

**BSc Nutrition and Food Science with Professional Training**  
**For students entering Part 1 in 2015/6**

**UCAS code: BDK6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	i) Biosciences and ii) Agriculture, Forestry, Agricultural and Food Sciences
Faculty:	Life Sciences Faculty
Programme length:	4 years
Date of specification:	01/Sep/2015
Programme Director:	Prof Jeremy Spencer
Programme Advisor:	
Board of Studies:	Food and Nutritional Sciences
Accreditation:	Nutrition Society

**Summary of programme aims**

The aim is to provide a programme of education which can enable its graduates to enter a career in government, the food industry or other sectors involved in the food chain, education or health, as scientists, and to develop their capacity to undertake research into the science of food and health. The testable learning outcomes will be the ability to:

- Integrate the scientific disciplines relevant to nutrition, food and health
- Communicate and apply scientific knowledge in nutrition, food and health to meet the needs of consumers, industry and food regulatory authorities for the production and marketing of safe and quality foods.

The Nutrition and Food Science programme aims to:

- Provide a programme of education which can enable its graduates to enter a career in a wide range of public and private organisations, as scientists, capable of supporting the relation between food and health through development, production, regulation and consumer acceptance of quality food.
- Provide a broadly based scientific education whose graduates can also enter into employment in related scientific sectors where they can apply their scientific skills.
- Allow individuals to develop their capacity to undertake research into the science of food and health.
- Provide students with an opportunity to experience the application of their course work through a short placement in industry.
- Provide undergraduates with opportunities to develop their inter-personal and communication skills.
- Enable graduates from the course to meet the qualification and curriculum requirements for post graduate qualification as 'Registered Nutritionist'.

**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 outside of 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.

**Programme content**

The Nutrition and Food Science programme provides an opportunity for students to follow a core curriculum that will allow them to gain post graduation registration as a 'Registered Nutritionist' with opportunity to diversify their subject knowledge through selection of specified optional modules. The programme is also designed to allow graduates from the course to be recognised as competent food and nutrition scientists with sufficient understanding and knowledge to function within the food and health industries in technical, development, advisory and marketing roles.

The profile which follows states which modules must be taken (the core Nutrition and Food Science modules) for Part 1, 2 and 3. The fundamental science modules in Part 1 have been selected to ensure students gain a thorough grounding in biology, chemistry, microbiology, quantitative skills and aspects physical systems, necessary to form the basis for further study in Food Science and in Nutrition. Although there is a significant degree of overlap in the foundation science requirements for both Nutrition and Food Science, the Human

Physiology, Cell Biology and Biochemistry and Genetics and Molecular Biology modules provide an essential base for the health related and mechanistic aspects of nutrition that will be studied later in the course. The Microbiology, Fundamental Sciences for Food & Nutrition and Food Processing are foundation subjects for both subjects that will ensure that this group of students has sufficient knowledge to underpin their later studies involving food processing, food engineering and product development. Farm to Fork will provide students with the business awareness they need to satisfy future employment in the food industry. For the optional modules, students are free to select any module that is not a compulsory module so as to make 120 credits in Part 3.

### 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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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>
FB2MF1	Microbiology of food spoilage and preservation	10	5
FB2BBE	Biochemistry and Enzymology	10	5
FB2CCP	Composition and Properties of Food	20	5
FB2EFA	Food Processing A	10	5
FB2MF2	Microbiological Hazards in Foods	10	5
FB2PYA	Industrial Training Preparation	0	5
FB2NS	Nutritional Science	20	5
FB2IFC	Issues in Food Choice	10	5
FB2PHN	Public Health Nutrition	20	5

Students 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.

### Year abroad/Year away/Additional year (three terms)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FB2PYB	Industrial Training Year	120	5

### Professional Experience / Training

The student on the 4-year programme will be required to spend 12 months between Parts 2 and 3 on gaining approved industrial or professional experience. Appropriate vacation employment in at least one Summer vacation is also recommended.

### 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
FB2FQS	Food Quality and Sensory Science	10	5
FB3NGL	Genes, Lifestyle and Nutrition	20	6
FB3NHD	Nutrition in Health and Disease	20	6

Students 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.

### 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 each of Themes 1, Fundamental Science for Food [CH1FC1 and CH1FC3] and Theme 6, Human Physiology and Nutrition [FB1PN].

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 30% average mark across Theme 1 and Theme 6 and also achieve a mark of at least 40% in the Professional training year. 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%. 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

### Four-year programmes, including placement year:

Part 2 23%  
 Placement 10%  
 Part 3 67%

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 course work 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 two 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-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, 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 prospects**

There are many varied job opportunities for scientifically trained graduates in nutrition. This course specifically trains graduates who are equipped to operate in many organisations and industries involved in the development, supply and regulation of food and food products. Graduates are equipped to work in education, consumer information and government departments concerned with assurance of nutrition quality and health as well as in public health nutrition. Other opportunities arise in companies supplying the food industry with ingredients, equipment and packaging and in specialist food and nutrition research laboratories.

### **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. 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. 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 and nutrient composition, nutrient action, adaptation to food and nutrient supply
2. Biological basis of the interaction between food and health;
3. Methods and data for acquiring and interpreting information about diet and health and evidence based food policy;
4. Role of agriculture, food production, marketing, economic, social and behavioural factors affecting dietary adequacy.

##### **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, recognising strengths and weaknesses in research findings;
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. Develop and perform chemical, nutritional, microbiological and sensory laboratory tests to assess the quality and safety of foods;
2. Appreciate principles associated with assessment and formulation of diets to meet specified requirements for individuals or populations;
3. Ability to record, collate and analyse nutrition related data using appropriate statistical methods.

### 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. Make effective use of information technology;
4. Consider and manage career choice;
5. Digest, summarise and communicate information concerning food and nutrition at a level appropriate to the needs of both specialist and non-specialist target audiences.

### 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 and Part 3 coursework. Topics 3, 4 and 5 are fully developed during product development module and 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

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 Parts 2 and 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 4) are introduced in a Part 1 module and reinforced by the work experience period between part 1 and part 2. Skills in communication and presentation are developed as part of seminar presentations (specialist and non-specialist), presentations of specialist material from laboratory classes, research project.

#### *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.**