

**BSc Food Technology with Bio-processing (3 year)  
For students entering Part 1 in 2015/6**

**UCAS code: D622**

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:	19/Jul/2016
Programme Director:	Dr Colette Catherine 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 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.

The Food Technology with Bio-processing 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 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 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 had 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 Technology modules) for Parts 1, 2 and 3. For the optional modules element, 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>
BI1BA1	The Living Cell	10	4
BI1MB2	Metabolic Biochemistry	10	4
BI1S1	Introductory Microbiology	10	4
CH1FC3	Molecular Studies for Life Sciences	10	4
FB1EP2	Introduction to Food Processing and Engineering	20	4
FB1MB1	Introduction to Food Microbiology	10	4

FB1PN	Introduction to Human Physiology and Nutrition	20	4
FB1AG2	Farm to Fork	20	4

The following module is **compulsory** for students who have lower than a B grade in Chemistry A level.

CH1FC1	Fundamental Concepts in Chemistry	10	4
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All other students can choose *10 credits* of suitably weighted modules from any other School subject to availability, level of learning, relevant pre-requisites and timetabling permitting.

## Part 2 (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
FB2CCP	Composition and Properties of Food	20	5
FB2EFP	Food Processing	20	5
FB2EPR	Process Engineering Principles	20	5
FB2MF1	Microbiology of Food Spoilage and Preservation	10	5
FB2MF2	Microbiological Hazards in Foods	10	5
FB2FQS	Food Quality and Sensory Science	10	5
FB2BBE	Biochemistry and Enzymology	10	5
FB2PYA	Industrial Training Preparation	0	5

## Part 3 (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
FB3PFB	Research Project	40	6
FB3FPD	Food Product Development	20	6
FB3AFQ	Advanced Food Quality, Safety and Sensory	20	6
FB3SFP	Sustainable Food Processing	20	6

*Optional modules totalling 20 credits need to be selected:*

*Students can select suitably weighted modules from other Schools, subject to availability, level of learning, relevant pre-requisites and timetable permitting.*

*20 credits from the following modules:*

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
FB3GIN	Global Issues in Nutrition and Health	10	6
FB3NGL	Genes, Lifestyle and Nutrition	20	6
FB3NHD	Nutrition in Health and Disease	20	6

## 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 a minimum 40% in CH1FC3 and an overall 40% average in each Theme 3 Food Microbiology (BI1S1 and FB1MB1) and Theme 4 Food Processing and Engineering (FB1EP2).

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.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance and a minimum of 40% average mark across Theme 1 (FB2C30) and Theme 4 (FB2EFP and FB2EPR).

- To obtain the degree at the end of Part 3, students must obtain an overall average of 40%. 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**

The University's honours classification scheme is:

<i>Mark</i>	<i>Interpretation</i>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: [www.reading.ac.uk/internal/exams/Policies/exa-class.aspx](http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx).

The weighting of the Parts/Years in the calculation of the degree classification is

### **Three-year programmes**

Part 2 one-third

Part 3 two-thirds

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):

- Grades B, B, B at A2 with at least two core science subjects, including either chemistry, biology or physics.
- UCAS grades equivalent to BBB.

**Admissions Tutor:** Dr Maria Jose Oruna-Concha

### **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 Careers, Placement and Experience Centre (CPEC), In-session 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, academic issues (eg problems with module selection) and exam related queries. 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 learning**

### **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**

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

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.

### **Placement opportunities**

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 in the context of food quality and safety;
2. 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.

#### **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;

#### **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

4. Apply knowledge to new problems;
5. Plan, conduct and report on an individual research project.

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

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.

### **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.

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.

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

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.

#### *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.**