

Programme Specification

BSc (Hons) International Business Management (Food & Agribusiness)

1) Programme Information

Quercus code	QAUIBFA
Academic Year	2021/22
Valid entry routes	BSc (Hons) International Business Management (Food & Agribusiness)
Additional exit routes	<ul style="list-style-type: none"> • BSc International Business Management (Food & Agribusiness) • Diploma of Higher Education • Certificate of Higher Education
Location(s) of Study	Qingdao Agricultural University
School	RAU Joint Institute for Advanced Agri-technology at Qingdao Agricultural University (short version is RAU AT QAU)
Programme Managers	Dr Carol Zhang (RAU) and Prof Hongzhi Wang (QAU)
Awarding Body	The Royal Agricultural University <i>For a complete list of approved exceptions to the RAU Academic Regulations for Taught Programmes please refer to Appendix 1.]</i>
Teaching Institution	RAU at QAU
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 & 6
Admissions Body	The Royal Agricultural University
UCAS code(s)	N/A

Entry Criteria (include IELTS if relevant)	<p><u>Entry to year 2 (Level 4) at RAU</u></p> <ul style="list-style-type: none"> • Successfully complete QAU year one study • English language at or above IELTS score of 6.0 <p><u>Entry to Year 1 at QAU</u></p> <ul style="list-style-type: none"> • Standard QAU entry requirements on the National or Provincial College Entrance Examination of the People's Republic of China.
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	<p>Detail which reference points have been used to inform programme development</p> <p>https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</p> <ul style="list-style-type: none"> • The Framework for HE Qualifications of UK Degree-Awarding Bodies, Nov 2014. • QAA Subject Benchmark Statement Business and Management (2019)
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	N/A
Mode of delivery	Full-time
Language of study	English
Programme Start Month(s)	August/September
Academic Board approval date	7 th July 2021
Valid from	July 2021

For Registry use only

Valid to	31 August 2024
Version	V1.1 (July 2021)

Features of the RAU AT QAU degree programmes

This innovative degree programme is offered through a partnership between the Royal Agricultural University (RAU) and Qingdao Agricultural University (QAU) and managed through the new "RAU AT QAU". As a result of this partnership, students admitted to the programme have the opportunity to graduate with two BSc (Hons) degrees:

1. **BSc(Hons) in Logistics Management** degree awarded by QAU to students who successfully complete the four year programme of study as developed by QAU.
2. **BSc(Hons) in International Business Management (Food & Agribusiness)** degree awarded by RAU to students who successfully attain a total of 360 credits over the three year (Years 2-4) programme of study as developed by RAU.

Programme management

The two BSc programmes are managed by Programme Managers, who are:

- Dr Carol Zhang (RAU) and
- Prof Hongzhi Wang (QAU)

Student admissions

Students will initially be registered onto Year 1 of the four year QAU BSc (Hons) Logistics Management degree programme. To be admitted to Year 1 of the QAU degree, applicants should obtain the qualifying score equivalent to undergraduate requirement for entry into QAU on the National or Provincial College Entrance Examination of the People's Republic of China. Note that candidates with higher English scores will be given priority (all other qualifications being equal).

Those students who successfully complete Year 1 of the Logistics Management degree programme AND who achieve a pass in the integrated English language proficiency test (which is equivalent to the IELTS score of 6.0) at the end of Year 1, will then be registered by RAU onto the BSc (Hons) International Business Management (Food & Agribusiness) degree programme. At this point students will be reading for the two degrees as defined above.

Students who achieve the necessary standard for both degrees will be awarded two degrees, namely a BSc (Hons) International Business Management (Food & Agribusiness) and a BSc (Hons) Logistics Management. Students who fail to meet the standards of either one of these degrees could be awarded a single degree from one or other of the two Universities, provided they meet the required standards of that degree.

2) What are the aims and objectives of the programme?

The supply chain between the agricultural production of food, trading, processing, packaging, distribution and consumption is used by everyone. The resilience, innovation and security of these supply chains are critical in ensuring a sustainable economy, climate and population. Globalization has made the business environment

more competitive and challenging, and therefore, businesses need employees with the skills to understand the new international realities and develop opportunities whilst understanding risk and sustainable business models.

This programme is aimed at students wishing to be a future leader in the global business environment and need an international perspective on their business and management practice. The programme seeks to provide an academic experience with a strong emphasis on development of business knowledge, skills and capabilities appropriate to the field of global food and agribusiness.

This degree programme aims to develop an enquiring, critical and reflective approach to ideas and issues, enabling successful graduates to contribute proactively to the agri-food industry. This programme aims are to:

1. To offer students a programme of agri-food business and management studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
2. To equip graduates with the broad background and the analytical and conceptual skills, knowledge and understanding of agri-food business administration and management processes required by professional managers in the agri-food sector to understand and address the problems of complex, fast-changing organisations in the sector;
3. To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards innovation and change; and
4. To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop.

Programme Features

- A focus on the agri-food industry which will provide students with the knowledge and skills they need for a career in wide range of sectors, such as the agriculture, food and associated supply chain sectors;
- The programme draws on current academic theories and concepts across the portfolio of modules to deliver a student centric curriculum;
- Throughout the course there are regular opportunities to engage with a range of practising managers, organisations, employers and entrepreneurs and take part in work related experiences and internships;
- Use of 'real life' (live) projects in assessments gives practical application of the theory.

3) What opportunities are graduates likely to have on completing the programme?

Food & Agribusinesses need highly-skilled, employable graduates who are able to manage key aspects of this complex and dynamic sector. As such, there are significant career opportunities for graduates from this programme.

This programme will cultivate practical specialists in the food & agribusiness management field who also have the necessary skills to look for international perspectives. After graduation, students will have the skills and knowledge to opt for careers in or with:

- Food & agribusinesses at home (China) or abroad
- International trade and logistics companies
- Agri-Food Communications
- Agri-Food Relationship Manager
- Manager Food and Agriculture
- Consultancy companies
- Project management
- Marketing
- International Account Manager
- Banking Graduate
- Sales Manager
- Research and/or educational bodies

Students will also be equipped with the skills to provide a more competitive edge should they wish to pursue further study towards their Master degree or PhD in universities or institutes at home and abroad.

4) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

This innovative degree programme utilises the skills of QAU logistics management lecturers in conjunction with the knowledge of RAU agribusiness management lecturers to prepare students for one of the largest and most dynamic sectors, with a broad understanding of modern business management, performance improvement, safety and quality control.

The programme provides opportunities for students to develop and demonstrate a range of skills relating to the Programme Learning Outcomes (PLO). Opportunities for achievement of the PLOs via the core modules are given in the Curriculum and Assessment Map shown at the end of this document (Appendix 1 & 2).

A. Knowledge and understanding

During their studies, students will develop knowledge and understanding of:

- A1 Develop a critical understanding of trends within the in agri-food business sector and design business opportunities using a range of tools and techniques.

- A2 Examine the internal and/or external factors, functions and processes of organisations including corporate behaviours and cultures which exist within and between different agri-food organisations.
- A3 Apply key academic theoretical concepts and frameworks underpinning the analysis and development of business strategy in organisations in an agri-food business context.
- A4 Evaluate agri-food organisational performance using a range of business tools and frameworks establishing strategic direction with recognition of intended and unintended consequences.
- A5 To be able to demonstrate awareness and critical analysis of the importance of personal attributes in the agri-food workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.
- A6 To create value in organisations through the acquisition and development of human resources and marketing skills, and the role of ethical leadership and entrepreneurship, as applied in the global food industry.

B. Intellectual, Professional, Key skills

Students will acquire Intellectual, Professional and Key skills via the teaching and learning Programme as they progress through the four years of study. Analysis, evaluation and synthesis skills will be acquired through problem and experiential-based coursework and seminars, which culminates in the production of the honours dissertation. These skills are assessed by unseen examination, coursework and the dissertation. Students will be expected to develop the following intellectual skills:

- B1 Develop commercial acumen using the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations.
- B2 Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.
- B3 Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models
- B4 Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.
- B5 Synthesise appropriate solutions to complex and unpredictable international business problems using quantitative and/or qualitative analysis.
- B6 Develop interpersonal skills of effective listening, negotiating, persuasion and presentation.

C. Programme Specific Skills

Student will develop a selection of practical/professional skills as they progress through the programme. At graduation, students should be equipped with many of the following practical or professional skills:

- C1 Assemble a critical understanding of the characteristics of a business owner in the agri-food supply chain
- C2 Develop an applied knowledge of the management of the agri-food supply chain
- C3 Employ business tools in the evaluation of the agri-food supply chain, using current sources and data analysis
- C4 Analyse agri-food business data using statistical and analyses functions and procedures available in spreadsheets and statistical/econometric software packages.
- C5 Through an informed insight evaluate the dynamics of agri-food business within a range of interdependent national and international contexts

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment. Students are encouraged to disclose any impairment to Department of Students Affairs so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

5) How is the Teaching and Learning delivered in this programme?

The course will be taught using a mixture of lectures, seminars, tutorials and practical instruction. The distinction between these methods of teaching and the role and purpose of each is detailed below:

Lectures

Education is a partnership between the student and their tutors and as such tutors are not intended to be seen as the fonts of all knowledge. The purpose of lectures is to interest students in a particular subject matter in order that they can further research it to a greater depth.

Lectures are presented to a large group of students. Usually a tutor will deliver a lecture during the timetabled session, as the organisation of these sessions, combined with the numbers attending, does not lend itself to generalised debate. There may be question-times offered at various intervals. Lectures aid study by:

- Stimulating interest in the subject matter
- Giving information about the subject
- Offering different perspectives on a subject
- Explaining difficult concepts and theories
- Showing students how to deepen their knowledge
- Providing students with an opportunity to listen to specialist guest lecturers.

Seminars and Tutorials

Seminars (student presentations and discussion) and tutorials (informal tutor sessions) should be primarily interactive and will only work if the student group put in some effort. They provide an opportunity for student to discuss topics with each other and their tutor in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor. Seminars and tutorials can be helpful to study by:

- Offering the chance to express views
- Allowing academic interaction
- Giving valuable practice in making presentations (in a “safe” environment)
- Facilitating discussions
- Encouraging structured research
- Sharing and disseminating information and experience
- Promoting team (group) work.

Practicals

Student practicals, visits and demonstrations are used to complement lectures and tutorials. They take a variety of forms including visits to logistics businesses, or laboratory practicals. They form an important part of the students’ overall course provision and help to reinforce and apply the subject principles students receive in the lecture room. The amount of hands on practical activity will depend largely on (i) the diet of electives selected by individual students and (ii) the dissertation topic chosen by a student

Honours Research Project/Dissertation

To achieve a BSc (Hons) students need to successfully complete a research project/dissertation. The Honours Research Project/Dissertation is used as a vehicle for encouraging individual student efforts and expression. A dissertation is a formal, structured document, based on some form of original research project. This may be in the form of an experiment, a survey, a literature review etc. Students are expected to develop and demonstrate their research skills and critical ability through the medium of this piece of work.

The dissertation may take a variety of forms, depending on the interests and abilities of the individual student and the particular requirements of the study agreed with the project supervisor. However, the main purpose of the dissertation is to demonstrate that a research topic can be handled with the right level of academic competence. To this end, students undertake an intensive period (17 weeks) of study (under the supervision of their tutor) to generate data which is used as part of their dissertation module in Semester 8 (year 4). This period of intensive study can also be beneficial to students in terms of gaining transferable skills when they are seeking employment or further education opportunities after they graduate from this programme.

After completing the investigative work, students must report the results of their study in a written thesis of around 10,000–12,000 words (80% of the grade) and defend this in an oral viva (20% of the grade).

Private Study

Students are expected to undertake private study as an important learning method within the course. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the University library is very important for the effective use of private study time. The library staff can provide advice and assistance on both finding and using relevant material. Guidance on private study is also given by the academic staff.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses and as the level of assumed understanding increases. Thus 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.

Integrated Project

Unique to the RAU-QAU suite of programmes, the Integrated Project runs through Semester 7 and requires students from all four RAU programmes, namely FPSM, "Environment, Food and Society (EFS)", "Agriculture (Ag)" and "International Business Management (Food & Agribusiness) (IBFA)" to work in a mixed team to achieve a common goal of developing a new food product. Students on this module will learn through a process of peer-to-peer learning, taught sessions (covering key topics in product development) and practical sessions (where they can develop their products). For the product development tasks, students will be guided by teaching staff, but they must work as a team and utilise the learned skills of the different student members to complete the task.

This integrated project module will provide an environment for the students to demonstrate their learning to date and to also develop important transferable skills including teamwork, project and time management and communication, all of which are highly desirable employability skills.

QAU has established a teaching management system and an online learning platform (VLE). On the teaching management system, students can find the module schedule and each modules' manager, contact hours and so on. On the online learning platform, abundant teaching resources, including each modules' curriculum, learning outcomes, assessment methods and reading lists, are available for students.

As part of the Chinese teaching year, students will undertake the activities as laid out in Table 1. The numbers shown in Table 1 reflect the total time allocated to each

activity during the duration of the four year double degree programme. Note that note all these activities relate to the RAU degree.

Table 1: time allocated to activities undertaken by students during the duration of the four year double degree programme

Content	Time (total weeks)	Note
Full curriculum	160 weeks	Study at QAU for 20 weeks per semester (8 semesters)
Vacation	43 weeks	
Exam	14 weeks	
Admission education, military training	1.5 weeks	
Graduation education	0.5 weeks	
Graduation internship, graduation thesis (design) and thesis (design) defense	17 weeks	
Flexibility	5 weeks	Spring sports meetings, national holidays

Footnote: 160+43+5 = 208 weeks (52 x 4 years = 208)

Programme structure

The overall RAU AT QAU degree programme is of four years' duration of full time study. Each year of the programme consists of two semesters of 20 weeks teaching, a total of 40 weeks per year.

The RAU BSc (Hons) in International Business Management (Food & Agribusiness) degree starts in Year 2 of the programme and is based on students gaining 120 RAU credits in specific core modules at each of Levels 4, 5 and 6 (a total of 360 credits). Each Level (4-6) equates to Year 2–4 of the RAU AT QAU degree programme respectively.

In addition to the compulsory IBMFA modules, students will take additional modules (e.g. English for Academic Purposes) to those reported here, which count towards their QAU BSc (Hons) in Logistics Management degree.

YEAR	1		2		3		4	
SEMESTER	S1	S2	S3	S4	S5	S6	S7	S8
QAU	✓	✓	✓	✓	✓	✓	✓	✓
RAU	not applicable		Level 4		Level 5		Level 6	
Credits required	not applicable		120		120		120	

Grade weighting	not applicable	not applicable	30%	70%
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Shows the overall degree structure and how students accumulate credits for the RAU degree

6) What is the Programme Assessment Strategy¹?

Assessments will normally be submitted on-line and through a plagiarism checker. A wide range of assessment techniques will be applied throughout the programme to test learning outcomes. These will be clearly identified on the Virtual Learning Environment (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
- In-class tests – e.g. multiple choice, short answer
- Practical assessment – e.g. simulation projects

Each module is assessed by one or more pieces of coursework and/or examinations, which are designed to assess the skills students should acquire within each specific module. Full details of the assessments are available to students online and via the VLE. To gain credits for (i.e. to pass) a module, students must achieve an overall grade of 40% or greater for that module. Students should be aware of the weighting of different assessment elements within modules and how this affects the final calculated module grade.

Examinations take place in both the autumn and summer terms and students must ensure that they are available at these times. Examinations are generally unseen, written papers.

Coursework is normally set at the start of modules with a date for submission and marking before the end of the module. Students are responsible for ensuring that coursework assessments are submitted on time and that coursework is retained for subsequent resubmission as required. Any non-submission or non-attendance should be recorded as zero and a note placed against the individual assessment and against the module.

The opportunity to refer (resit an exam or resubmit coursework) is available to students who have failed a module to allow them to reach an overall pass mark of 40%. A maximum module mark of 40% is available following referral. RAU regulations stipulate that students can be referred in up to a maximum of 50% of their module credits within a single academic year (i.e. 60 credits per year).

¹ Details of the implementation of the Assessment Strategy are found in Appendix 2.

Students who are unable to complete coursework to the appropriate standard by the due date as a result of exceptional circumstances (e.g. illness, family bereavement) must submit a request to the RAU Registry for an extension for ten working days or for a deferral to the next assessment period, together with appropriate supporting evidence. Details of this procedure are available in the RAU's [Fit to Sit Fit to Submit Policy](#). Once a claim for an extension has been accepted, work will be assessed without prejudice (as if for the first time) and full marks will be awarded.

Note that under QAU regulations, some QAU taught modules require students to attend a minimum number of teaching sessions before they can complete assessments. Students must ensure they acquaint themselves with these regulations to ensure they can complete relevant module assessments.

7) What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications:**

BSc (Hons) International Business Management (Food & Agribusiness)

The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules as detailed in table 2 below:

Table 2: Modules of the RAU BSc (Hons) Degree in International Business Management (Food & Agribusiness)

Description	Level	Teaching period		Owner	Credits
		Year	Semester		
MODULES:					
Plant Physiology (Q1501)	4	2	3	QAU	15
Agro-meteorology (Q1500)	4	2	3	QAU	15
Experimental Design & Statistical Methods (Q1502)	4	2	3	QAU	15
Introduction to the Agri-Food Industry (Q1325)	4	2	3	RAU	15
Science of Soil and Fertiliser (Q1503)	4	2	4	QAU	15
Soil and Environmental Science (Q1007)	4	2	4	RAU	15

Crop Production 1 (Q1052)	4	2	4	RAU	15
Livestock Production 1 (Q1053)	4	2	4	RAU	15
Economic Applications for Farm Enterprises (Q2222)	5	3	5	RAU	15
Managing Livestock Systems (Q2004)	5	3	5	RAU	15
Farm Mechanisation (Q2021)	5	3	5	RAU	15
Science of Farming Systems (Q2500)	5	3	5	QAU	15
Research in Organizations (Q2346)	5	3	6	RAU	15
Managing Cropping Systems (Q2236)	5	3	6	RAU	15
Agricultural Technology (Q2337)	5	3	6	RAU	15
Applied Seed Science (Q2501)	5	3	6	QAU	15
Integrated Project (Q3501)	6	4	7	RAU	15
Sustainable Management of Soil & Water (Q3013)	6	4	7	RAU	15
Sustainable Agricultural Intensification (Q3209)	6	4	7	RAU	15
Integrated Organic Systems (Q3228)	6	4	7	RAU	15
Sustainable Business in Agri-food Supply Chains (Q3218)	6	4	7	RAU	15
Emerging Agri-Food Issues (Q3006)	6	4	8	RAU	15
Dissertation (Q3300)	6	4	8	QAU	30
ELECTIVE MODULES:					
There are no electives in this programme					
TOTAL:					360

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

The RAU's regulations relating to module assessment and pass criteria can be found in the "Progression, Assessment and Examination Regulations" section of the RAU's [Academic Regulations](#) (parts 137–153). These explain the RAU's policy in detail, but in summary, to pass each module a student must achieve a minimum grade of 40%. The RAU grading scheme is slightly different to that of QAU; however, a conversion factor to determine specific grades is shown in Table 3 below.

Table 3: QAU to RAU mark conversion factors.

QAU mark	RAU mark	QAU mark	RAU mark	QAU mark	RAU mark	QAU mark	RAU mark	QAU mark	RAU mark
100	90+	90	80	80	66	70	51	60	40
99	89	89	79	79	64	69	49	0-59	0-39
98	88	88	78	78	63	68	48		
97	87	87	76	77	61	67	47		
96	86	86	75	76	60	66	46		
95	85	85	73	75	58	65	45		
94	84	84	72	74	57	64	44		
93	83	83	70	73	55	63	43		
92	82	82	69	72	54	62	42		
91	81	81	67	71	52	61	41		

Exact marks considered to be a fail (<40%) can be determined if necessary, using a simple linear of 0 – 59 on the Y-axis and 0 – 39 on the X-axis.

Degree Award categories

Honours degrees are categorised on the basis of the final calculated grade. Degree categories are shown in table 4 below. Final grades are calculated using the average Level 5 (Year 3) and Level 6 (Year 4) module grades, weighted at 30% for the Level 5 grade and 70% for the Level 6 grade.

Table 4: RAU Degree Award categories. Honours degrees (include a dissertation) are categorised on the basis of the final calculated degree grades. Ordinary degrees (normally without a dissertation) are not categorised:

Grade achieved	Category
70%+	1 st class
60 – 69%	Upper second (2.1)
50 – 59%	Lower second (2.2)
40%-49%	Third
<40%	Fail

Appendix 1 Curriculum Mapping

Level 4	Module Titles	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5
1	People and Organisations			√		√	√		√				√	√				
2	Principles of Accounting	√							√			√				√	√	
3	Global Business Environment		√					√										√
4	Principles of Marketing			√			√				√		√			√		
5	Statistics Principles					√						√					√	
6	Managerial Operations Research	√								√					√	√		√
7	Introduction to the Agri-food Industry	√						√							√			√
8	Logistics Information Technology				√						√					√	√	√
Level 5	Module Titles	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5
1	Entrepreneurship, Intrapreneurship & Enterprise	√					√	√			√	√	√	√				
2	Marketing Management		√				√			√			√			√		
3	Operations Management				√		√					√		√			√	
4	Logistics System Planning and Design		√		√					√		√		√	√		√	
5	Research in Organisations					√			√				√		√			
6	Financial Management			√			√	√				√					√	
7	Fresh Produce Dynamics	√			√			√				√		√	√		√	√
8	International Business			√						√			√					√
Level 6	Module Titles	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5
1	Changing Consumer Behaviour	√					√			√		√						√
2	Strategic Management			√			√			√				√	√			
3	Emerging Agri-food Issues	√	√		√			√			√				√	√	√	
4	Integrated Project	√				√	√	√	√		√		√		√		√	

5	International Logistics Practice		√				√	√						√		√
6	Smart Food Systems		√	√						√		√		√	√	√
7	Dissertation					√			√			√			√	

Appendix 2 Assessment Mapping

Level 4	Module Titles	QAU Credits	RAU Credits	Written report (individual/group)	Written essay/Literature review	Oral presentation	Video pitch	Poster presentation	Portfolio assessment	Simulation project	Case study	Marketing audit	Formal unseen exam	On line / in class exam
1	People and Organisations	3.5	15		√	√								
2	Principles of Accounting	3.5	15										√	√
3	Global Business Environment	3.5	15								√		√	
4	Principles of Marketing	3.5	15	√				√						
5	Statistics Principles	3.5	15										√	√
6	Managerial Operations Research	3.5	15										√	√
7	Introduction to the Agri-food Industry	3.5	15			√								√
8	Logistics Information Technology	3.5	15							√				√
Level 5	Module Titles	QAU Credits	RAU Credits	Written report (individual/group)	Written essay/Literature review	Oral presentation	Video pitch	Poster presentation	Portfolio assessment	Simulation project	Case study	Marketing audit	Formal unseen exam	in class exam
1	Entrepreneurship, Intrapreneurship & Enterprise	3.5	15	√		√								
2	Marketing Management	3.5	15	√								√		
3	Operations Management	3.5	15								√		√	
4	Logistics System Planning and Design	3.0	15							√				√

5	Research in Organisations	3.5	15		√	√								
6	Financial Management	3.5	15	√									√	
7	Fresh Produce Dynamics	3.5	15			√		√						
8	International Business	3.5	15						√					
Level 6	Module Titles	QAU Credits	RAU Credits	Written report (individual/group)	Written essay/Literature review	Group/individual presentation	Video pitch	Poster presentation	Portfolio assessment	Simulation/practical project	Case study	Marketing audit	Formal unseen exam	On line / in class exam
1	Changing Consumer Behaviour	3.5	15		√			√						
2	Strategic Management	3.5	15	√		√								
3	Emerging Agri-food Issues	3.5	15	√			√							
4	Integrated Project	3.5	15			√				√				
5	International Logistics Practice	3.5	15							√				√
6	Smart Food Systems	3.5	15	√										
7	Research Project Dissertation	7	30	√		√								

Appendix 3 - UN Sustainable Development Goals Mapping

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote wellbeing for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts*
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Level 4	Principles of Accounting										1							
Level 4	Principles of Marketing												1					
Level 4	Managerial Operations Research							1										
Level 4	Global Business Environment	1							1									
Level 4	Logistics Information Technology									1								1
Level 4	Introduction to the Agri-Food Industry		1															
Level 4	Statistics Principles								1									
Level 4	People and Organisations								1									
Level 5	Financial Management										1							
Level 5	Marketing Management			1														
Level 5	Logistics System Planning and Design				1													
Level 5	Fresh Produce Dynamics		1		1													
Level 5	International Business																1	1
Level 5	Operations Management			1														
Level 5	Research in Organisations									1								
Level 5	Entrepreneurship, Intrapreneurship & Enterprise Development									1								
Level 6	Smart Food Systems												1				1	
Level 6	Changing Consumer Behaviour			1										1	1			
Level 6	Strategic Management																	1
Level 6	Emerging Agri-food Issues						1						1				1	
Level 6	International Logistics Practice											1						1
Level 6	Integrating Project				1	1				1								
Level 6	Dissertation					1												

Appendix 4 - **United Nations Global Compact Mapping**

HUMAN RIGHTS

- Principle 1 Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2 Make sure that they are not complicit in human rights abuses.

LABOUR

- Principle 3 Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4 The elimination of all forms of forced and compulsory labour;
- Principle 5 The effective abolition of child labour; and
- Principle 6 The elimination of discrimination in respect of employment and occupation.

ENVIRONMENT

- Principle 7 Businesses are asked to support a precautionary approach to environmental challenges;
- Principle 8 Undertake initiatives to promote greater environmental responsibility; and
- Principle 9 Encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

- Principle 10 Businesses should work against corruption in all its forms, including extortion and bribery.

		1	2	3	4	5	6	7	8	9	10
Level 4	Principles of Accounting	1									1
Level 4	Principles of Marketing								1		
Level 4	Managerial Operations Research							1			
Level 4	Global Business Environment	1	1								
Level 4	Logistics Information Technology									1	
Level 4	Introduction to the Agri-Food Industry				1	1	1	1	1	1	
Level 4	Statistics Principles	1									
Level 4	People and Organisations			1	1	1	1				
Level 5	Financial Management										1
Level 5	Marketing Management								1		
Level 5	Logistics System Planning and Design									1	
Level 5	Fresh Produce Dynamics	1									1
Level 5	International Business								1	1	1
Level 5	Research in Organisations	1					1				1
Level 5	Entrepreneurship, Intrapreneurship & Enterprise Development							1	1	1	
Level 5	Operations Management							1			
Level 6	Dissertation										
Level 6	Changing Consumer Behaviour								1		
Level 6	International Logistics Practice	1	1				1	1			
Level 6	Smart Food System							1			1
Level 6	Emerging Agri-food Issues				1	1	1	1	1	1	
Level 6	Integrating Project	1									
Level 6	Strategic Management		1		1			1			1

8) Work-based Learning

There is no formal work-based learning element as part of this degree.

However, in the final year (Semester 8), students must complete a 17 week intensive period of study as part of their dissertation module. Depending on the dissertation topic and where the 17 week period of study is undertaken (some studies can be completed in the QAU laboratories or in local businesses), it may be possible for a student to gain some experience of the work environment while researching for their dissertation.

9) How will the University assure the quality of the provision?

Although this programme is taught in Qingdao Agricultural University (QAU), China it will be managed by the RAU Joint Institute (JI) for Advanced Agritechology at Qingdao Agricultural University (RAU AT QAU). The RAU AT QAU will be managed by the Joint Management Committee (JMC), which will be chaired by the President of QAU, with a Deputy Chair from RAU (presently this is Dr Xianmin Chang). All academic matters will be managed by the Academic Committee (AC) according to RAU's Regulations for undergraduate degrees. The AC will be chaired by a senior member of RAU staff (presently Professor Ravenscroft) and will report to the RAU's Academic Board.

Students reading for this IBMFA degree will effectively have a contract with the Royal Agricultural University that consists of:

- the terms laid out in the Student Contract document
- this Programme Specification and associated Module documents (Module Reference Sheets, Handbooks etc)
- the RAU's Regulations and Policies (adapted for the JI), including the University's Admissions Policy.

Briefly, the BSc (Hons) International Business Management (Food & Agribusiness) degree will be subject to the RAU's Quality Assurance (QA) processes as follows:

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design and Development and in the case of partnership arrangements in accordance

with QAA's Advice and Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

RAU programmes have at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the UK's Quality Assurance Agency for Higher Education (QAA) regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

RAU programmes have a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each RAU programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress. It is envisaged that the Academic Committee (of RAU AT QAU) will function in this role.

Student feedback, both qualitative and quantitative, is collected for each module studied and at a programme level via committees where students have the opportunity to discuss issues and give and receive feedback. The results of all feedback are considered by the Programme Committee (or Academic Committee for RAU AT QAU programmes) and issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.

Exceptions to the RAU Academic Regulations for Taught Programmes approved by Academic Board 30 July 2021 for the following four programmes delivered jointly with Qingdao Agricultural University.

BSc (Hons) Environment, Food and Society

BSc (Hons) International Business Management (Food and Agribusiness)

BSc (Hons) Food Production and Supply Management

BSc (Hons) Agriculture

The exceptions to the paragraphs listed below were approved by Academic Board through the application of paragraph 14 of the RAU Regulations.

- Admissions criteria: Paragraphs 21, 23-25, 27- 32, 35 & 38
- Student attendance and workload requirements: paragraphs 51 – 53
- Student Obligations: paragraph 58
- Qualifications: paragraph 84
- Combined Subjects: paragraph 100-101
- Free standing, embedded and short awards: paragraphs 104-106
- Design and Management of Awards: paragraph 113 & 118
- Module management: paragraph 132 [QAU are taking the lead for the dissertation]
- Placement and Work-based Learning: paragraphs 133-136
- Award of Credit, Progression and Qualifications: paragraphs 143,146-151(b), 158, 162-163
- Credit transfer: paragraph 183
- Recognition of Prior Learning: paragraphs 185-196
- Internal Transfers: paragraphs 198 – 202
- Notification of results: paragraph 274