011	<p>Ecosystem Services</p> <p>This module explores the human/forest dimensions of ecosystem services as a framework for linking the environment and human development. Specifically, the concept of ecosystem service may be useful for managing/conserving forests and alleviating poverty in developing countries. We will explore the diverse range of ecosystem services (ranging from clean water to biodiversity) and critically examine the benefits of putting monetary values on natural goods and services. Using case studies from Asia and Africa we will consider whether paying rural people for providing ecosystem services is effective in terms of better forest management and improving human well-being. We will read and discuss literature from forestry, conservation science, human geography, anthropology and environmental economics. Finally, the applications of this ecosystem services approach to sustainable forest management as part of the rural economy in the UK will be considered.</p>	20	Option*	*Practical group work involved, so not available for distance learning students

6	HSOF6009	<p>Urban Forestry and Arboriculture Trees, woodlands represent a vital resource to the population of urban areas. To realise the many benefits of these resources, they need to be effectively and efficiently established and managed. Establishment and maintenance regimes will vary according to the objectives of management. It is essential that management objectives are clearly identified so that appropriate planting and maintenance programmes can be implemented.</p>	20	Option*	*Practical group work involved, so not available for distance learning students
6	HSOF6008	<p>Silviculture This module is aimed at those of you who have not previously studied silviculture. It aims to provide you with an in-depth grounding in silvicultural theory and practice, to include a detailed understanding of forest establishment and maintenance. Current developments and scientific advances in silviculture are also covered.</p>	20	Core**	**But only for students without a HND/FdSc in Forestry or able to prove sufficient prior forestry experience to benefit from other modules instead

Progression / Award requirements

Module pass mark: 40% (Undergraduate)

Please see the Academic Regulations <http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/ags/documents/academicregulations/AcRegs.pdf>

Section G for guidance on progression and the carrying of fails.

(*). Note: **Core Modules** – must be taken and successfully passed.

Compulsory Modules – must be taken but can be carried as fails (if the award permits).

Optional Modules – students would be required to take an appropriate number of optional modules

Qualificatory Unit of study – *Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.*

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge and understanding, employability and academic skills, qualities and other attributes as indicated in section 4 above.

*D = programme outcome is **developed** in this module*

*F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module*

*S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module*

Module Code	Module Name	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9	Programme outcome 10	Programme outcome 11	Programme outcome 12	Programme outcome 13
HSOG6001	Dissertation	FS	FS			FS	FS	FS	FS	FS	DFS	DFS	DFS	
HSOF6001	Forest Management Planning	FS	DFS	DFS	DFS	DFS								
HSOG6002	Business Skills	FS						FS	FS	FS	D	D	D	
HSOF6002	Woodland Ecology and Conservation	FS	FS	FS	FS		FS	FS	FS	FS	D	D	D	
HSOF6012	Advanced GIS and Remote Sensing	FS	FS					FS	FS	FS	D	D	D	
HSOF6005	World Forestry Developments	DFS	DFS		DFS	DFS	DFS	DFS	DFS	DFS	D	D	D	
HSOF6010	Advanced Silviculture	DFS	DFS		DFS	DFS	DFS	DFS	DFS	DFS	D	D	D	

HSOF6013	Forest Carbon Management	FS	FS	FS	FS			FS	FS	FS	D	D	D	D
HSOF6011	Ecosystem Services	FS	FS	FS	FS		FS	FS	FS	FS	D	D	D	
HSOF6009	Urban Forestry and Arboriculture	FS	FS	FS	FS		FS	FS	FS	FS	D	D	D	
HSOF6008	Silviculture		DS			DS	DS				D	D	D	

8. Indicative Assessment Calendar				
Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
HSOG6001	Dissertation	Dissertation Oral assessment/presentation	80% 20%	End semester 2 End semester 1
HSOF6001	Forest Management Planning	Report Oral assessment/presentation	80% 20%	End semester 1 End semester 1
HSOG6002	Business Skills	Written assignment Oral assessment/presentation	80% 20%	Mid semester 1 Mid semester 1
HSOF6002	Woodland Ecology and Conservation	Report Oral assessment/presentation	80% 20%	End semester 1 Mid semester 1
HSOF6012	Advanced GIS and Remote Sensing	Project Work Written Work	70% 30%	Mid semester 2 End semester 2
HSOF6005	World Forestry Developments	Written Assignment	100%	End semester 2
HSOF6010	Advanced Silviculture	Set exercise Exam	80% 20%	Mid semester 1 End semester 1
HSOF6013	Forest Carbon Management	Report Written Assignment	50% 50%	Mid semester 2 End semester 2
HSOF6011	Ecosystem Services	Written assignment	50%	Mid semester 2

		Report	50%	End semester 2
HSOF6009	Urban Forestry and Arboriculture	Written assignment Set exercise	75% 25%	Mid semester 2 End semester 2
HSOF6008	Silviculture	Set exercise Written assignment	80% 20%	End semester 1 Mid semester 1

9. Support for Students and their Learning

The programme team is aware of the need for structured support systems to help guide students through their learning and to support them as independent learners. There are a number of mechanisms adopted within these programmes to support them.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

PASS

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Welcome Week:

The first week of the programme is run as a Welcome Week and is designed as an introduction to the programme and to the University. Its focus is very much about the University systems and resources available to make the studies more enjoyable and more successful for students. The sessions are informative and cover a range of topics including: getting to know each other; using the library; expectations; introduction to the Personal Tutor system (see below). There are also field trips to introduce the new students to our outside forestry and conservation laboratory, the Lake District National Park.

PT System:

The Personal Tutor (PT) role is seen as being crucial to student retention, success and satisfaction. We know from experience that students, who communicate with their personal tutor, tend to enjoy their studies more and feel more supported. In view of this every student is allocated a personal tutor. They will be allocated a personal tutor when they start their programme. The personal tutor will be a member of the teaching team and will have a good working knowledge of the student's programme. Their name and contact details will be made available to students, via the Virtual Learning Environment (VLE), at the start of the academic year. The role of the personal tutor encompasses:

- academic monitoring and advice
- support for personal development planning

- non-academic guidance and personal support
- communication with other programme staff concerning the student experience of the programme

Students are entitled to a minimum of three meetings a year involving at least 1 hour of contact in total. These meetings may take place in groups, provided that individual students may also request an individual tutorial time. Particularly in the first year of the programme students will, in reality, have much more contact with their personal tutor than the basic entitlement.

Should the personal tutor become unavailable for more than two weeks (e.g. illness, sabbatical leave), an alternative contact will be made available.

Employability Plan

Enhancing students' employability is embedded within the programme aims, outcomes, learning activities and assessments. The focus on assessment and on practical sessions in our mainstream forestry courses is towards providing skills and knowledge directly usable within a forest manager role. Generally our students find employment in the sector. Many of those on the distance learning mode are already employed in the sector and studying in order to progress further in their forestry careers.

Specialist Teaching Accommodation and Equipment:

Field trips are essential components of forestry courses throughout the world. Basic forestry equipment is provided. Modern, more sophisticated forestry equipment is used in the later stages of the course after the use of basic equipment is understood.

It is assumed that distance learning students will not need the field trips or to use our equipment as all should be accessible through their relevant employment. However, these distance learning students do have a separate course leader to ensure that they have one main point of contact in the National School of Forestry who is focused on their specific needs, not just viewing them as an add on to the full time cohort.

10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage: <http://www.cumbria.ac.uk/study/courses/undergraduate/forestry-top-up/>

The following additional requirements apply for entry to this programme:
Conditional acceptance can be given to applicants who have yet to gain obtain these qualifications.

Standard University practice will be followed with respect to applicants without the normal entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.

Advanced standing on the course will be considered in line with the University's APL Regulations and Procedures.

Modules can also be studied as stand-alone, either for general interest or as part of professional CPD, and can achieve a Certificate of Achievement. For applications to stand-alone modules, candidates will have to be able to demonstrate that they will benefit from

such study and that they will be able to cope with the academic demands of the module. On some modules evidence may be required of technical skills at an appropriate level.

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

Mechanisms for review and evaluation of LTA, the curriculum and outcome standards

Formative assessment
 Module reviews
 Annual Evaluatory Reviews
 Peer Review
 External Examiner Reports
 Staff/Student Forums
 National Student Survey
 Department Quality Committees

Committees with responsibility for monitoring and evaluating quality and standards

Faculty Academic Quality and Standards Committee
 Academic Quality and Standards Committee
 University Board
 Module Assessment Board
 University Assessment Board
 Faculty Management Team

Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience

Student: Staff Forums
 Department Quality Committee
 National Student Survey (NSS)
 Penultimate Year Survey (PYS)
 Programme evaluation
 Module evaluation
 Group tutorials
 PT meetings

Staff development priorities for staff teaching this programme

All staff need support to conduct research with the aim of being part of a National School of Forestry submission in the next Research Excellence Framework. Andrew Leslie needs support to complete his PhD. All staff need pests and diseases updates.

12. Additional Information

For students with disabilities, an assessment will be made in relation to any reasonable adjustments that may be required, in line with the [QAA Quality Code – Chapter B4: Enabling Student Development and Achievement](#)
[Special Educational Needs and Disability Act \(2001\) \(SENDA\)](#)
[Techdis](#)

13. Administrative and Supporting Information

Key sources of information about this programme and its development can be found in the following:	Academic Regulations: http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf . QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Agriculture.pdf	
Department:	Science, Natural Resources and Outdoor Studies	
Faculty:	Health and Science	
Teaching Institution:	University of Cumbria	
JACS code:	D500	
Programme code (CRS):	US-FRSTRY	
UCAS code:	D501	
Date of last engagement with external bodies (eg QAA, Ofsted, etc)		
Date of Programme Specification validation	31 March 2014	
Validated period of programme:	Extension to Validation period to 31st July 2022 approved via MMAP on 22.01.2020	
Date of changes to Programme Specification:	Reason for change: (eg minor changes)	Date:
	Web link update	July 2016
	Minor Change	September 2018
	Minor Change	December 2019
<p>The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.</p>		

About Programme Specifications

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the [QAA Quality Code, Chapter A3: The Programme Level](#).