The Royal Agricultural University

Programme Specification:

BSc (Hons) Food Production and Supply Management

2025/26

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]

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 they take 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 Specification.

Section 1 – Material Programme Information

Criteria	Details
Validating body	The Royal Agricultural University
Teaching Institution	Qingdao Agricultural University (QAU)
Subject Area	Not applicable
Entry Award(s)	BSc (Hons) Food Production and Supply Management
Final Award and exit route(s)	BSc (Hons) Food Production and Supply Management BSc Food Production and Supply Management Diploma of Higher Education in Food Production and Supply Management Certificate of Higher Education in Food Production and Supply Management
Programme title	BSc (Hons) Food Production and Supply Management
Location(s) of study	Qingdao Agricultural University (QAU)
Full time study	3 years
Part-time study	Not applicable
Language of study	English
Programme start month	August / September
Period of validation	01 August 2024 – 31 August 2027
Name of Professional, Statutory or Regulatory Body	Not applicable
Type of Accreditation	Not applicable
Accreditation due for renewal	Not applicable
Entry requirements for the BSc (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	**Entry to Year 1 at QAU** • Standard QAU entry requirements from the National or Provincial College Entrance Examination of the People's Republic of China. *Students will initially be registered onto Year 1 of the four-year QAU BSc (Hons) in 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).* **Entry to year 2 (Level 4) at RAU** • Successfully complete QAU year one study • English language at or above equivalent IELTS score of 6.0 *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.
UCAS Code	Not applicable
Quercus Code	QAUFPSM
HECos Code	Not applicable
QAA Subject Benchmark Statement(s) and other reference points	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (Oct 2019)
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5, 6
Approval at AQSC	6 March 2024

Section 2 - Programme Structure

The structure of all University awards complies with the University's Academic Regulations for Taught Programmes which includes information about the:

- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

The overall programme is of four years' duration of full-time study in total (the academic year consists of two semesters, each of 20 weeks duration), with the RAU programme starting in year 2. The RAU programme consists of a specific group of taught core modules that students complete along with the associated assignments. During the final semester of the fourth year at QAU i.e. semester 8 of the four-year programme, students undertake their dissertation under the joint supervision of an individually assigned dissertation supervisor from QAU. Occasionally a joint supervisor from RAU may be required if the dissertation topic is one where this is appropriate e.g. UK or European-based subjects.

All full-time academic programmes, are constructed using a selection of modules, each of which requires engagement with a variety of learning activities.

Successful completion of module assessments will result in the award of credits. Beginning with level 4 (year 2 at QAU) each years' program of study has in total 120 credits. The credit bearing modules in the majority of semesters of study are a combination of modules from QAU and RAU. These are taught by the relevant teaching staff from the two universities.

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

Table: Shows the overall degree structure and how students accumulate credits for the RAU and QAU degrees:

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%

The credit system is used to ensure a balanced workload across the programme and across each semester of study. Each credit point represents contact teaching, including theoretical and experimental teaching periods.

BSc (Hons) Food Production & Supply Management (360 credits)

For the award of BSc (Hons) Food Production & Supply Management, a total of 360 credits must be gained with 120 credits at level 4 (second year at QAU), 120 credits at level 5 (third year at QAU) and 120 credits at level 6 (fourth year at QAU). Successful completion of all levels, and including additional QAU modules, leads to the award of the QAU Bachelor degree and, therefore, two degrees (double degree). All modules taught on this programme are core modules and the accumulation of 360 credits is achieved through the assessment of taught modules as detailed below:

Modules in bold are delivered by QAU.

***This module has shared delivery by QAU and RAU**

Level 4 (Year 2 of programme)

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Q1507	**Logistics Information Technology**	4	15	Core	3
Q1508	**Basic Biochemistry**	4	15	Core	3
Q1414	Principles of Marketing	4	15	Core	3
Q1325	Introduction to the Agri-Food Industry	4	15	Core	3
Q1509	**Food Microbiology**	4	15	Core	4
Q1045	Agricultural and Food Production Science	4	15	Core	4
Q1046	Human Nutrition, Health and Society	4	15	Core	4
Q1418	People and Organisations	4	15	Core	4
	Certificate of Higher Education in Food Production and Supply Management		*120*		

Level 5 (Year 3 of programme)

Q2506	**Food Chemistry**	5	15	Core	5
Q2348	Society and Food	5	15	Core	5
Q2032	Marketing Management	5	15	Core	5

Q2504	**Food Analysis**	5	15	Core	5
Q2346	Research in Organisations	5	15	Core	6
Q2507	**Principles of Food Engineering**	5	15	Core	6
Q2508	Operations Management	5	15	Core	6
Q2088	Fresh Produce Dynamics	5	15	Core	6
	Diploma of Higher Education in Food Production and Supply Management		*240*		

Level 6 (Year 4 of programme)

Q3501	Integrated Project	6	15	Core	7
Q3087	Advanced Dairy Chains	6	15	Core	7
Q3324	Smart Food Systems	6	15	Core	7
Q3110	Global Meat Chains	6	15	Core	7
Q3218	Sustainable Business & Agri-food Supply Chains	6	15	Core	7
Q3006	Emerging Agri-Food Issues	6	15	Core	8
Q3300*	**Research Project Dissertation**	6	30	Core	8
	Total credits: BSc (Hons) Food Production and Supply Management		*360*		

Section 3 – Programme overview and Programme aims

This innovative degree programme is offered through a partnership between the Royal Agricultural University (RAU) and Qingdao Agricultural University (QAU) and managed through "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.

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.

The key aims of the BSc (Hons) Food Production and Supply Management 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.

Improve the general English and academic English of the Chinese students related to education and the agri-food sector.

Section 4 – Programme Sustainability

Our four BSc (Hons) degree programmes (Agriculture, Food Production and Supply Management, Environment, Food and Society, and International Business Management (Food and Agribusiness)) of this Joint Institute TNE education are covering pre, mid, and post- food production system / chain.

Our programme and module design are incorporating on emerging technologies, sustainable farming practices, and agribusiness management.

The modules we designed covered 17 Sustainable Development Goals (SDG) and the Food and Farming Strategy which support the UN's Envision 2030 agenda of no poverty, zero hunger, quality education and climate action.

Section 5 – 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.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	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	Q1508; Q1325; Q1509; Q1045; Q1046; Q2504; Q2506; Q2507; Q3006; Q3501; Q3300;
2.	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	Q1507; Q1414; Q1325; Q1045; Q1418; Q2348; Q2032; Q2507; Q2508; Q2088; Q3110; Q3324; Q3087; Q3006; Q3218; Q3501; Q3300;
3.	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	Q1058; Q1509; Q1046; Q2348; Q2504; Q3110; Q3324; Q3087; Q3006; Q3501;
4.	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	Q1507; Q1414; Q1325; Q1045; Q2348; Q2507; Q2088; Q3110; Q3324; Q3087; Q3006; Q3218; Q3501;

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	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.	Q1418; Q1507; Q1414; Q2348; Q2032; Q2507; Q2508; Q2088; Q2346; Q3110; Q3324; Q3087; Q3006; Q3218; Q3501; Q3300;

2.	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.	Q1418; Q1507; Q2507; Q2346: Q3501; Q3300;
3.	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 digital technologies &/or computers and associated applications/software.	Q1507; Q2504; Q2506; Q3110; Q3087; Q3300;
4.	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	Q1418; Q2348; Q2032; Q2507; Q2088; Q2346; Q3110; Q3324; Q3087; Q3006; Q3501; Q3300;

Programme specific skills

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	The safe use of food processing and laboratory resources to develop and evaluate foodstuffs.	Q1508; Q1509; Q1325; Q1045; Q2504; Q2506; Q2507; Q2508; Q2088; Q3324; Q3501;
2.	Food quality and safety: to include knowledge and skills in food analysis; food quality testing; food safety testing; food quality management; food certification.	Q1509; Q1325; Q1045; Q1046; Q2348; Q2504; Q2506; Q2507; Q2088; Q3110; Q3324; Q3218; Q3501;
3.	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)	Q1508; Q1509; Q1045; Q1046; Q2504; Q2506; Q3501; Q3300;
4.	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	Q1507; Q1414; Q1325; Q1045; Q2348; Q2032; Q2507; Q2508; Q2088; Q3110; Q3324; Q3087; Q3218; Q3501;

Section 6 – Approach to Learning and Teaching delivery

The BSc (Hons) Food Production and Supply Management 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:

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 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.

Lectures

Lecturers are not the founts of all knowledge. A student's education is a partnership between the student and tutor. The purpose of lectures is to interest students in a particular subject matter in order that they can research it further.

Lectures are normally presented to a large group of students (often all the students on the same year of a programme). Students are encouraged to ask questions and there may be formal question times offered at various intervals.

Lectures can be helpful to study by

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

Seminars & Tutorials

Seminars (student presentations and discussion) and tutorials (informal tutor sessions) should be primarily interactive and can work well with student engagement. They provide an opportunity for students to discuss topics with each other in an informal setting.

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 for students to express their views;
- Allowing academic interaction;
- Giving students valuable practice in making presentations;
- Facilitating discussions;
- Encouraging structured research;
- Sharing and diversification of information and experience;
- Introducing group work.

Practical Activity

Student practical activity and demonstrations will take a variety of forms including laboratory practicals and farm and field visits. They are an important part of the overall programme provision and help to reinforce and apply the subject principles received in the lecture sessions.

Dissertation (Honours Research Project)

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 main purpose of the dissertation is to demonstrate the application of knowledge gained in the taught element of the programme and to show that a research topic can be handled with the right level of academic competence.

They will be subject to a viva where they will have to defend their work. This will be worth 20% of the dissertation mark.

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.

The Honours Research Project is used as a vehicle for encouraging individual student research and expression. Whilst there is no minimum length requirement, students are advised to aim for a dissertation length of between 10,000 and 12,000 words.

Independent Study

Students are 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, case study submissions and preparation of major projects. The use of the QAU University library is very important for the effective use of private study time. The library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

Integrated Project

Unique to the RAU-QAU suite of programmes, the Integrated Project runs through Semester 7 and requires students from all four RAU Undergraduate 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 the 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 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.

Teaching Management

Both RAU and QAU have established teaching management systems and an online learning platform (VLE). On the teaching management system, students can find the programme page with a Programme Specification, the module schedule and the name of each module leader and seminar lecturer, contact hours and so on. These will mirror the programme pages at the RAU. The online learning platform is where students will find the teaching resources for each module on the programme, including each module's curriculum, learning outcomes, assessment methods and resource lists.

Students attempting to shortcut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed

understanding increases. 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 coursework.

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

Table: Activity during the four-year double degree programme

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

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

Section 7 – Approach to Assessment

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
- Practical assessment – e.g., production of food products (NPD), 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 are expected to 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.

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. 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 resit (refer 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 Academic Regulations. 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. Details of RAU assessment regulations and generic marking guidelines for coursework and examinations can be found in the Students Study Handbook on the RAU website.

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.

	Learning and Teaching			**Assessment**		
	Scheduled	Independent	Placement	Exam	Practical	Coursework
Year 1	37.67%	62.33%	0.00%	18.75%	12.50%	68.75%
Year 2	31.17%	68.83%	0.00%	20.00%	5.00%	75.00%
Year 3	28.75%	71.25%	0.00%	0.00%	8.75%	91.25%

Section 8 – Course work grading and feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student'sachievement of a specified learning outcome. An assessment may assess more than one learning outcome.

Pass Criteria

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 116-124).

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 the table below.

Table: 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	80	66	60	40	40	27	20	13
99	89	79	64	59	39	39	26	19	13
98	88	78	63	58	39	38	25	18	12
97	87	77	61	57	38	37	25	17	11
96	86	76	60	56	38	36	24	16	11
95	85	75	58	55	37	35	23	15	10
94	84	74	57	54	36	34	23	14	9
93	83	73	55	53	36	33	22	13	9
92	82	72	54	52	35	32	21	12	8
91	81	71	52	51	34	31	21	11	7
90	80	70	51	50	34	30	20	10	7
89	79	69	49	49	33	29	19	9	6
88	78	68	48	48	32	28	19	8	5
87	76	67	47	47	31	27	18	7	5
86	75	66	46	46	31	26	17	6	4
85	73	65	45	45	30	25	17	5	3
84	72	64	44	44	29	24	16	4	3
83	70	63	43	43	29	23	15	3	2
82	69	62	42	42	28	22	15	2	1
81	67	61	41	41	27	21	14	1	1

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 (where the student has completed a dissertation) are categorised on the basis of the final calculated grade. Ordinary degrees (normally where a student has not completed a dissertation) are not categorised, but are awarded a "pass". 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.

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.

Section 9 – Progression

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.

Section 10 – Student support, wellbeing and counselling

The University is offering a wide range of support to all RAU students including practical advice & guidance as well as emotional support.

Disability & neurodiversity support

We support students with a range of disabilities, learning difficulties, and other health and mental health conditions, helping them to access funding via the Disabled Students Allowance .

When you tell us about a disability, you will be offered support based on your specific needs which can include:

- **Alternative exam arrangements** such as extra time, rest breaks, or a smaller room.
- **Access to support workers** such as study skills tutors, specialist mentors, readers and scribes.

Mental health Support

We are also here to support students with the ups and downs of university life, offering drop-in sessions, providing expert advice and support for students in crisis or with more complex needs, and together the team runs events and campaigns throughout the year to encourage positive wellbeing.

We also can help students to access external counselling sessions and these are generally delivered in collaboration with our long-term partners at Cotswold Counselling.

Academic Support Tutor Programme

Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ATS provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focus on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

Section 11 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:

- External Examiner Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring

Although this programme is taught in Qingdao Agricultural University (QAU), China it will be managed by the RAU Joint Institute (JI) for Advanced AgriTechnology 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. 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 and will report to the RAU's Academic Board.

Students reading for this Agriculture 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.

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 the RAU Regulations.

- Admissions criteria: Paragraphs 21, 23-25, 27- 32, 34-38
- 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 185-197
- Internal Transfers: paragraphs 198 – 202
- Notification of results: paragraph 274