

BSc Food Technology (with Industrial Training)

UCAS code: D621

For students entering Part 1 in Autumn 2005

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
Faculty of Life Sciences	Programme length: 4 years
Date of specification: April 2008	
Programme Director: Dr A Grandison	
Programme Adviser: Dr A Grandison	
Board of Studies: Undergraduate Programmes in the Department of Food Biosciences	

Summary of programme aims

The programme aims to provide a degree-level education from which graduates can enter a career in the food industry (or employment in other sectors of the food chain, or related technical sectors) as technologists and to develop their capacity to undertake research into problems relating to the production and marketing of safe and quality foods. The testable learning outcomes will be the ability to:

- integrate the scientific disciplines relevant to food
- apply and communicate technological knowledge to meet the needs of industry and the consumer for the production and marketing of safe and quality foods.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Programme content

The profile which follows states which modules must be taken (the core Food Technology modules) and, for Part 2 and 3, lists of modules from which the student must make a selection (the optional modules). For the optional modules, students are free to select any module that is not a compulsory module so as to make 120 credits in each Part.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AM1M11	Fundamental Microbiology	10	C
AM1M12	Important Microbes	10	C
BI1C10	Cell Biology and Biochemistry	10	C
BI1C11	Genetics and Molecular Biology	10	C
CH1C	Foundation Chemistry	20	C
FB1EPH	Physical Aspects of Biological Systems	20	C
FB1GFB	Topics in Food and Biotechnology	20	C
FB1EM1	Mathematics and Computing for Life Sciences	20	C

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FB2BBE	Biochemistry and Enzymology	10	I
FB2C1	Fundamentals of Food Chemistry	20	I
FB2UOP	Unit Operations	10	I
FB2EF1	Food Engineering 1	10	I
FB2EPP	Food and Bioprocessing Practicals	10	I
FB2EPR	Process Engineering Principles	20	I
FB2MF1	Microbiology of Food Preservations	10	I
FB2MF2	Microbiological Hazards in Foods	10	I

Optional modules (20 credits):

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
	Institution Wide Language Programme	20	C/I/H
AP1EM1	Introduction to Marketing	10	C
AP1SB1	Introduction to Management	10	C
<i>(Plus additional modules subject to timetabling)</i>			

Industrial Training Placement Year

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FB2PY	Placement Year	120	I

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FB2N1A	Fundamentals of Human Nutrition A	10	I
FB3EB2	Economic manufacturing	10	H
FB3GPD	Food Product Development	10	H
FB3QAS	Food Quality Assurance and Safety	20	H
FB3GSE	Sensory Evaluation	10	H
FB3IFP	Integrated Food Processing	10	H
FB3PFB	Individual Research Project	40	H

Optional modules (10 credits):

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AP1EM1	Introduction to Marketing	10	C
AP1SB1	Introduction to Management	10	C
<i>(Plus additional modules to be notified later)</i>			

Industrial Training

Students are required to undertake a period of industrial training between Parts 2 and 3. The placement is normally split into two 22 week periods at two different establishments. Performance in the training will be assessed. In addition students are expected to seek relevant industrial training during the Summer vacation between Parts 1 and 2.

Progression requirements

- Progression from Part 1 to Part 2

In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1. To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in all individual modules.

- Progression from Part 2 to Part 3

To gain a threshold performance at Part 2 a student shall normally be required to achieve: an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in all compulsory modules amounting to 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2.

- To pass the Industrial Training Year students must achieve 40%. Students who fail the Industrial Training Year will be required to transfer to the 3 year Programme.
- To obtain the degree at the end of Part 3, students must obtain an overall average of 40%. The final degree assessment is based on the following weightings:

For students registered for a 4 year programme:

Part 2 Modules	23 %
Industry Year	10%
Part 3 Modules	67 %

Progression requirements

- Progression from Part 1 to Part 2

In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1. To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in all individual modules.

- Progression from Part 2 to Part 3

To gain a threshold performance at Part 2 a student shall normally be required to achieve: an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in all compulsory modules amounting to 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2.

- To pass the Professional Training Year students must achieve 40%. Students who fail the Professional Training Year will be required to transfer to the 3 year Programme.
- To obtain the degree at the end of Part 3, students must obtain an overall average of 40%. The final degree assessment is based on the following weightings:

For students registered for a 4 year programme:

Part 2 Modules	23 %
Industry Year	10%
Part 3 Modules	67 %

Summary of teaching and assessment

As indicated above, teaching is organised into modules – each module will consist of lectures, practicals, or a combination of these. Students are assessed on each module, usually by a formal examination, although modules consisting only of practicals (or similar coursework) may not have a formal examination. All coursework is assessed and the assessment contributes towards the modular marks. The Part 3 project is an individual study requiring the submission of formal

report for assessment. The industrial training is assessed by using formal reports from the employer and the student's tutor and the assessment of a report submitted by the student.

Admission requirements

Entrants to this programme are normally required to have obtained:

GCSE: Grade C or better in Mathematics and English in GCSE; and achieved

Advanced Level (AS and A2):

- A core science at A2 level with either a core or related science subject at AS level (where 'Core Science' is defined as: mathematics, chemistry, physics and biology, and 'Related Science' is defined as: food technology, environmental science and human biology)
- A UCAS Tariff of 240 with 80 obtained in at least one core science

International Baccalaureat:

Irish Leaving Certificate:

Admissions Tutor: Dr R Frazier

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Career prospects

The food industry has a great demand for qualified food technology graduates for a wide range of activities. Graduates from this programme gain employment in quality assurance (monitoring of compliance with legal requirements and the establishment of food safety systems meeting national and international standards) or in product development (developing new products or introducing new ingredients into existing products). Many food retailers employ graduates to ensure the safety and quality of their own-label products and to monitor the goods received from their suppliers. Other opportunities arise in companies supplying the food industry with ingredients, equipment and packaging and in specialist food research laboratories. In addition to the career opportunities in the biotechnological industries, the academic training our graduates receive equips them for positions in other industries, commerce and Government service.

Opportunities for study abroad or for placements

The School participates in a number of exchange programmes under the EU Socrates scheme which includes the opportunity to take industrial training in another European country. Students have, as a result, been to a number of countries including Germany, France, Spain and Italy. Although not common, industrial training attachments have also been arranged in other countries including the United States of America and Australia.

Educational aims of the programme

The Food Technology programme aims to:

- Provide a programme of education which can enable its graduates to enter a career in the food industry as technologists capable of ensuring the production and marketing of safe and quality foods.

- Provide a broadly based technological education whose graduates can also enter into employment in other sectors of the food chain, or related technical sectors, where they can apply their technological skills.
- Allow individuals to develop their capacity to undertake research into problems relating to the production and marketing of safe and quality foods.
- Provide a course containing integrated periods of industrial training allowing students to experience and apply the skills developed during the course.
- Provide undergraduates with opportunities to develop their inter-personal and communication skills.
- Enable graduates to meet the entry requirements of the Institute of Food Science and Technology (IFST).

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. food composition in the context of food quality and safety2. food processing and food engineering,3. the technical and economic criteria used to choose the necessary equipment for food processing,4. microbiological aspects of food quality and safety	<p>Teaching/learning methods and strategies Lectures and practical classes provide the basic knowledge. A variety of coursework gives opportunities for extending knowledge and techniques. Individual and group projects reinforce techniques and give experience of practical applications. The industrial training year provides a major opportunity for most students to enhance their knowledge of some or all of topics 1 - 4.</p> <p><i>Assessment</i> Most knowledge is tested through a combination of coursework and unseen formal examinations. Project work, reports, oral presentations and computer-based exercises also contribute to the final assessment. Where appropriate, the industrial training assessment is also used.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. analyse and solve problems,2. critically evaluate scientific literature,3. assess problems and design experiments to test hypotheses,4. apply knowledge to new problems,5. plan, conduct and report on an individual research project.	<p>Teaching/learning methods and strategies</p> <p>Topics 1 and 2 are essential components of the programme and are embedded in many parts of the programme. Topics 3 and 4 are introduced in Part 2 course-work. Topics 3, 4 and 5 are fully developed during the individual research project in Part 3 of the programme. The industrial training year provides a major opportunity for most students to enhance their skills relating to some or all of topics 1 - 5.</p> <p><i>Assessment</i></p> <p>Coursework is structured to assess topics 1, 2, 3 and 4. Topics 3, 4 and 5 are assessed as components of the individual research project. Where appropriate, the industrial training assessment is also used.</p>
<p>C. Practical skills – able to:</p> <ol style="list-style-type: none">1. quantitatively evaluate the performance of food processing equipment,2. perform chemical and physical laboratory tests to assess the quality and safety of foods,3. develop and perform microbiological and sensory laboratory tests to assess the quality and safety of foods,4. participate in, and help develop, food research and food product development programmes,5. operate quality assurance procedures in food processing,6. participate in the assessment of a food production process by the use of techniques such as Hazard Analysis and Critical Control Points (HACCP) so as to ensure the production of safe and quality foods.	<p>Teaching/learning methods and strategies</p> <p>Topics 1, 2 and 3 are introduced by lectures but are developed fully by appropriate laboratory exercises during all Parts of the programme. Topics 4, 5 and 6 are developed during lectures, exercises and group work in Part 3 of the programme. The industrial training year provides a major opportunity for most students to enhance their skills relating to some or all of topics 1 - 6.</p> <p><i>Assessment</i></p> <p>All topics will be assessed by coursework. Where appropriate, the industrial training assessment is also used.</p>

D. Transferable skills – able to:

1. work as an individual, in a small group or as part of a larger team,
2. prepare reports and make presentations that effectively present the results of investigations carried out,
3. critically assess and present data using appropriate statistical techniques,
4. make effective use of information technology,
5. consider and manage career choice.

Teaching/learning methods and strategies

The development of transferable skills is integrated into many parts of the programme. Students are required to work both as individuals and as part of groups. Career skills (topic 5) are introduced in a Part 1 module and reinforced by the industrial training year. The industrial training year provides a major opportunity for most students to enhance their skills relating to some or all of topics 1 - 5.

Assessment

All topics are assessed both by coursework within the modules and in formal examinations. Where appropriate, the industrial training assessment is also used.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.