

# Programme Specification

## BSc (Hons) Environment, Food and Society

### 1) Programme Information

|  |  |
|--|--|
| Quercus code   | QAUEFS   |
| Academic Year  | 2020/21  |
| Valid entry routes   | BSc (Hons) Environment, Food and Society   |
| Additional exit routes   | BSc Environment, Food and Society<br>Higher Education Diploma<br>Higher Education Certificate  |
| 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 Manager(s)   | Philip Hudson (RAU) and Prof Shirong Zhang (QAU)   |
| Awarding Body  | The Royal Agricultural University<br><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, and 6  |
| Admissions Body  | The Royal Agricultural University  |
| UCAS code(s)   | N/A  |
| Entry Criteria   | <b>Entry to year 2 (Level 4) at RAU<sup>[1]</sup></b>  |

<sup>[1]</sup> Students will initially be registered onto Year 1 of the four-year QAU degree programme. Those students who successfully achieve a pass in the internal (QAU) English language proficiency test (which is equivalent to the IELTS score of 6.0) at the end of Year 1 of the QAU degree, will be registered by RAU onto this degree within the mutually agreed time period. The RAU degree award is based on attainment of credits at Level 4 – 6 which equates to Year 2 – 4 of the QAU degree.

|   |   |
|---|---|
| (include IELTS if relevant)   | <ul style="list-style-type: none"> <li>• Successful completion of QAU year 1 study and English language equivalent to IELTS score of 6.0</li> </ul> <p><b><u>Entry to Year 1 at QAU<sup>[2]</sup></u></b></p> <ul style="list-style-type: none"> <li>• standard QAU entry requirements on the National or Provincial College Entrance Examination of the People’s Republic of China.</li> </ul> |
| Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark | The programme aims and intended learning outcomes are in line with the reference points of Part A, Chapter A1 of the UK Quality Code containing the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) for setting the standards of the programme.<br>Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016) benchmark statement.      |
| 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 <sup>th</sup> July 2021   |
| Valid from  | July 2021   |

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|                 |                 |
|-----------------|-----------------|
| <b>Valid to</b> | 31 August 2024  |
| <b>Version</b>  | V1.1 (July2021) |

### **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:

<sup>[2]</sup> 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).

1. **BSc(Hons) in Agriculture and Environment** degree awarded by QAU to students who successfully complete the four year programme of study as developed by QAU.
2. **BSc(Hons) in Environment, Food and Society** 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:

- Philip Hudson (RAU) and
- Prof Shirong Zhang (QAU)

### **Student admissions**

Students will initially be registered onto Year 1 of the four year QAU BSc (Hons) in Agriculture and Environment 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 Agriculture and Environment 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) Environment, Food and Society 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) in Environment, Food and Society and a BSc (Hons) in Agriculture and Environment. 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 aims and objectives of this innovative degree programme with Qingdao Agricultural University are to support the RAU's: **Vision**, *A world where all communities thrive in harmony with nature*; **Mission**, *Equipping a new generation to*

*thrive through change; and **Purpose**, To cultivate care for the land and all who depend on it.*

The Environment, Food and Society programme offers students from backgrounds in the social, as well as the natural sciences, to address a number of sustainability development goals (SDG) related to the land-based and allied agri-food sectors as well as society as a whole. In this context we have taken the following definition of society:

'a system of human organization [generating distinctive cultural patterns](#) and [institutions](#) and usually providing [protection](#), [security](#), [continuity](#), and a [national identity](#) for its members'.  
(Collins English Dictionary, 2020)

The programme combines the understanding of how different processes work in the arena's of environment and food with the study of human society and its interaction with food. This makes for a programme that equips students with the underpinning scientific knowledge of how things work combined with the knowledge of the inter-relationships between the environment, food and society with the aim of addressing major global challenges.

To quote the SDG literature of the United Nations:

*'It is time to rethink how we grow, share and consume our food. If done right, agriculture, forestry and fisheries can provide nutritious food for all and generate decent incomes, while supporting people-centred rural development and protecting the environment'*

This programme provides the underpinning scientific knowledge, understanding and skills to address and inform the necessary changes that are needed, and will occur, over the coming decades. Students graduating from this double award degree programme will:

- (i) apply creative, critical and compassionate thinking processes to social and organisational issues.
- (ii) develop communication abilities including people, ideas, texts, media and technology.
- (iii) work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution both to individual organisations and to the wider community.
- (iv) acquire and apply appropriate management, technical and practical skills and knowledge.
- (v) display an ability to reflect on and learn from one's own experiences.
- (vi) recognise and accept continuing learning as being central

- to one's capacity to realise potential.
- (vii) develop, express and be able to defend personal values, beliefs and ethics.
  - (viii) hold a perspective which acknowledges local, national and international issues.
  - (ix) value a citizenship role which is connected to and responsible for the social, environmental, political and economic systems in which we live.

The following programme specific objectives also apply:

- To provide students with an opportunity to develop knowledge and understanding of soil, water and plant sciences directly relevant to production based agricultural systems and applied to problem based scenarios within a technical and enterprise based agricultural environment;
- To 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;
- To provide the opportunity for the individual study of a particular interest and for self-expression through the Honours research project and gain confidence and clarity in the expression of their own critical and analytical academic skills and professional opinions;
- To 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 environment, food and society.

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

This programme addresses global issues and accordingly graduates are likely to secure employment in a wide range of national and international organisations operating in this arena including the FAO of the United Nations, World Health Organisation, and the OECD as well as in government. Employment may also be gained in grocery retailers, food manufacturers and processors, land owning and management organisations and businesses, advisory and educational services and policy and non-governmental organisations including trade associations.

Because the programme equips students with underpinning scientific knowledge in the fields of environment and food, students may opt for a career specialising in this area. For example, they may choose to work for organisations related to

environmental protection; or engage in product R&D or they may start up their own businesses in fields of agricultural production, environmental protection and related activities. The programme also provides an entry route into higher-degree levels, research programmes, and other opportunities in academia, either at the RAU, or other Universities.

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

##### **Programme Intended Learning Outcomes**

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 University's Teaching Quality Handbook and the [Equality Act 2010](#).

Students are encouraged to disclose any impairment to the Identified Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

##### **A. Knowledge and Understanding**

A1. The science and management of sustainable food production systems within economic, social and environmental contexts.

A2. Food and nutrition science to meet the needs of society, industry and the consumer for sustainable and ethical food quality, safety and security of supply.

A3. The issues of sustainable development with due regard to: conservation of biodiversity, landscapes, and the natural world; and environmental protection.

A4. The social, economic, legal, ethical, scientific, technological and ecological principles underlying the production of, and access to, food and associated services.

##### **B. Intellectual, Professional, Key skills**

B1. Independent lifelong learning: Well developed strategies for updating, critically analysing and enhancing their knowledge.

B2. Accessing and evaluating information from a variety of sources: Citing and referencing sources of information in an appropriate manner, ensuring academic integrity and the avoidance of plagiarism.

B3. Successful project delivery: e.g. 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 targets etc.

B4. Designing and analysing an investigation to test a hypothesis or proposition. Analysing data, solving problems and presenting conclusions by a variety of different methods.

B5. Communicating findings, conclusions, and principles orally and in writing to a range of audiences in a clear and effective way.

#### C. Programme Specific Skills

C1. To be able to demonstrate awareness and critical analysis of the importance of personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.

C2. Rural policy and socio-economic factors affecting agriculture and sustainable food production.

C3. The functions of agricultural resources and environmental science in serving society, industry and consumers.

C4. Emerging developments in agri-food, society and the environment from the perspective of science, technology, consumer and societal demands.

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

The programme will be taught using a mixture of lectures, seminars, tutorials and practical instruction. It is helpful to make clear distinction between these methods of teaching and to consider the role and purpose of each.

#### **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. 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.

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 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 AT QAU suite of programmes, the Integrated Project runs through Semester 7 and requires students from all four RAU programmes, namely 'Food Production and Supply Management (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 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 part of the 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 supervision of an individually assigned dissertation supervisor from the 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.

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.

Students are required to spend sufficient learning in their own time after class to achieve credits. 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 students' 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 take part in the practical activities required by some core courses specified in the programme specification.

For the award of BSc (Hons), 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 leads to the award of the double degree award classification.

The 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 the name of each modules' manager, contact hours and so on. The online learning platform is where students will find the teaching resources for each module on the programme, including each modules' curriculum, learning outcomes, assessment methods and reading 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 dual degree programme. Note that not all these activities relate to the RAU degree.

| <b>Content</b>  | <b>Time (total weeks)<sup>1</sup></b> | <b>Note</b>                                       |
|---|---------------------------------------|---|
| Full curriculum (of which)  | 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) defense | 17 weeks                              |   |
| Flexibility   | 5 weeks                               | Spring sports meetings, state stipulated holidays |

## **6) What is the Programme Assessment Strategy<sup>2</sup>?**

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.

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

<sup>1</sup> 160+43+5 = 208 weeks (52 x 4 years = 208)

<sup>2</sup> Details of the implementation of the Assessment Strategy are found in Appendix 2.

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.

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 Academic Regulations](#) (parts 202-205) and in the ['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 may be awarded. 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).

*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. Successful completion of module assessments will result in the award of credits.

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

### **BSc (Hons) Environment, Food and Society**

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 below, table 2:

Table 2: Modules of the RAU BSc (Hons) Degree in Environment, Food & Society

| Description                                      | Level | Teaching period |          | Owner | Credits |
|--|-------|-----------------|----------|-------|---------|
|  |       | Year            | Semester |       |         |
| <b>MODULES:</b>                                  |       |                 |          |       |         |
| Plant Physiology (Q1501)                         | 4     | 2               | 3        | QAU   | 15      |
| Basic Biochemistry (Q1508)                       | 4     | 2               | 3        | QAU   | 15      |
| Species and Ecosystems (Q1421)                   | 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 Food (Q1424)                          | 4     | 2               | 4        | RAU   | 15      |
| Soil Science (Q1510)                             | 4     | 2               | 4        | QAU   | 15      |
| Countryside and Environmental Management (Q2502) | 5     | 3               | 5        | RAU   | 15      |
| Society and Food (Q2348)                         | 5     | 3               | 5        | RAU   | 15      |
| Plant Nutrition (Q2503)                          | 5     | 3               | 5        | QAU   | 15      |
| Food Analysis (Q2504)                            | 5     | 3               | 5        | QAU   | 15      |
| Research in Organizations (Q2346)                | 5     | 3               | 6        | RAU   | 15      |
| Geographies of Food (Q2505)                      | 5     | 3               | 6        | RAU   | 15      |
| Landscape Conservation (Q2136)                   | 5     | 3               | 6        | RAU   | 15      |
| Resilience of Agro-ecosystems (Q2349)            | 5     | 3               | 6        | RAU   | 15      |
| Food Ethics and Governance (Q3323)               | 6     | 4               | 7        | RAU   | 15      |
| Sustainable Management of Soil & Water (Q3013)   | 6     | 4               | 7        | RAU   | 15      |
| Smart Food Systems (Q3324)                       | 6     | 4               | 7        | RAU   | 15      |
| Climate Change and Development (Q3085)           | 6     | 4               | 7        | RAU   | 15      |
| Integrated Project (Q3501)                       | 6     | 4               | 7        | RAU   | 15      |
| Emerging Agri-food Issues (Q3006)                | 6     | 4               | 8        | RAU   | 15      |

|  |   |   |   |     |     |
|--|---|---|---|-----|-----|
| Dissertation (Q3300)                     | 6 | 4 | 8 | QAU | 30  |
| <b>ELECTIVE MODULES:</b>                 |   |   |   |     |     |
| There are no electives in this programme |   |   |   |     |     |
| <b>TOTAL:</b>                            |   |   |   |     | 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 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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 as 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 <sup>st</sup> class |
| 60 – 69%       | Upper second (2.1)    |
| 50 – 59%       | Lower second (2.2)    |
| 40%-49%        | Third                 |
| <40%           | Fail                  |

## Appendix 1: Programme Intended Learning Outcomes (ILO) Chart

Title of Award: BSc (Hons) Environment, Food and Society – Dual Award Degree

|   | Award ILO's        | Knowledge and Understanding |      |     |      | Intellectual/Professional/Key Skills |     |     |     |      | Programme Specific Skills |     |     |      |
|---|--------------------|-----------------------------|------|-----|------|--------------------------------------|-----|-----|-----|------|---------------------------|-----|-----|------|
|   |                    | 1                           | 2    | 3   | 4    | 5                                    | 6   | 7   | 8   | 9    | 10                        | 11  | 12  | 13   |
| <b>Module name</b>                              | <b>Module code</b> |                             |      |     |      |                                      |     |     |     |      |                           |     |     |      |
| <b>Plant physiology Q</b>                       | Q1501              | Exm                         |      |     | Exm  | Ct                                   |     |     |     |      |                           |     |     |      |
| <b>Basic biochemistry Q</b>                     |                    | Exm                         |      |     | Exm  |                                      |     |     | Ct  |      |                           |     |     |      |
| <b>Species and Ecosystems R</b>                 |                    |                             |      | ICW |      |                                      |     |     | Ct  | ICW  |                           |     |     |      |
| <b>Introduction to the agri-food industry R</b> |                    | Exm                         |      |     | Exm  |                                      |     |     |     | GP   |                           |     |     |      |
| <b>Food Microbiology Q</b>                      |                    |                             | Ct   |     |      |                                      |     |     | Exm | Exm  |                           |     |     |      |
| <b>Human nutrition, health and society R</b>    |                    |                             | Pres |     | Pres |                                      | ICW |     |     |      |                           |     |     |      |
| <b>People and food R</b>                        |                    |                             |      |     | ICW  |                                      |     |     |     | ICW  |                           |     |     | ICW  |
| <b>Soil science Q</b>                           |                    |                             |      | Exm | CT   |                                      |     |     |     | Exm  |                           |     |     |      |
| <b>Countryside management R</b>                 |                    | ICW                         |      | ICW |      |                                      |     |     | ICW |      |                           | ICW | ICW |      |
| <b>Society and food R</b>                       |                    |                             | ICW  |     | ICW  |                                      |     |     |     | ICW  |                           |     |     |      |
| <b>Plant nutrition Q</b>                        |                    | Ct                          |      |     |      | Ct                                   |     | Exm |     |      |                           |     |     |      |
| <b>Food analysis Q</b>                          |                    |                             | Exm  |     |      |                                      | Ct  |     | Ct  |      |                           |     |     |      |
| <b>Research in organisations R</b>              |                    |                             |      |     |      |                                      | ICW | ICW | ICW | Pres |                           |     |     |      |
| <b>Geographies of Food R</b>                    |                    |                             | ICW  |     | ICW  |                                      |     |     |     |      |                           |     |     | Pres |

|   |  |     |  |     |     |     |     |    |     |     |     |     |     |     |
|---|--|-----|--|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|
| <b>Landscape conservation R</b>                   |  |     |  |     |     |     | ICW |    |     | ICW |     |     | ICW |     |
| <b>Resilience of agri-eco systems R</b>           |  | Exm |  | Exm |     |     | ICW |    |     |     |     | ICW |     | ICW |
| <b>Food ethics and governance R</b>               |  |     |  |     |     | ICW | ICW |    |     | ICW |     |     |     |     |
| <b>Sustainable management of soil and water R</b> |  | ICW |  | ICW |     |     |     |    |     |     |     |     | ICW |     |
| <b>Smart food systems R</b>                       |  |     |  |     | ICW |     |     |    | ICW |     |     |     |     | ICW |
| <b>Climate change and development R</b>           |  |     |  |     | ICW |     | ICW |    | ICW |     | ICW |     |     |     |
| <b>Emerging agri-food issues R</b>                |  |     |  |     |     | ICW |     |    |     | ICW |     |     |     | ICW |
| <b>Integrated project R</b>                       |  |     |  |     |     |     |     | TW | TW  |     | TW  |     |     |     |
| <b>Dissertation Q</b>                             |  |     |  |     |     |     | ICW |    | ICW | ICW |     |     |     |     |

ICW = Independent coursework;

Exm = Exam;

Ct = In-class test;

GP = Group presentation;

TW = Teamwork;

Pres = Independent presentation

## Appendix 2: Mode of assessment mix

| CODE | Identity                               | Credit | Written report (individual) | Written report (group) | Oral group | Lab / practical analysis | Formal unseen exam | On line / in class exam | Formal seen exam | Video pitch |
|------|--|--------|-----------------------------|------------------------|------------|--------------------------|--------------------|-------------------------|------------------|-------------|
| 1    | Basic biochemistry                     | 15     |                             |                        |            |                          | y                  | y                       |                  |             |
| 2    | Plant Physiology                       | 15     | y                           |                        |            | y                        | y                  |                         |                  |             |
| 3    | Species and Ecosystems                 | 15     | y                           |                        |            |                          |                    | y                       |                  |             |
| 4    | Introduction to the agri-food industry | 15     |                             |                        | y          |                          |                    | y                       |                  |             |
| 5    | Food microbiology                      | 15     |                             |                        |            |                          | y                  | y                       |                  |             |
| 6    | Human nutrition, health and society    | 15     | y                           |                        | y          |                          |                    |                         |                  |             |
| 7    | People and food                        | 15     | y                           |                        |            |                          |                    |                         |                  |             |
| 8    | Soil Science                           | 15     |                             |                        |            |                          | y                  | y                       |                  |             |
| CODE | Identity                               | Credit | Written report (individual) | Written report (group) | Oral group | Lab / practical analysis | Formal unseen exam | On line / in class exam | Formal seen exam |             |
| 1    | Countryside & Environmental management | 15     | y                           |                        |            |                          | y                  |                         |                  |             |
| 2    | Society and food                       | 15     | y                           |                        |            |                          |                    |                         |                  |             |
| 3    | Plant nutrition                        | 15     |                             |                        |            |                          | y                  | y                       |                  |             |
| 4    | Food analysis                          | 15     |                             |                        |            | y                        | y                  |                         |                  |             |
| 5    | Research in organisations              | 15     | y                           |                        |            |                          |                    |                         |                  |             |
| 6    | Geographies of Food                    | 15     | y                           |                        |            |                          |                    |                         |                  | y           |
| 7    | Landscape conservation                 | 15     | y                           |                        |            |                          |                    |                         |                  |             |
| 8    | Resilience of agri-food systems        | 15     | y                           |                        |            |                          | y                  |                         |                  |             |

| CODE | Identity                                 | Credit | Written report (individual) | Written report (group) | Oral group | Lab / practical analysis | Formal unseen exam | On line / in class exam | Formal seen exam |   |
|------|--|--------|-----------------------------|------------------------|------------|--------------------------|--------------------|-------------------------|------------------|---|
| 1    | Emerging Agri-food Issues                | 15     | y                           |                        |            |                          | y                  |                         |                  | y |
| 2    | Sustainable Management of Soil and Water | 15     | y                           |                        |            |                          |                    |                         |                  |   |
| 3    | Food ethics and governance               | 15     | y                           |                        |            |                          |                    |                         |                  |   |
| 4    | Smart food systems                       | 15     | y                           |                        |            |                          |                    |                         |                  |   |
| 5    | Climate change and development           | 15     | y                           |                        |            |                          |                    |                         |                  |   |
| 6    | Integrated Project                       | 15     |                             | y                      | y          |                          |                    |                         |                  |   |
| 7    | Research Project Dissertation            | 30     | Report and Presentation     |                        |            |                          |                    |                         |                  |   |

## **8) Work-based study**

N/A

## **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 Environment, Food & Society 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) Environment, Food & Society 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. In addition the RAU holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. The results of all feedback are considered by the Programme Committee 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