

BSc Food Science with Business
For students entering Part 1 in 2015/6

UCAS code: D690

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| 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 Lisa Methven |
| Programme Advisor: | Dr Alan Bell |
| 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 and marketing sectors) as professionals capable of assisting in the scientific evaluation of food, and of undertaking analysis of the economics and marketing of safe and quality foods. The testable learning outcomes will be the ability to:

- Apply scientific and marketing knowledge of food products so as to meet industry and consumer needs;
- Undertake research into problems relating to the science, economics and marketing of foods.

The Food Science with Business programme aims to:

- Provide a programme of education which can enable its graduates to enter a career in the food industry as professionals capable of assisting in the scientific evaluation of food, and of undertaking analysis of the economics and marketing of safe and quality foods.
- Provide a broadly based education combining science, economics and marketing, whose graduates can also enter into employment in other sectors of the food chain, or related scientific and marketing sectors, where they can apply their skills.
- Allow individuals to develop their capacity to undertake research into the science of foods and their economics and marketing.
- 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 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. 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 build on 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 with Business modules) for Part 1, 2 and 3. 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

| Code | Module Title | Credits | Level |
|--------|--------------|---------|-------|
| AP1EE1 | Economics 2 | 10 | 4 |
| AP1EE3 | Economics 1 | 10 | 4 |

| | | | |
|--------|-------------------------------------|----|---|
| AP1EM1 | Introduction to Marketing | 10 | 4 |
| AP1SB1 | Introduction to Management | 10 | 4 |
| BI1S1 | Introductory Microbiology | 10 | 4 |
| CH1FC3 | Molecular Studies for Life Sciences | 10 | 4 |
| FB1MB1 | Introduction to Food Microbiology | 10 | 4 |
| FB1EP2 | Food processing and engineering | 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 |
|--------|-----------------------------------|----|---|

Students not taking CH1FC1 will need to select 10 credits of optional modules from a suitably weighted module from any School subject to availability, level of learning, relevant pre-requisites and timetable permitting.

Part 2 (three terms)

Compulsory modules

| <i>Code</i> | <i>Module title</i> | <i>Credits</i> | <i>Level</i> |
|-------------|--|----------------|--------------|
| AP2EM1 | Marketing Management | 10 | 5 |
| AP2SB1 | Business Management | 10 | 5 |
| FB2EFP | Food Processing | 20 | 5 |
| FB1PN | Introduction to Human Physiology and Nutrition | 20 | 4 |
| FB2CCP | Composition and Properties of Food | 20 | 5 |
| FB2PYA | Industrial Training Preparation | 0 | 5 |
| FB2FQS | Food Quality and Sensory Science | 10 | 5 |
| FB2GPD | Basic Food Product Development | 10 | 5 |
| AP2SB2 | Financial Management | 10 | 5 |

Part 3 (three terms)

Compulsory modules

| <i>Code</i> | <i>Module title</i> | <i>Credits</i> | <i>Level</i> |
|-------------|--|----------------|--------------|
| AP3EB1 | Business Strategy | 10 | 6 |
| AP3EM1 | Marketing Strategy | 10 | 6 |
| FB3PFB | Research Project | 40 | 6 |
| MM392 | Entrepreneurial Management Venture Project | 20 | 6 |
| FB3AFQ | Advanced Food Quality, Safety and Sensory | 20 | 6 |
| FB3AFC | Advanced Food Chemistry | 20 | 6 |

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 a minimum of 40% in CH1FC3 and an overall 40% average in Theme 7 Food Business (AP1EE1, AP1EE3, MM1F10).

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 Themes 1, 4 and 7.

- 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.

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 A, B, B at A2 with at least one core science subjects, including either chemistry, biology, physics and maths.
- UCAS grades equivalent to ABB.

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

Career learning

Career prospects

The food industry has a great demand for qualified graduates with an understanding of the relationship between the science of food, the economics of the food supply system, the marketing of products and business enterprise. Graduates from this programme gain employment in research (gaining an understanding of the underlying science of foods from nutritional factors to enzyme reactions) in product development (assisting the development of products meeting a particular marketing need) or in quality assurance (monitoring of compliance with legal requirements and the establishment of food safety systems meeting national and international standards). Food retailers employ graduates to ensure they cover the broad issues of food safety, quality and marketing. Other opportunities arise in companies supplying the food industry where graduates are able to take positions such as product development and technical sales. 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 chemistry to enable control of major chemical reactions that impact on food quality and safety.
2. Be able to apply the principles of Food Science to control and assure the quality of food products.
3. Regulatory issues surrounding the manufacture and sale of food products.
4. Microbiological aspects of food quality and safety.
5. Business economics and financial management.
6. Market research.
7. Entrepreneurial management.
8. Sensory evaluation of foods.
9. Current topics of importance to the food industry.

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 in combination with problem based learning approaches 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.

C. Practical skills - able to:

1. Perform chemical, physical, microbiological and sensory laboratory tests to assess the quality and safety of foods;
2. Participate in, and help develop, food product development programmes;
3. Operate quality assurance procedures in food processing;
4. Perform economic analyses of food production systems;
5. Assist in the management of food businesses and in the marketing of their products.

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

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.

Teaching/learning methods and strategies

Topics 1, 4 and 5 are introduced by lectures but are developed fully by appropriate exercises during all Parts of the programme. Topics 2 and 3 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.