Programme Specification for BSc (Hons) Human Nutrition and Food Science

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	*N/A*
4.	**Final award**	*BSc Hons*
5.	**Programme title**	Human Nutrition and Food Science
6.	**Pathways available**	Single Honours
7.	**Mode and/or site of delivery**	standard taught programme
8.	**Mode of attendance**	full time, part time
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	QAA Biosciences benchmark statement 2007 http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Biosciences.pdf
11.	**Date of Programme Specification preparation/ revision**	2nd June 2015

12. Educational aims of the programme

This course has been designed for students who have completed higher education study in traditional production and composition centred food science/technology course up to the equivalent of Level 5 in the UK, and would like to add a near-consumption dimension at level 6 'top-up' to an Honours degree. It is particularly suitable for international students. Those from European Union countries might instead like to consider applying via the Direct Entry route to the Biology undergraduate degree course. Information is available at: http://www.worcester.ac.uk/courses/biology-bsc-hons.html.

This course will enable students to gain skills in independent learning, analysis, synthesis and critical thinking, as well as facilitating engagement with the knowledge, concepts and principles appropriate to a level 6 Human Nutrition and Food Science course. It has a high practical and applied content so encourages the development of skills to increase employability. The unique Worcester science personal development planning (PDP) scheme is designed to support personal and career development.

In particular, the course aims to:

a) Provide a near-consumption dimension to students who have studies a traditional production and composition centred food science/technology course.
b) To provide the ability to critically evaluate the effects of food choice on human health through the lifecycle, and disease prevention and management.
c) Provide students with the knowledge, skills and aptitudes appropriate to a level 6 Human Nutrition and Food Science course.
d) Enable students to think independently, critically and analytically and to become independent learners.
e) Enable students to reflect on their progress and self-develop areas they identify they are under-performing in.
f) Enable students to develop competence in the basic experimental skills appropriate to Human Nutrition and Food Science.
g) Encourage students to develop a range of subject-specific and transferable skills appropriate to graduate employment and/or post-graduate study.
h) Encourage students to appreciate the need for ethical standards and professional codes of conduct.

i) Provide a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allows students the opportunity to realise their full academic potential.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:

a) Critically evaluate the role of food and the nutrients it contains at various stages of the life cycle

b) Critically discuss the role of regional, national and international laws on food availability and choice.

c) Critically assess the impact of food on human health and disease.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

d) Apply subject knowledge and understanding to analyse familiar and unfamiliar problems.

e) Apply creative and evaluative skills to produce novel approaches to familiar and unfamiliar problems

f) Plan, execute and present a piece of hypothesis-driven work for an independent study in Food Science.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

g) Demonstrate an understanding of ethical issues related to Human Nutrition and Food Science and the requirement for codes of practice.

h) Obtain, analyse and critically evaluate a food diary.

i) Critically review risk management strategies for food safety management.

Transferable/key skills:

On successful completion of the course, students will be able to:

j) Critically reflect of their own performance.

k) Analyse data using a range of statistical and graphical methods.

l) Present with evaluation diet-related issues to both academics and lay audiences.

Examples of learning, teaching and assessment methods used

- **Lectures and seminars**
  Lectures will be the main way that theoretical knowledge and concepts based on sound scientific understanding will be delivered to the students. Seminars will be used to develop knowledge and understanding of issues of human behaviour such as preference, ethics and conduct (LOs: a, b, c, g. h. i, j and k). The output of these activities will be assessed using the following methods: Examinations, analytical and evaluative reports, portfolio development, presentations, mock grant applications.

- **Guided writing and other forms of group work**
  Guided writing and group work in general will allow students to develop and test their intellectual and cognitive abilities in a formative environment supported by both their peers and the lecturer. Such activities will normally proceed a lecture and precede an independent assessment (LOs: a, b, c, d, e, g, h, j and i). Group work skills as such will not be developed but not tested.

- **Student presentations**
  Many of the career choices to students taking this course will require them to present to both experts and lay people alike. Students will be expected to give an accurate appropriately focused presentation, but also demonstrate an understanding of the non-verbal skills required to make an impact (LOs a, c, e, f, j and m). This will be tested by individual presentations.

- **Practical workshops**
  Practical workshops will be used to develop applied skills in both laboratory and clinic settings. They will also be used to prepare the student and develop skills needed for their independent study project (LOs: a, c, f, h, i and k). Practical workshop outputs will be accessed via practical reports and poster presentation.

- **Tutorials**
  All students will be expected to se their academic tutor at least 4 times during the course. Further tutorials would be encouraged with an appropriate lecturer for any course content that they feel they need guidance on how to master the topic (LOs: a, b, c, d, e, f, g, h, i, j, k, l). Tutorials can be used to develop the mastery of all learning outcomes and thus can influence all assessment formats: reports (practical, reflective, analytical and evaluative), presentations, portfolio development, mock grant application, poster development, examinations.

- **Visiting speakers**
  Visiting speakers can add a unique often applied view to students learning. Visiting speakers will be invited whenever the opportunity arises to add value to the student experience (LOs: a, b, c, d, e, f, g, h, i, j, k, l). Tutorials can be used to develop the mastery of all learning outcomes and thus can influence all assessment formats: reports (practical, reflective, analytical and evaluative), presentations, portfolio development, mock grant application, poster development, examinations.

- **External visits**
  Visits to external locations can give a unique knowledge of a working environment which cannot be achieved in the classroom. Examples of visits from the Human Nutrition course include trips to the Bristol cancer centre and a local food bank (LOs: a, b, c, d, e, f, g, h, i, j, k, l). Such visits can have the ability to inform and develop all learning outcomes and thus can influence all assessment formats: reports (practical, reflective, analytical and evaluative), presentations, portfolio development, mock grant application, poster development, examinations.

14. Assessment Strategy

The Human Nutrition and Food Science course aims to develop autonomous and independent learners who possess a broad range of intellectual, applied and transferable skills. A student-centred approach is used where an initial input of theoretical and practical information supplied in traditional and innovative ways by the lecturer is then explored and develop by the student in group-centred activities support from their peers and the lecturer. Further support is offered by tutorials, suggested further reading, and a range of University facilities.

A students mastery of the learning outcomes is then tested by a range of assessment methods including examinations, practical workshops, reports, oral/visual presentations and poster presentations. Assessment criteria are supplied for each task, along with session time for students to ask questions about successful approaches to the work.

As far as possible, the assessments have been spread throughout the modules. However, the skills and depth of understanding to be assessed take time to develop and consequently assessment deadlines do not generally occur in the first half the module.

Extensive feedback is given on assessments and students are supported, through the Academic Tutoring Programme for the course, in reflecting and acting on this feedback in order to support their academic development. The range of assessment tasks used and their weightings, together with a calendar of submission dates, is shown in the students' handbook.

15. Programme structures and requirements

Award map template for Single Honours

BSc (Hons) Human Nutrition and Food Science	**Date of preparation/revision March 2015**

Level 6

Module Code	**Module Title**	**Credits**	**Status** (**M**andatory or **O**ptional)	**Pre-requisites**	**Co-requisites/ exclusions and other notes***
BIOS3114	Research Methods and Research Project	30	M	None	None
BIOS3300	Development of Evaluation Skills for Research	15	M	None	Co-requisite BIOS3114
BIOS3301	Food Safety Management	15	M	None	None
BIOS3302	Nutrition through the Human Life Cycle	30	M	BIOS1009 BIOS2108	None
BIOS3303	Public Health Nutrition	15	M	BIOS1009 BIOS2108	None
BIOS3304	Human Nutrition & Disease Management	15	M	BIOS2108	Co-requisite BIOS3302

Single Honours Requirements at Level 6
Single Honours students must take BIOS3114, BIOS3300, BIOS3301, BIOS3302, BIOS3303 & BIOS3304.

16. QAA and Professional Academic Standards and Quality

The course has been developed with reference to the QAA Biosciences Benchmark Statement (2007) and the core competence statements of the Association for Nutrition which has been used to inform course outcomes and skills

This award is located at level 6 of the FHEQ

17. Support for students

- Human Nutrition and Food Science students experience a variety of learning and teaching methods detailed in section 13 above

- A specially designed module, BIOS 3300 Development of level 6 evaluative skills, will deliver the study skills and approaches to learning required by an independent learner at level 6. A large part of this module will be delivered in an induction week before semester 1 begins in order to develop skills that the students with required early in the course.

- All students have an academic tutor who is available to guide them through completion of a Personal Development Plan related to the current QAA Biosciences Benchmarks. Students see their academic tutor twice each semester. All tutors also have an open door policy.

- The Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access to technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

  More information about the Disability & Dyslexia Service can be found at:
  http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

  Student services information is available at:
  http://www.worcester.ac.uk/student-services/index.htm

- A Virtual Learning Environment (Blackboard Learning System) provides module-specific material, documents, activities, videos, etc.

- Detailed module outlines show the planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists as well as other module-specific information.

- Student Handbook (published on an annual basis) provides students with detailed information about the whole course

The Human Nutrition and Food Science student handbook provides detailed information on all of the above points as well as information on modules and options available.

18. Admissions

Admissions Policy

Students must have successfully completed the first three years of a four year degree course (or the first two years of a three year degree course) in Food Science or a related subject. It is most suitable for international students.

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners. Students entering via non-standard entry routes may be interviewed.

Entry requirements

Students must have successfully completed the first three years of a four year degree course (or the first two years of a three year degree course) or study equivalent to 120 credits at Level 5, in Food Science or a related subject.

International applicants will also be expected to have IELTS score of 6.0 or above (with no less than 5.5 in each component).

This course is particularly suitable for International students. Those from European Union countries might instead like to consider applying via the Direct Entry route to the Biology undergraduate degree course. Information is available at: http://www.worcester.ac.uk/courses/biology-bsc-hons.html

Admissions procedures

Please refer to the Admissions Office or
http://www.worc.ac.uk/courses/howtoapply/475.html

Admissions/selection criteria

All applicants will be considered on an individual basis. Students should have enough credits in a suitable range of Food Science (or related subjects) modules to meet the University of Worcester equivalents at levels 4 and 5.

Please refer to the Admissions office or
http://www.worc.ac.uk/courses/howtoapply/6638.html

19. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Student module evaluation and feedback
- An Annual Evaluation Report completed by the Head of Biological Sciences
- Periodic Review and revalidation including external scrutiny
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- Staff research and scholarly activity
- Staff review and development.
- ISE Policy on Approval (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- ISE Quality Assurance Committee
- Biological Sciences Course Management Committee
- Academic Quality Standards and Quality Enhancement Committee
- ISE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Student Academic Representatives (StARs)
- Biological Sciences Course Management Committee
- Meetings with module tutors and academic tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements *(delete if this does not apply).*
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Undergraduate Regulatory Framework.

21. Indicators of quality and standards

External examiners have consistently stated that our standards are the equivalent of standards in other UK higher education institutions. They are particularly impressed by the level of feedback on offer to students.

The following comments were received from two external examiners for the 2013/14 academic year.

"The overwhelming impression is that students are receiving a high standard of provision, and leave the course with a meaningful qualification of which they can be proud. I am particularly impressed by the quality of the Independent Study modules, which provide students with vital experience of the scientific method, and a taste of hands-on research. All the evidence is that the staff work enormously hard to provide interesting and viable projects, and appropriate training."

"Overall the students are exposed to an excellent range of modules, including up to date material and skills."

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Student opinion:

In the UW student survey involving the first and second year students, the Biological Sciences courses received very good scores. The category 'Teaching on my course' had student agreement (agree and strongly agree) for an outstanding mean value of 95.6%, with Academic Tutors at 86.25 %.and Assessment and Feedback at 76.7% agreement.

Research quality in the Institute of Science and the Environment:

In the recent Research Excellence Framework (the system for assessing the quality of research in UK higher education institutions) published on 18th December 2014, the University of Worcester was the most improved university in the UK with the Biological Sciences making a major contribution to the research outputs. More than a third of the total work submitted at Worcester is now classified as world leading or internationally excellent.

22. Graduate destinations, employability and links with employers

Graduate destinations

An increasing number of our students now go on to study for Masters or PhD awards and advice on following this pathway is included in our careers guidance within the Institute. There has also been an increase in those going on to a PGCE course and so Into a teaching career. Some of our students have entered employment with direct links

to their degree subject, for example those in technical or research posts. Others have used their transferrable graduate skills to gain employment in seemingly unrelated areas. Career opportunities include:

- Research and post graduate study
- Clinical Nutritionists
- Nutrition communicators
- Nutritionists in local and national Government
- Corporate and individual consultancy
- Public Health Nutritionists
- Industrial Nutritionist
- Education (at all levels)
- Managers of health food shops
- Healthcare sales
- Further Study: M.Sc., M.Phil or Ph.D.

Student employability

- Students are given the opportunity in most modules to develop work- based skills
- A range of employability events and activities is available to students each academic year via Worcester Weeks
- Volunteering opportunities, short-term work placements and job opportunities are advertised via the Institute's intranet.
- Career guidance is available through University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services

Links with employers

We have links with the National Pollen and Aerobiology Research unit, Lamberts healthcare, Cytoplan Limited, Worcester Regulatory Services..

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 s/he 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 outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.