

**BSc Food Science**  
**For students entering Part 1 in 2009/0**

**UCAS code: D610**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	06/Sep/2011
Programme Director:	Dr Colette Fagan
Programme Advisor:	
Board of Studies:	Food and Nutritional Sciences
Accreditation:	Not applicable

**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 scientific sectors) as scientists and to develop their capacity to undertake research into the science of foods. The testable learning outcomes will be the ability to:

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

The Food Science programme aims to:

- Provide a programme of education which can enable its graduates to enter a career in the food industry as scientists capable of ensuring the production and marketing of safe and quality foods.
- Provide a broadly based scientific education whose graduates can also enter into employment in other sectors of the food chain or related scientific sectors where they can apply their scientific skills.
- Allow individuals to develop their capacity to undertake research into the science of foods.
- 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).

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication (both written and oral), interpersonal skills, learning skills, numeracy, self-management, use of information technology and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum. Students will also have the opportunity to enhance their skills relating to career management, and team working.

**Programme content**

The profile which follows states which modules must be taken (the core Food Science modules) and, for Parts 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>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
FB1EPH	Physical Aspects of Biological Systems	20	4
FB1EM1	Mathematics and Computing for Life Sciences	20	4
FB1GFB	Topics in Food and Biotechnology	20	4
BI1BB2	Biochemistry and Metabolism	10	4
BI1BA1	The Living Cell	10	4
CH1FC2	Fundamental Concepts in Chemistry 2	10	4
FB1MB1	Introduction to Food Microbiology	10	4

BI1BD1	Introductory Microbiology	10	4
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10 credits from the following modules (*choice dependent on entry qualifications*):

CH1FC1	Fundamental Concepts in Chemistry 1	10	4
FB1AG1	Farm to Fork: Primary production of food	10	4

## Part 2 (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
FB2EFP	Food Processing	20	5
FB2MF1	Microbiology of Food Spoilage and Preservation	10	5
FB2MF2	Microbiological Hazards in Foods	10	5
FB2N1	Fundamentals of Human Nutrition	20	5
FB2C1A	Chemistry of Bulk Food Components	10	5
FB2C1B	Instrumental Analysis of Foods	10	5
FB2CFA	Food Microstructure	10	5
FB2CFB	Food Commodities	10	5

*Optional modules (20 credits):*

AP1EM1	Introduction to Marketing	10	4
AP1SB1	Introduction to Management	10	4
FB2OE1	Oenology	10	4
MM270	Practice of Entrepreneurship	20	4
LA1XX1	Institution Wide Language Programme	20	4/5/6

*(Plus additional modules subject to timetabling)*

## Part 3 (three terms)

### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FB3GPD	Food Product Development	10	6
FB3GSE	Sensory Evaluation of Food	10	6
FB3QAS	Food Quality Assurance and Safety	20	6
FB3PFB	Research Project	40	6

At least 20 credits from the following 4 modules:

FB3CF1	Special Topics in Food and Toxicology	10	6
FB3CF2	Selected Topics in Food Chemistry	10	6
FB3N2A	Diet and Disease	10	6
FB3N2B	Genes, Lifestyle and Nutrition	10	6

*Optional modules (20 credits):*

FB3IFP	Integrated Food Processing	10	6
FB3EB2	Bioprocess Systems (Economic Manufacturing)	10	6
FB3GSA	Consumer Attitudes to Food Quality	10	6
MM270	Practice of Entrepreneurship	20	5
LA1XX1	Language at a Higher Level than previously studied	20	5/6

*Students can select other suitably weighted modules from other Schools, timetable permitting.*

### **Industrial Experience / Training:**

It is recommended that students obtain one period of at least eight weeks' approved industrial experience in industry, or in appropriate laboratories or institutions during a Summer vacation.

### **Progression requirements**

- To gain a threshold performance at Part 1 and qualify for the CertHE a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, where all the credits are at level 4 or above, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1, and have no module mark below 30% in CH1FC2, FB1EPH, FB1EM1, and FB1MB1
- To gain a threshold performance at Part 2 and qualify for the DipHE 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 individual modules amounting to not less than 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 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 3 year programme:*

Part 2 Modules: 33 %

Part 3 Modules: 67 %

In order to achieve a BSc Honours degree students are required to achieve a mark of at least 30% in the final year project module FB3PFB. Students who fail to achieve this mark will qualify for a PASS degree if they meet the other criteria.

### **Summary of Teaching and Assessment**

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.

### **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):

- At least one core science at A2 level and 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 280 with 80 obtained in at least one core science

International Baccalaureate: 30 points

Irish Leaving Certificate: BBBB

**Admissions Tutor:** Dr C Wagstaff

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the

Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

### **Career prospects**

The food industry has a great demand for qualified food science graduates for a wide range of activities. Graduates from this programme gain employment in, for example, research (gaining an understanding of the underlying science of foods from nutritional factors to enzyme reactions) 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**

There are no formal arrangements for study abroad. Students may transfer to the 4 year programme including industrial training, and industrial training attachments have sometimes been found in other countries including the United States of America and Australia.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Food composition (including major chemical interactions and nutritional factors) in the context of food quality and safety
2. Food processing and food processing equipment
3. Microbiological aspects of food quality and safety
4. A more detailed understanding of a specialist area depending upon chosen specialism

##### **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

##### *Assessment*

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.

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

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

##### **Teaching/learning methods and strategies**

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.

##### *Assessment*

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

##### **C. Practical skills - able to:**

##### **Teaching/learning methods and strategies**

1. Develop and perform chemical and physical, microbiological and sensory laboratory tests to assess the quality and safety of foods
2. Participate in, and help develop, food research and food product development programmes
3. Operate quality assurance procedures in food processing
4. 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

**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

Topic 1 is introduced by lectures but is developed fully by appropriate laboratory exercises during all Parts of the programme. Topics 2, 3 and 4 are developed during lectures, exercises and group work in Part 3 of the programme.

*Assessment*

All topics will be assessed by coursework.

**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 experience period between Parts 2 and 3.

*Assessment*

All topics are assessed both by coursework within the modules and in formal examinations.

**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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**