

Programme Specification

BSc (Hons) Food Production and Supply Management

1) Programme Information

Quercus code	QAUFPSM
Academic Year	2021/22
Valid entry routes	BSc (Hons) Food Production and Supply Management
Additional exit routes	<ul style="list-style-type: none"> • BSc Food Production and Supply Management. • Diploma of Higher Education. • Certificate of Higher Education
Location(s) of Study	Qingdao Agricultural University, China
School	RAU Joint Institute for Advanced Agri-technology at Qingdao Agricultural University (short version is RAU AT QAU)
Programme Managers	John Dooley (RAU) Prof Shuang-Ling Zhang (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 1 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 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. • Subject benchmark statement for Agriculture, horticulture, forestry, food and consumer sciences, Oct 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)	September
Academic Board approval date	7 th July 2021
Valid from	July 2021

For Registry use only

Valid to	31 August 2021
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 Food Science and Engineering** degree awarded by QAU to students who successfully complete the four year programme of study as developed by QAU.

2. **BSc(Hons) in Food Production and Supply Management** 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:

- John Dooley (RAU) and
- Prof Shuang-Ling Zhang (QAU)

Student admissions

Students will initially be registered onto Year 1 of the four year QAU BSc (Hons) Food Science and Engineering 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 Food Science and Engineering 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) Food Production and Supply Management 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) Food Production and Supply Management and a BSc(Hons) Food Science and Engineering. 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?

Food supply chains provide the link between primary producers and the consumer through intermediaries such as processors, manufacturers, ingredients suppliers, marketing organisations, wholesalers and retailers. Not only must all of these aspects of the food supply chain link effectively together, but they must address the issues of sustainability by considering the economic, social and environmental aspects and impacts of food supply. As supply chains become more globally integrated there is also greater emphasis on food safety and quality, traceability and public health.

This innovative degree programme aims to produce students who are internationally aware and who will be able to apply their scientific, technological and management knowledge to the benefit of the globally dynamic agri-food sector. Students graduating from this degree programme will have:

- mastered oral and written skills in general, conversational English along with a specialist vocabulary in English related to agri-food
- developed a good theoretical knowledge of the agri-food sector along with the practical skills necessary for the advancement of the sector
- acquired the necessary understanding of food businesses, supply chain management, operations management, marketing and consumer science to allow them to develop careers, either at home or abroad, in the agri-food sector
- developed skills in food production, food quality and safety control, food engineering and technology; resource utilisation and management, research, to engage in new product development, food analysis, auditing or food control
- acquired the necessary skills in team work, management, operations, resource utilisation, quality control, marketing and business to run their own companies
- demonstrated the talents to carry out further study in relevant disciplines

The key aims of the FPSM programme are to:

- a) Provide students with an opportunity to develop specialised knowledge and understanding of the science and business of food production and supply.
- b) Enable students to develop a wide knowledge and understanding of scientific, technical and economic principles and specialisms to further develop critical learning and transferable skills to prepare the learner for professional development, graduate employment or further study and make immediate contribution to the appropriate agri-food sector.
- c) Provide the opportunity for students to undertake individual study and self-expression through the Honours research project and to gain confidence and clarity in the expression of their own critical and analytical academic skills and professional opinions.
- d) Enhance the learner's interpersonal qualities, skills and practice; the key skills required for both autonomous practice and team participation in working life.
- e) Improve the general English and academic English of the Chinese students related to education and the agri-food sector.

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

Food businesses need innovative graduates who are technically competent and able to manage key aspects of this complex and dynamic sector. As such, there are significant career opportunities for graduates from this programme.

Graduates from the FPSM programme will have the necessary practical knowledge and skills in food science and technology, food supply chain management, food safety & quality, teamwork, business management and English language to work anywhere within the agri-food sector including internationally. After graduation, students will have the skills and knowledge to opt for careers in or with:

- food production companies at home (China) or abroad
- food trade and logistics companies
- consultancy companies
- auditors such as food safety supervision organizations
- scientific research and/or teaching 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

Food science and engineering are vital elements in the support of supply chains that provide foods from producers through to consumer. Many of the supply chain intermediaries, such as processors, manufacturers, ingredients suppliers, marketing organisations, wholesalers and retailers, rely on the technical or scientific knowledge of employees to aid in the production of safe, high quality foods. In the current climate, not only must food supply chains provide quality, safe foods, but they must do this while addressing the issues of sustainability by considering the economic, social and environmental aspects and impacts of food supply.

As supply chains become more globally integrated, there is also greater emphasis on food safety and quality, traceability and public health as producers work to meet the needs of consumers in a dynamic marketplace. Recent global events have served to highlight the fragility of international food supply chains and have invoked legislative changes that impact the food industry. This innovative degree programme utilises the skills of QAU food technology lecturers in conjunction with the knowledge of RAU food supply chain management lecturers with the aim of preparing students for one of the largest and most dynamic sectors. Student training is grounded in the development of their knowledge of the science and emerging technologies that define modern food production, processing and supply, merged with a broad understanding of food supply chain management, operations management, safety and quality management and business acumen.

The FPSM 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.

A. Knowledge and understanding

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

- A1 Food science and engineering: to include science and technology associated with the manufacture, characterisation and analysis of foods; to understand issues relating to quality, safety, traceability and finance
- A2 Food business and marketing: including food supply chain dynamics; the inter-relationships between players in supply chains and their impact up and down the chain; the effect of consumers on food supply
- A3 Human nutrition and health: to include the interactions between these elements; to understand human populations (e.g. age, size, ethnicity, income) and the impact on food needs
- A4 Food sustainability: to understand the three pillars (Environmental, Ethical, Economic) of sustainability and how they impact food supply on a local and global scale; how food science/engineering can impact this balance

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 Accessing and evaluating information: including the use of a variety of sources; to read and translate foreign language materials; to cite &/or reference sources of information in an appropriate manner, ensuring academic integrity and the avoidance of plagiarism.
- B2 Successful project delivery: including the ability to work independently and in teams; to manage time and resources appropriately; to be flexible in response to experience and changing circumstances; to set realistic, achievable targets/goals/objectives/milestones as appropriate.
- B3 Designing and analysing investigations to test hypotheses or propositions. Analysing data, solving problems and presenting conclusions by a variety of methods including the use of specialised technologies &/or computers and associated applications/software.
- B4 Effective communication/KE: including reporting of subject-specific or generic information orally and in writing to a range of audiences in a clear and effective way in both Chinese and English

C. Programme Specific Skills

Students will develop a selection of practical/professional skills as they progress through the programme. At graduation students should have acquired many of the following practical or professional skills:

- C1 The safe use of food processing and laboratory resources to develop and evaluate foodstuffs.

- C2 Food quality and safety: to include knowledge and skills in food analysis; food quality testing; food safety testing; food quality management; food certification.
- C3 Scientific skills: to include theoretical knowledge and experimental skills in natural sciences (e.g. mathematics, chemistry) and food specific sciences (e.g. biochemistry, microbiology, food chemistry, food engineering, food technology)
- C4 Supply chain management: including professional, comprehensive abilities in international food industry & supply chain management and operation; familiarity with the relevant principles, policies and regulations related to food industry development at home and abroad

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

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 in accordance with Part 10: Inclusive Practice of the RAU's [Teaching Quality Handbook](#) and the UK [Equality Act 2010](#) (particularly [Chapter 2](#)). 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.

The FPSM 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 agri-food businesses, laboratory practicals and food processing/manufacture sessions using the QAU process halls. They form an important part of your overall course provision and help to reinforce and apply the subject principles you receive in the lecture room. All students will undertake some practical work as part of the core teaching and the integrated project in Semester 7, but the amount of hands on practical experience will also depend on the nature of the dissertation topic chosen by individual students.

Honours Research Project/Dissertation

To achieve a BSc (Hons) students need to successfully complete a research project/dissertation. The Honours Research Project is used as a vehicle for encouraging individual student efforts and expression. The specific requirements for research project can be found in Dissertation Module paperwork.

A dissertation is a formal, structured application of knowledge gained in the taught element of the course and document, based on some form of original research project or survey. Students are expected to develop and demonstrate their research skills and critical reasoning abilities 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.

Integrated Project

Unique to the RAU AT 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.

Programme structure

The overall RAU AT QAU degree programme (consisting the FSE degree and this FPSM degree) 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 FSE starts in Year 1 and runs for four years, while this FPSM degree programme starts in Year 2 and runs for three years.

The FPSM degree 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 (Table 1). In addition to the core FPSM modules, students will also take additional modules (e.g. English for Academic Purposes) towards their FSE degree. These FSE modules do not count towards the final FPSM degree award. Likewise, modules undertaken in Year 1 of the RAU AT QAU degree programme do not count towards the RAU FPSM degree.

Table 1: Shows the overall degree structure and how students accumulate credits for the RAU (FPSM) and QAU (FSE) degrees

YEAR	1	2	3	4
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SEMESTER	S1	S2	S3	S4	S5	S6	S7	S8
QAU – FSE	✓	✓	✓	✓	✓	✓	✓	✓
RAU – FPSM	not applicable		Level 4		Level 5		Level 6	
Credits required	not applicable		120		120		120	
Grade weighting	not applicable		not applicable		30%		70%	

Teaching framework

In each year, the lecture programme provides students with a basic framework, against which they are expected to 'read around' the subject and supplement the knowledge gained in the lectures with their own studies. In addition, practical activities associated with some core modules will be undertaken in the same semester as the core courses are taught. Outside scheduled contact time, students have to spend sufficient learning time to achieve credits in their modules. Activities, such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments and revision for, and sitting, examinations, will take place outside of these scheduled activities, but are an essential part of a student's learning journey. Students have to complete assignments and achieve a module pass to achieve the corresponding credits of a module. In addition, students have to participate in the practical activities specified in modules.

Early in the FPSM programme, students will be introduced to the structure of food supply chains, the science and technology of food production and basic business concepts. Subsequent modules will build on the knowledge gained in these early modules to provide a framework which progressively intensifies the students focus on the complexity of food chains and how food production and supply chains are managed. Modules in the later years of the programme provide students with opportunities to look at specific supply chains that have adopted a high level of sophistication – namely the vertical integration and globalisation of food supply within sectors such as dairy, meat and fresh produce. Within these modules students will have the opportunity to learn about sector specific options, for example, ingredient quality, product manufacture, safety, hygiene, preservation, shelf-life etc. In addition, modules in the final year of the programme will introduce students to the latest thinking and technologies in the sector so that they emerge into the work-place with a good understanding of current practice and future potential.

The Integrated Project, which runs through Semester 7 provides the FPSM students an opportunity to study with students from the other QAU AT RAU programmes (EFS, Ag, IBFA). Through the integrated project, students will gain knowledge (through a process of peer-to-peer learning, direct teaching and practical product development) as well as develop important transferable skills including teamwork, communication and project and time management, all of which will improve their employability potential.

Chinese Academic Calendar

As part of the Chinese teaching year, students will undertake the activities as laid out in Table 2. The numbers shown in Table 2 reflect the total time allocated to each activity during the duration of the four year FSE degree programme. Note that not all these activities relate to the RAU degree.

Table 2: Time allocated to activities undertaken by students during the duration of the four years of the RAU-QUA degree programmes

Content	Time (total weeks)¹	Note
Full curriculum	160 weeks	Study at school for 20 weeks per semester
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) defence	17 weeks	
Flexibility	5 weeks	Spring sports meetings, state stipulated holidays

Learning support

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.

6) What is the Programme Assessment Strategy²?

A range of assessment techniques will be applied throughout the programme to test learning outcomes. These will be clearly identified on the 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

¹ Weeks are counted on the basis of: 160+43+5 = 208 weeks (52 x 4 years = 208)

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

- Practical assessment – e.g. laboratory experiments
- Production of food products (NPD)
- ePortfolio

Each module is assessed by one or more pieces of coursework &/or examinations, which are designed to assess the skills students should acquire within each specific module. Full details of the assessments in each module will be available to students via the QAU 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.

Coursework is normally set at the start of modules with a date for submission and marking before the end of the module. Coursework is normally submitted on-line through a plagiarism checker. 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 of coursework or non-attendance at exams will be recorded as zero and a note placed against the individual assessment and against the module.

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.

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).

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) Food Production & Supply Management

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 4 below:

Table 4: Modules of the RAU BSc (Hons) Degree in Food Production & Supply Management

Description	Level	Teaching period		Owner	Credits
		Year	Semester		
MODULES:					
Basic Biochemistry (Q1508)	4	2	3	QAU	15
Logistics Information Technology (Q1507)	4	2	3	QAU	15
Principles of Marketing (Q1414)	4	2	3	RAU	15
Introduction to the Agri-Food Industry (Q1325)	4	2	3	RAU	15
Food Microbiology (Q1509)	4	2	4	QAU	15
Human Nutrition, Health and Society (Q1046)	4	2	4	RAU	15
People and Organisations (Q1418)	4	2	4	RAU	15
Agricultural and Food Production Science (Q1045)	4	2	4	RAU	15
Food Analysis (Q2504)	5	3	5	QAU	15
Food Chemistry (Q2506)	5	3	5	QAU	15
Society and Food (Q2348)	5	3	5	RAU	15
Marketing Management (Q2032)	5	3	5	RAU	15
Principles of Food Engineering (Q2507)	5	3	6	QAU	15

Operations Management (Q2508)	5	3	6	RAU	15
Research in Organizations (Q2346)	5	3	6	RAU	15
Fresh Produce Dynamics (Q2088)	5	3	6	RAU	15
Global Meat Chains (Q3110)	6	4	7	RAU	15
Advanced Dairy Chains (Q3087)	6	4	7	RAU	15
Sustainable Business & Agri-food Supply Chains (Q3218)	6	4	7	RAU	15
Integrated Project (Q3501)	6	4	7	RAU	15
Smart Food Systems (Q3324)	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 University operates standard pass criteria which can be found in the [RAU Academic Regulations; \(paragraphs 137 – 153\)](#).

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. Lower awards are not categorised. 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.

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

Programme Intended Learning Outcomes (ILO) Chart

BSc(Hons) Food Production and Supply Management (Level 5 & 6)

Award ILOs Module Code.	A: Knowledge and Understanding				B: Intellectual/Professional/Key Skills				C: Programme Specific Skills			
	A1: Food science and engineering	A2: Food business and marketing	A3: Human nutrition and health	A4: Food sustainability	B1: Accessing and evaluating information	B2: Successful project delivery	B3: Analytical investigation	B4: Effective communication &/or KE	C1: The safe use of food resources	C2: Food quality and safety management	C3: Scientific skills	C4: Supply chain management
LEVEL 5 MODULES												
Food Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Food Chemistry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Society and Food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marketing Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Principles of Food Engineering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operations Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fresh Produce Dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research in Organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEVEL 6 MODULES												
Global Meat Chains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Smart Food Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced Dairy Chains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emerging Agri-Food Issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainable Business & Agri-food Supply Chains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Integrated Project (NPD)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dissertation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) Work-based Learning

There is no formal work-based learning 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 Agri-technology 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 FPSM 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) Food Production and Supply Management 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 Academic Regulations for Taught Programmes V4.0

- 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