

We Harvest Brilliance

Prospectus 2024



एकीकृत पाण्डित्य विद्यालय
School of Integrated Learning

CONTENT

Introduction	03
Unserved, Underprivileged & Unaddressed	05
Evolution of SOIL	06
Message from the Patron	07
International Collaboration	09
Culture & Research Centre	11
Infrastructure and Accommodation	13
Impact 2030	16
Funding	17
Programmes	18
Career	23
Incubation and Innovation	25
Eligibility Criteria & Application Process	27

An aerial photograph of a lush green tea plantation. Four tea harvesters are visible, each carrying a large woven basket on their back. They are positioned in a diagonal line across the frame, from the top center towards the bottom left. The tea bushes are dense and vibrant green. The word "Introduct" is overlaid in large white font, with the letter 'o' replaced by a red circle containing a white dot, resembling a stylized eye or a tea leaf.

Introduct

ion

Himalayas Valley Educational and Charitable Trust, established in 2010, has been dedicated to addressing fundamental challenges faced by marginalised, underprivileged, and rural demographics, with the aim of fostering sustainable and equitable development in society. With fifteen years of steadfast commitment, the Trust remains steadfast in its mission to uplift and empower underserved communities. Our focus areas include enhancing educational, nutritional, agricultural, and natural infrastructure through a series of our innovative policies, initiatives, and programmes.

In 2022 Himalayas Valley Educational and Charitable Trust started a visionary institution School of Integrated Learning (SOIL) with the concept to empower the unserved communities of the Nation. The core behind the entire scope is to provide higher educational opportunities to students from underprivileged and marginalised sections across boundaries. Prioritised the Development of Professional Programs for Higher Education collaborating with prestigious institutions and on-boarding top educators and industry experts. The Concept is developed in the hybrid format, and contains an integrated structure with the combination of offline and online modes of education with accommodations and other essential facilities. In India, we often found that millions of students are left over and lose their hope of even being brilliant in academics for further higher education due to financial unavailabilities and lack of infrastructural resources. Our mission is to bridge the educational divide by providing quality education to underprivileged communities. Through partnerships with prestigious organisations and top educators, SOIL creates an ecosystem that nurtures learning, innovation, and excellence.

Our culture emphasises holistic education and addresses core issues through short-term courses. By leveraging diverse scholars, we provide an inclusive platform for students to explore unlimited opportunities and outcomes. Himalayas Valley Educational and Charitable Trust aim to uplift underprivileged communities and enable sustainable growth. Through its commitment to quality education, collaborations, and holistic student development, SOIL is poised to make a significant impact on the future of India.



Unserved, Underprivileged & Unaddressed

In recent years higher education deficiency started getting visible more than just the surveys and data's on published papers, this invisible divide turning visible. There are rapid transformation of the human social – economical – ecological structure and the immeasurable growth in the competitive culture in the global canvas. The scope of the matching the international standards in higher educational skill turn as the basic need of this structure. But, taking a pause to understand that social and diverse structure of Indian subcontinent cannot fairly match those benchmarks of the higher education at least for now, but the circumstances and challenges remains uniform for all.

Where the minimum IHEs fees touches millions, communities struggles to secure thousands annually. Whereas the National public higher educational structure are concerned, we have not developed enough infrastructure and resources to address the

concern, even the developed ones cannot able to touches top hundred in the Global ranking parameters. Despite being the most young enthusiastic population, the change makers. "India is arrived" remain turned to be just a tagline. India has always recognised as a beam of changes and directed a path of peace, prosperity and sustainable lifestyle to all the countries. But this turning point of higher education divide may become the reason for the population to turn as a disaster from the dividend. This dividend not only facing the economical challenges but the mental as well, depression, anxiety, stress and physical incapability becoming a common issues in the students these days. As education system failed at the higher level to involve students to address their issues. Sustainable methodologies, practices, ancestral wisdom and ecological consciousness have been forgotten from the circulars.

So at one end we're failing to equip students with good sustainable career opportunities and on another end we failed to preserve their lives liveable.



Evolution of SOIL

In the pursuit of "Harvesting Brilliance" and "Bridging Invisible Chasms" in post-schooling education, SOIL emerged as a pioneering initiative. After months of meticulous research, development, and dedication from numerous visionaries, the organisation curated a ground-breaking approach. Recognising the challenges posed by a lack of infrastructure, financial constraints, and limited opportunities for higher education in India, SOIL aimed to address these issues, particularly in the country's rural areas.

Developing methodologies for SOIL proved challenging given India's diverse demographics and the complexities involved in delivering curricula effectively. However, the team endeavoured to simplify concepts while ensuring effectiveness, drawing inspiration from international frameworks for higher education while integrating ancestral wisdom and recent advancements in research. The result was a student-centric framework based on weekly modules, complemented by practical and presentational sessions. This approach not only enhanced student engagement but also provided a broad canvas for tackling real societal complexities.

One of the hallmarks of SOIL's approach lies in its commitment to fostering holistic development. In adhering to the Gandhian School of Ideas, SOIL not only prioritises academic excellence but also places a profound emphasis on nurturing students' thought processes and values. By encouraging a deep-rooted connection to one's cultural heritage and fostering values of peace, humanism, liberalism, socio-economic equity, and environmental sustainability, SOIL endeavours to shape conscientious global communities equipped to tackle the multifaceted challenges of the modern world. In essence, SOIL represents a paradigm shift in educational philosophy, where the pursuit of knowledge is intrinsically linked to the promotion of societal well-being and environmental stewardship.

By providing students with a comprehensive educational experience that transcends mere academic achievement, SOIL aspires to cultivate a generation of leaders poised to effect positive change on both local and global scales.



Message from the Patron

SOIL Centre For Agriculture,
Policy and Rural Development



In addressing the paramount concern of equitable access to education and inclusive societal development, it is imperative to prioritise the integration of individuals from marginalised backgrounds into mainstream developmental endeavours, thereby fostering unbiased educational and growth opportunities. This approach not only facilitates societal progress but also serves as a foundational resource for future generations and their holistic advancement. By championing sustainable development principles, we strive towards the realisation of an ideal society where communities are empowered across financial, literal, and social dimensions.

The establishment of the SOIL Centre for Agriculture Policy and Rural Development represents a tangible manifestation of this vision, underscored in partnership with esteemed international academic institutions. This initiative aims to introduce internationally benchmarked higher educational programmes tailored to the needs of exceptional students hailing from underprivileged communities, thereby fostering uniform opportunities for their advancement.

I sincerely hope that the initiative not only empowers the students of Etawah and the broader state but also catalyse enhancements in local agricultural practices and yields. By equipping communities with a comprehensive understanding of sustainable living practices, we endeavour to cultivate a mind-set conducive to enduring environmental stewardship and societal well-being.

Akhilesh Yadav

20th Chief Minister, Uttar Pradesh, India





Royal
Agricultural
University



International Collaboration

SOIL is pleased to extend invitations to like-minded credible institutions, autonomous organisations, research scholars, and government authorities to join us in forming a confederation. Through collaborative efforts, we aim to gather refined insights from diverse corners of the world to establish an advanced mechanism that addresses core issues faced by students and implements effective methodologies to overcome them. These international collaborations provide a valuable opportunity for national students and frameworks to benefit from the expertise of renowned educators, established practices, and centuries of collective knowledge housed in libraries worldwide.

By participating in such collaborations, students, faculties, and organisations can engage in the exchange of culture, traditions, methods, practices, and wisdom, thereby expanding their horizons and fostering a deeper understanding of global perspectives. Furthermore, international collaborations contribute to the promotion of mutual understanding and cooperation, ultimately leading to a more sustainable and interconnected world. Together, we can embrace the ethos of “Vasudhaiva Kutumbakam” and work towards creating a better future for all.

ROYAL AGRICULTURAL UNIVERSITY, ENGLAND

To strengthen our vision, and scope of operations, we've been entering in South Asia's premier partnership with oldest and most credible agricultural university of the globe, England's Royal Agricultural University. We aim to collaborate develop sustainable agricultural education programmes and conduct extensive research to revive Indian agricultural prosperity and bridge the invisible gap of higher education to impact people, policies and practices. ROYAL AGRICULTURAL UNIVERSITY was founded as the Royal Agricultural College in 1842, Concerned by the lack of government support for education, Robert Jeffreys-Brown addressed the meeting on the 'Advantages of a Specific Education for Agricultural Pursuits'.

A prospectus was circulated, a general committee appointed and Earl Bathurst was elected President. Funds were raised by public subscription with much of the support coming from the wealthy landowners and farmers of the day; there was no Government support. The Royal Agricultural University will continue to lead the development of teaching and research in agriculture, agri-business, equine, food, and land & property management. The University motto is 'Arvorum Cultus Pecorumque'; a quote from Virgil's Georgics, it means 'Caring for the Fields and the Beasts'. What more appropriate maxim could there be for a University which, in every facet of its teachings, now incorporates a wider understanding of our countryside?



“Enabling Partnerships Will open doors for students and educators of both regions to establish mediums to exchange innovative ideas, learning and centuries of experience. For the past eighteen months, both organisations, RAU and SOIL have collaborated diligently to cultivate partnerships and initiatives aimed at making a meaningful impact.”

PROF. PETER MCCAFFERY

Vice-Chancellor, Royal Agricultural University



Culture

In the process of concurring the idea of the institution, every new experience delves deep into a new phenomenon of life, from engaging with diverse people and the finest scholars, to walking through the corridors of the most credible institutions that hold centuries of wisdom, and to experiencing the lives of unserved communities in the dusty hinterlands of the planet. The School of Integrated Learning (SOIL) is in the process of nurturing its existential thought processes.

Re-rooting to the basics of the SOIL's emergence, where we tried to embed humanism, socialism and liberalism in the philosophical approach of the core of its structure. Where nature not seems as an economic resource but as a source of life. Here, sustainability takes precedence over mere success, truth over deceit, simplicity over convolutedness, and a collaborative spirit prevails, fostering mutual growth within a positively competitive milieu. In this realm, ideas manifest through the power of words, the writing, and dedicatedly working. Thus, culture becomes the canvas upon which we inscribe our journey, actively participating in the historic transformation that shapes and uplifts lives.

Research Centre

Centre For SOIL - a sustainable and ecological convention centre, established under the auspices of the Himalaya's Valley Educational and Charitable Trust, in collaboration with esteemed international universities. Our mission is to catalyse educational reform and uplift underprivileged communities in the remote corners of our nation. At Centre For SOIL, our overarching vision is to create a centre of excellence dedicated to higher education, research, and innovation. We are committed to providing students with a holistic education that meets global standards while honouring India's rich cultural heritage. Our institution is designed to cultivate an ecosystem that nurtures collaboration, creativity, and the practical application of sustainable methodologies, ultimately fostering the development of a thriving and ecologically balanced agricultural and rural sector. As a leading institution, Centre For SOIL integrates international benchmarks with a profound respect for ancestral wisdom. Through world-class education, research opportunities, and a curriculum that emphasises sustainability, we aim to empower a new generation of skilled professionals capable of revolutionising the agricultural sector.

Our dedication to ecological conservation, nutritional security, and the preservation of traditional knowledge is integral to India's journey towards agricultural prosperity and sustainable development. Spanning over 1.5+ acres of meticulously planned landscape, Centre For SOIL boasts state-of-the-art infrastructure and world-class facilities tailored to facilitate learning, research, and innovation. Our campus features modern classrooms, well-equipped laboratories, research farms, a design centre, an AI-VR Research Lab, an auditorium, a research centre, agro-processing units, and computerised higher educational libraries. Moreover, our infrastructure prioritises eco-friendly practices, incorporating renewable energy sources and water conservation systems, thus setting a benchmark for sustainable development.



Agricultural Farm:

In contemporary educational paradigms, a significant division exists between the theoretical understanding of agricultural principles and their practical application on farms. This division highlights a profound disconnect within agricultural higher education. In response, the Centre for SOIL proposes the establishment of a dedicated 3.0-acre agricultural farm tailored to the instructional needs of SOIL students. This farm will serve as a hub for experiential learning, blending traditional sustainable farming methodologies with cutting-edge research and innovations in sustainability.

Central to our approach is the integration of scientific rigour with ecological sustainability, aiming to achieve a harmonious balance between maximising productivity and preserving vital natural resources. While the School of Integrated Learning (SOIL) is dedicated to nurturing the agricultural expertise of students pursuing rural and agricultural studies, we extend our educational outreach to encompass learners from diverse academic backgrounds, spanning from technology and design to management disciplines. Through carefully curated workshops and immersive experiences, we strive to instil in all students a fundamental understanding of agricultural practices, acknowledging their intrinsic value in promoting ecological stewardship and societal resilience.

SOIL's educational philosophy emphasises the universal relevance of agricultural production methodologies, asserting that such knowledge is essential for fostering a grounded appreciation of core values and ecological dynamics. By promoting interdisciplinary engagement and hands-on learning experiences, our institution aims to equip students with the essential competencies necessary to navigate and contribute meaningfully to the agricultural landscape of the future.





Impact 2030

Embrace

Our mission at the School Of Integrated Learning is to embrace one hundred thousand students from the deprived section of the community by 2030. Get them enrolled in the programmes based on their interest and capabilities, step down in their shoes to understand their concerns and circumstances to address diverse aspects whether psychological part, economic, social or combined. Such exercise is to gain their trust and to ensure them that they're not all alone in this struggle, SOIL will stand and remain with them.

Encourage

More than half of the students from underprivileged communities are forced to leave their education in the middle of the journey. Somehow how who survived, were not able to feel satisfied, and a blockage in their soul remains with them in their path. Higher education is a long journey, and this part of life coincidentally comes at the age where the students also live in a parallel world where they have family responsibilities, social pressure, and diversions. So even in the case, where we have on boarded deserving students from the deprived communities to support them with the entire cost of higher educational programmes, accommodation and life essentials, there remain challenges with us to ensure that they won't lose the hope of breaking the battle. Here at SOIL's methodology we are trying to establish a multi-layered interpersonal approach to address the concern and to minimise the student dropout rate by 2030.

Empower

Rapid transformation in the educational and occupational structure poses formidable challenges for many students, exacerbating disparities and perpetuating exclusion. Contrary to attributing such inequities solely to individual shortcomings, we contend that systemic deficiencies within educational paradigms warrant redress. In response, SOIL advocates for an empowering pedagogy anchored in the ethos of "Science with Sustainability." By imbuing students with not only academic knowledge but also ethical values and adaptability, we endeavour to equip them with the requisite acumen to navigate and thrive within dynamic socio-economic ecosystems. Here at the School Of Integrated Learning (SOIL) envisages the initiation of a minimum of ten specialised higher educational programs across various tiers—Undergraduate, Postgraduate, and Doctoral—encompassing diverse disciplines such as Agriculture, Science, Public Policy, Design, Technology, and Sustainability.





Funding

School Of Integrated Learning (SOIL) happening because there are empathy exists in the social structure even today. With the humanistic and giving attitude of thousands of people, who contributed emotions, learnings, experiences, labour, and at last finances to nurture this seed which was named before SOIL. We offer a range of funding opportunities to brilliant students, coming from diverse underprivileged corners of the earth with their belief in SOIL and themselves that they have the capability and potential to change the circumstances and bring an impact. SOIL's presence and stubbornness are because of the unbiased hope in the eyes of the students. This shine of hope gives us the strength to keep going.

All the higher educational programmes of the School Of Integrated Learning (SOIL) are entirely sponsored by all the students who successfully meet the eligibility criteria. Once cleared, rest in their entire journey SOIL commits to hold their hand, heart and head until they sustain.

We acknowledge that financial challenges are greater than even these days. The rising cost of bills, food, accommodation and travel immensely affects students in seamlessly pursuing their education. Hence, Himalaya's Valley Educational and Charitable Trust also commits to supporting students through fixed monthly financial coverage. This applies to some selective students alongside their programme fees. Students interested in the programmes, can apply through the SOIL's official website and participate in the entrance examination to avail the benefits. Get regular updates on the schedules, announcements, funding, curricula, offerings, and examinations communicated through the website and other possible mode of communication.



funding@himalayasvalley.org





Programmes



Foundation in Sustainable Agriculture and Business Management (Foundation Year Programme)

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

Section 1 Proposed Modular Programme Structure

Please provide an outline of the proposed modular programme structure for each year of study, identifying core and elective modules, credits at each level of study, new and existing modules.

Foundation Year

Students enrolled to study the programme with the Integrated Foundation Year will study the following modules in their first year of study:

Module code	Module title	Level	Credit value	Core/Optional	Semester
Level 0					
0IFY1	Managing Landscape	0	15	Core	2
0IFY2	Digital Skills	0	15	Core	2
0IFY3	Rural business skills	0	15	Core	1
0IFY4	Land related studies	0	15	Core	1
0IFY5	Change in the Countryside	0	15	Core	2
0IFY6	Enterprise and Marketing	0	15	Core	1
0IFY7	Environment & Conservation Data Handling	0	15	Core	2
0IFY8	Agriculture and Farming	0	15	Core	1
Total Credits: Integrated Foundation Year			120		

Section 2 Material Programme Information

Validating body	The Royal Agricultural University
Teaching Institution	School Of Integrated Learning (SOIL)
Subject Area	Agricultural Science and Practice (ASP)
Entry Award(s)	Foundation In Sustainable Agriculture & Business Management
Final Award and exit route(s)	BSc (Hons) Agriculture Diploma in Higher Education Agriculture Certificate in Higher Education Agriculture
Programme title	Foundation In Sustainable Agriculture & Business Management
Location(s) of study	School Of Integrated Learning (SOIL), India and The Royal Agricultural University, Cirencester England
Mode of study	Full time 1 years Part-time 2 years
Language of study	English
Programme start month	January
Period of validation	January 2025 until August 2028
Name of Professional, Statutory or Regulatory Body	Not applicable
Type of Accreditation	Not applicable
Accreditation due for renewal	Not applicable
UCAS Code	D700
RAU Quercus Code	AG
HECoS Coding	Code 1: 100517 Agriculture; Code 2: 100516 Agricultural Sciences
QAA Subject Benchmark Statement(s) and other reference points	UK Framework for Higher Education Qualifications. Business and Management (2019) Agriculture, Horticulture, Forestry, Food & Consumer Sciences (2019)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 0,4, 5 and 6
Approval at AQSC	

Section 3 Programme overview and Programme Aims

The Foundation in Agriculture and Business Management programme is designed to develop the professional agriculturalists and farm managers of the future. This wide-reaching, industry-recognised programme is built on the latest applied research, informed by the SOIL and RAU's extensive industry networks and delivered by world-renowned experts in their fields. It develops students that will make a difference and stand out as SOIL and RAU graduates in the agriculture sector. This is through the applied understanding of science, practice, policy and innovation that underpins agricultural production, sustainability and resilient farm management.

The aim of this flagship programme is to inform, inspire and enable students to gain a fundamental understanding and critical awareness of the problems facing agriculture, particularly issues pertaining to the challenges of food production and its global impacts. We have worked with our industry stakeholders, current and past students, and within our own research teams to ensure our programmes are inspiring, forward-looking, and linked to the needs of the industry and employers.

The design of the programme is centred around four cornerstones:



This programme has also been specifically designed to foster greater knowledge and awareness of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are also embedded within the ILOs of all modules. These are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all" which was set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030.

The farming industry needs new talent, and that means students are key. Here at the SOIL in partnership with RAU, we're taking on the challenges and opportunities facing agriculture, nationally and globally, to include food security, climate change, environmental land management and shifts in market demand. Students do not need to have an agricultural or farming background; they simply need the passion and drive to make a difference in a rapidly evolving industry. Students will learn how to build sustainable, profitable and resilient agricultural businesses, which contribute to a thriving sector – whether as a farmer, land manager, rural entrepreneur, agronomist, economist, policymaker, researcher, scientist or consultant – career opportunities are diverse and eclectic.

All our new programmes provide practical skills and training opportunities, insights into global challenges and perspectives, a focus on innovation, personal development, and the prioritisation and integration of research-informed teaching. Throughout the

Agriculture degree programme, students will learn about a wide variety of farm and land-based enterprises, a spectrum of farming approaches, the role of technology and data and how to address the challenges and realities of sustainable commercial farming, whilst prioritising environmental protection, the highest standards of livestock welfare and farm business resilience. The programme focuses on the role of the professional agriculturalist of the future, equipping students with the knowledge and skills they need to understand and then address major challenges in our food systems, from food security, climate change and land use to the imbalances in our food supply chains and environmental degradation from producing food. At the same time, the degree will develop students' understanding of the impact of a rapidly changing economic and political landscape on agriculture. Our curriculum is a clear response to the current and future issues within our food system facing all citizens from all backgrounds.

The extensive industry experience of lecturers and high-profile research-active academics will provide inspirational and critical support for students. Furthermore, the commercial facilities here at the SOIL and RAU help demonstrate the real-world application of research and agricultural management theory into practical and innovative farm practice. Students will have access to hectares of commercial farmland, real-world business cases and industry placements. The RAU's new £5.8 million Land Laboratory Teaching Centre will provide integrated, state-of-art facilities for learning about Geometrics, land, soil and environmental analysis and train students in climate-smart, resilient agriculture and land management, helping students have a positive impact in their future careers.

In addition to the commercial farm enterprises and teaching labs, SOIL will give students unparalleled access to tech start-ups as well as on-farm and applied product development schemes. Nearby farms conducting research trials with SOIL, give students the opportunity to discuss and develop their own research dissertation ideas. This will help students to understand what it takes to bridge the gaps between the laboratory, the field, the commercial market and the farm.

All our degrees have a 15 – or 52-week placement period to ensure that our graduates develop key technical, operational and management skills that add invaluable long-term benefits to their career and employability. Furthermore, students will have the chance to improve their employability through rural skills training at SOIL's Innovation and Incubation Centre. There will be opportunities to connect with one of our many industry partners through work placements across the country and abroad. Students will benefit from between 525 and 1200 hours working and applying knowledge as part of the degree programme – essential work-based skill development that counts as credits towards the degree meaning SOIL students will graduate prepared and competitive for employment.

The SOIL recognises and encourages students to go onto varied careers in agriculture and as a result there are a selection of elective modules. Students can choose one elective from different level, which allows students to deepen their knowledge in specialist subjects that match their career aspirations in either crops, livestock or farm business management.

Farm Business Management, Crops & Livestock systems

The foundation programme has three core elements reflected in the various modules – farm business management, crop systems and livestock husbandry systems. Each element will produce students who understand the complexity of modern agriculture and who are capable of working within and across the sectors in a variety of roles. Students will be exposed to a range of mixed agricultural practices and placements on arable and livestock farm businesses, with processors, supply chain companies and consultancies.

They will be confident in the practical application of farming methods including agronomy, livestock husbandry and land management in the context of modern global food production. Students will also be able to evaluate the use of contemporary technology, apply agricultural business management practices and will be proficient applying their understanding of the diversity of the sectors so they can propose effective solutions to common industry problems in the real-world. Students will become aware of the importance of the pillars of sustainability, animal welfare and soil management to the success of the agricultural industry. Students will learn about the complex interaction between different disciplines and elements within an enterprise, and how these can be utilised to produce sustainable performance that has a positive impact on the success of the parent business.

Section 4 Learning and Teaching Approach

The teaching team are diverse and there has been extensive inclusion of all staff in developing and shaping the curriculum. The agricultural industry can be quite traditional (especially on small / medium sized family farms) and the team challenged 'traditional' views in the design, delivery and content of the curriculum. Global agricultural issues are examined alongside regional agricultural needs and the UN Sustainable Development Goals are embedded where appropriate within module descriptors and delivery methods. The programme is normally of one year's duration of full-time study. However, it is possible to follow the programme on a part-time basis, over a longer time period, by gaining credits for the modules taken and achieved year-by-year.

A credit system is used to ensure a balanced workload across the programme, with each credit point requiring approximately of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

The programme will be delivered using the SOIL and RAU blended learning approach that is designed as an efficient and effective method of teaching large classes, by allowing students to work individually at their own pace, as well as in group settings.

Students will be expected to watch pre-recorded lectures online, which aims to:

- Stimulate interest in the subject matter
- Give information
- Offer different perspectives on a subject
- Explain difficult concepts and theories
- Show how to deepen knowledge
- Provide an opportunity to listen to specialist guest lecturers

Students must also attend face to face seminars and tutorials which will:

- Allow students to express their views
- Enables academic interaction
- Facilitates discussions
- Provides opportunities to practice presentations
- Encourages structured research
- Enables sharing and diversification of information and experience
- Introduces group work and develops team works skills

Practical activities, visits and demonstrations will take a variety of forms on farms, at agricultural businesses and in laboratories. They form an important part of overall programme provision and help to reinforce and apply the subject principles received through lectures and seminars. Students will also be expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework/assignments, case study submissions and preparation of major projects. The use of the SOIL and RAU's e-library is very important for the effective use of private study time. Guidance in private study will be given by post-doctoral teaching fellows.

Students attempting to shortcut their learning activities may find themselves experiencing difficulties as each module progresses, especially as the level of assumed understanding increases from year to year. Therefore, it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity and ensure knowledge and understanding gradually develop throughout the year in readiness for any end of module examinations and/or assignments.



Section 5 Assessment Approach

Modules include formative assessments which are not used in the grading of a module but to identify strengths and weakness in subject knowledge and to provide opportunities to become accustomed to different techniques used in the final assessments within each module.

A range of assessment techniques will be applied throughout the programme to test learning outcomes of each module. These will be clearly identified on the International VLE for each module, but could include:

- Formal (time constrained) examinations
- Essays
- Reports – either academic research or professional
- Case studies
- Group work exercises
- Oral presentations
- Practical assessments
- Portfolio / e-portfolios
- Skills observation
- Peer review
- Professional practice report
- Subject specific exercise
- Research proposal
- Dissertation

Assessments are normally set at the start of each module with a date for submission before the end of each module. Students are responsible for ensuring that assessments are submitted on time. Any non-submission or non-attendance will be recorded as zero and a note placed against the individual assessment and against the module. Students who are unable to complete assessments to the appropriate standard by the due date because of exceptional circumstances (e.g., illness, family bereavement) must submit a request to the SOIL Registry for an extension for ten working days or for a deferral to the next assessment period, together with appropriate supporting evidence.

Section 6 Course work grading and Feedback

Assessment is an integral part of the learning experience of students. All programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome. The normal basis for awards will be the overall average score in the final assessment, graded as follows:

First Class Honours	70% and above
Second Class Honours upper division	60% – 69%
Second Class Honours lower division	50% – 59%
Third Class Honours	40% – 49%
Fail	0% – 39%

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.



Career

School of Integrated Learning (SOIL) prepares its students to be ready for a liveable life as soon as they enrol in its programs. Through mentorship sessions, experiences, and exposure, SOIL's philosophy isn't merely a set of words; it's a promise—a promise to uplift, empower, and strengthen those who have entrusted us with their dreams, often coming from the most challenging circumstances.

Our approach revolves around experiential learning, mentorship sessions, and exposure to real-world scenarios. Through integrated internship programs, capstone projects, fellowships, and on-campus workshops, we foster a culture of "Learning by Working." This not only provides valuable work experience but also offers financial assistance, empowering students to support their families while pursuing their education.



Career Counselling

We provide personalised career counselling sessions, pairing each student with HR professionals and industry leaders who assist them in clarifying any uncertainties they may have regarding their career paths.

Communication Workshop

Delivering concepts and competencies to recruiters in an engaging manner while embodying internal confidence is paramount for job seekers. Even with abundant skills, failure to effectively present oneself can significantly diminish placement opportunities. To address this, we have integrated communication, presentation, and vocational modules into our curriculum, supplemented by regular workshops designed to hone these essential skills.

Documentation Support

We provide comprehensive support to students in organising their portfolios, crafting polished CVs, and preparing all necessary documents required for their presentations to recruiters.

Employers Led Events

We orchestrate employer-led events throughout our sessions, including our annual career fairs, which attract participation from over 100 organisations spanning diverse categories.





Incubation and Innovation



At the School of Integrated Learning (SOIL), we recognise the paramount importance of instilling a sense of purpose and innovation in student's right from the onset of their higher education journey. Our commitment lies in fostering a transformative approach, equipping students with the necessary tools to craft innovative careers and effect positive change in society. To achieve this, School of Integrated Learning (SOIL) meticulously designs weekly module-based curricula, augmented by practical sessions and presentations, ensuring a comprehensive learning experience.

In tandem with our progressive educational framework, School of Integrated Learning (SOIL) has established an Innovation and Incubation Centre on campus, dedicated to nurturing entrepreneurial endeavours among students. Through strategic partnerships with internationally renowned accreditation organisations specialising in entrepreneur support, we empower students to translate their innovative ideas into tangible realities. Our holistic support system caters to every aspect of the entrepreneurial journey, providing budding entrepreneurs with the resources and guidance they need to thrive. This collaborative effort not only propels students towards success but also makes a tangible impact on their entrepreneurial ventures.

Mentorship

Our longstanding mentoring program is now evolving into a dynamic confederation, bringing together entrepreneurs, industry experts, technocrats, investors, and more. Through this collaborative effort, we commit to providing students with 10 hours of tailored support, pairing them based on their skills, sector preferences, and relevant experiences. This mentorship initiative aims to equip students with the preparation and resilience needed to navigate the challenges ahead.

Co-working Space

SOIL has ingeniously cultivated an environment tailored for budding entrepreneurs within the student community, establishing a state-of-the-art co-working space on campus. This dynamic workspace provides dedicated cabins, fully-equipped meeting halls, comprehensive stationery support, high-speed internet connectivity, cutting-edge technological resources, and limitless refreshments, all meticulously designed to fuel the creativity and ambition of our students, fostering the ideal setting for cultivating innovative startups.

International Exposure

Through strategic partnerships with reputable international organisations, we aim to broaden the horizons for our emerging entrepreneurs, providing them with extensive opportunities to enrich their learning journey. Whether it's financial support, participation in global events, community engagement, or mentorship from industry stalwarts, at the School Of Integrated Learning (SOIL), we are committed to fostering active involvement of our students in all such endeavours.

Pre-seed Funding

Our foundational stage funding initiative offers aspiring entrepreneurs among students, faculty, and recent graduates a vital boost by providing up to \$1000 in proof of concept funding. This financial support serves as a pivotal resource, empowering individuals to rigorously test the feasibility and viability of their business concepts.

Legal Support

Assisting aspiring entrepreneurs in formalising their innovative ideas presents a significant hurdle. Our specialised legal desk is committed within the campus to guiding them through the intricacies of incorporating their concepts via MCA procedures, safeguarding their innovations through robust Intellectual Property (IP) laws, and continually educating them on their entitlements, regulatory frameworks, tax implications, grant opportunities, licensing options, and the paramount importance of legal and ethical compliance.







Eligibility Criteria & Application Process

The inception of any significant academic voyage commences with the initial stride, and our institution is dedicated to facilitating this pivotal initiation. Discover the requisite procedures for application to the School Of Integrated Learning (SOIL), along with comprehensive access to pertinent information essential for your seamless transition into our esteemed academic milieu.

Research

The School of Integrated Learning (SOIL) offers a diverse array of programmes and opportunities, with several forthcoming initiatives currently in development. Extensive efforts spanning multiple years have been devoted to crafting an optimised framework and curriculum geared towards equipping students for their future endeavours. Conditional upon the requisite dedication and commitment from students, SOIL pledges unwavering support throughout their educational journey. Consequently, prospective students are encouraged to meticulously research programs aligning with their interests to optimise their academic pursuits and professional aspirations.

Select

The School Of Integrated Learning (SOIL) welcomes applicants with vocational, as well as academic entry qualifications. Applicants studying non-traditional academic qualifications, such as Access to Higher Education programmes, are advised to contact the Admissions Office for entry requirements for each course. Students for whom English is not their first language must provide evidence of English language competence according to the course they apply for.

Apply

Upon selecting the program of interest and satisfying the organisational policies and guidelines pertinent to the chosen program, prospective students are encouraged to proceed with the application for the entrance examination. Notification of the examination date, along with the syllabus and format, will be disseminated to the candidates at least 90 working days in advance. Subsequently, an interview session will be arranged wherein our academic faculty will engage in discourse with the applicant, offering counsel and support in alignment with their academic pursuits, aspirations, and dedication to their future endeavours.

Offers

We will assess your application and examination performance in line with our policies and procedures and aim to make a decision within 30 working days. You will be notified of your offer by official email and also by a formal offer letter. Once you have received decisions on all of the courses you have applied for, whether conditional or unconditional, you can reply to your offers online and admission desk will get back to you with further procedural support.

Decision

Should you accept our proposition, you will have the opportunity to attend one of our offer holder days. These events afford prospective students a genuine insight into the lived experience and academic environment at SOIL, thereby equipping them with the assurance necessary to arrive at an informed final decision regarding their educational trajectory.





