

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BSc (Honours) Food Marketing and Nutrition
4	<b>Programme Title</b>	BSc (Hons) Food Marketing and Nutrition
5	<b>UCAS/Programme Code</b>	DB64
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Agriculture, horticulture, forestry, food and consumer sciences'
8	<b>FHEQ Level</b>	6
9	<b>Last updated</b>	May 2013

### 10 Programme Aims

This programme aims to provide students with a thorough academic grounding in food marketing and nutrition science and their application to the study of food markets, food consumers, diet, nutrition and health. The programme will have a primary focus on the consumption of food and food related services and on the behaviour of people. Students will be introduced to: the structure of the food industry (which represents the largest manufacturing base in Europe); the links between diet and health; the drivers for a sustainable, safe and secure food supply; the key stakeholders within the food environment; and food consumer decision-making and behaviour change. They will be equipped with the critical and analytical skills required to explore and assess the global food sector from a social, economic, legal, technological, ethical, political and environmental perspective.

The programme aims to:

1. To facilitate students in the development of an interdisciplinary knowledge and understanding of the business, regulation and science of Food Marketing & Nutrition.
2. To produce graduates with a thorough understanding of: 1) the role and importance of marketing to the global food sector; 2) the scientific principles of food & human nutrition; 3) the complexity of the global food chain system; 4) the relationship between food, nutrition & human health; 5) the relationship between food marketing and policy and the food related practices of different types of food consumers; 6) the relationship between new food product/technology development, risks to human health, the individual food consumer and our wider society
3. To understand a range of food marketing and nutritional science techniques.
4. To equip students with the skills to apply food marketing and nutritional science techniques in a variety of contexts and private/public sector environments.
5. To develop each students range of advanced core skills including: 1) the use of communication and information technology; 2) ability to assemble, evaluate and use a variety of information sources; 3) ability to prioritise and independently manage time and meet deadlines; 4) Ability to work independently and in teams; 5) oral, written and numerical skills; 6) Ability to analyses and critique issues and problems of technological, scientific, business and societal relevance; 7) Ability to solve problems; 8) Ability to reflect on ones individual learning and performance
6. To encourage students to develop appropriate attitudes and strategic towards their own future professional development.
7. To actively encourage and provide student with the opportunities to partake in work

related and experiential learning activities in order to develop their awareness and understanding of their own personal and professional skills set and of how these skills can be employed in real world contexts.

8. To provide a programme that leads to a qualification which meets FHEQ requirements at honours level.
9. To provide a high quality research led programme of study that enhances student key skills and employability
10. To provide a programme that takes appropriate account of the subject benchmark statements in Consumer Sciences, Agriculture, Forestry, Agricultural Science, Food Sciences and Biosciences.

## **11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding of a range of social science and biomedical disciplines upon which a sound understanding of the relationship between food, nutrition and health is based. These programme outcomes have taken due account of the benchmark statements for Consumer Sciences (CS), Agriculture, Forestry, Agricultural science, Food sciences (FS) and Biosciences (BS).

### **Knowledge and Understanding**

On completing the programme students should:

A1: developed an advanced understanding of and ability to analysis, synthesis and evaluate the principles and applicability of food marketing to contemporary global food issues and business.

A2: demonstrated an understanding of fundamental biomedical subjects (biochemistry, physiology, microbiology and genetics) and the role these play in food and nutritional science.

A3: developed an advanced understanding of ability to analysis, synthesis and evaluate human nutrition, food science and the links between nutrition and health.

A4: developed an advanced understanding of ability to analysis, synthesis and evaluate food choice and food purchasing and consumption behaviour.

A5: demonstrated an advanced understanding of ability to analysis, synthesis and evaluate how to communicate about food and nutrition to a wide range of stakeholders and interested parties.

A6: developed an advanced understanding of and ability to analysis, synthesis and evaluate the primary analytical techniques used in food marketing and nutritional science research.

A7: demonstrated an advanced understanding of and the ability to analysis, synthesis and evaluate the complex social, economic, legal, technological, ethical, political and environmental framework in which business, regulatory and personal food related decisions are taken.

### **Teaching and Learning Methods**

#### **Teaching Methods**

The primary means of imparting knowledge and understanding in all the above is through lectures supplemented, as appropriate, with practical classes and seminars. These teaching methods are supported through the University's virtual learning environment, Blackboard.

The main teaching methods are used to facilitate knowledge and understanding are:

- ☐ Teaching employing lectures supplemented by seminars are the main teaching methods used in core subjects. Lectures are typically used to introduce key concepts and theories, and seminars focus on practical application or critical appraisal of these (A1-7).
- ☐ Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of food and nutrition related case studies (A1-7).
- ☐ Lectures and seminars are supplemented, where appropriate, by computer and scientific practical's undertaken in computer and food laboratories (A2; A3; A6).
- ☐ Industry visits and guest lectures will be incorporated into the following modules to

- support work related learning (A1-A7).
- Teaching materials and supplementary module information will be placed on Blackboard (A1-A7).

### **Learning Methods**

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

### **Assessment Strategy**

Over the 3 year programme, the following assessment methods are used to assess knowledge and understanding:

- Closed Book Written Examinations (A1-A7)
- Multiple Choice examinations (A1-A3)
- Group projects (A1-A7)
- Individual written reports, essays, case studies and dissertations (A1-A7)
- Computer based assessments (A6)
- Conference Oral Presentation (A1-7)
- Conference Poster Presentation (A1-7)
- Group Oral Presentations (A1-7)
- Practical Laboratory Reports (A1-7)

### **Intellectual Skills**

On completing the programme students should be able to:

B1: demonstrate an advanced understanding and ability to analysis, synthesis and evaluate the principle applications and limitation of the main food marketing concepts:

- a) Food Choice at the individual, household and societal level
- b) Food Risk Perceptions
- c) Food Consumption Practices and Routines
- d) Food Chain Systems
- e) New Food Product Development
- f) Strategic Food Marketing
- g) Marketing Communication
- h) Global Agri-Food Policy & Trade

B2: demonstrate an advanced understanding and ability to analysis, synthesis and evaluate the principle, applications and limitation of the main food and nutritional science concepts:

- a) Biochemistry of Food
- b) Physical properties of food
- c) Physiology of Food
- d) Role of nutrients in Health
- e) Food Microbiology
- f) Genetics & Food
- g) Food Safety & Waste Management

B3: demonstrate an advanced level of skill in the design of food and nutrition related studies and in the application of a range of qualitative and quantitative techniques used in the area of Food Marketing & Nutrition.

B4: demonstrate an ability to analysis, synthesise and evaluate critically the wide and interdisciplinary range of academic and grey literature sources and case studies that consider food and nutrition related issues

B5: develop an advanced understanding of and ability to analysis, synthesis and evaluate how food marketing and nutritional science work together in the real world.

## **Teaching and Learning Methods**

### **Teaching Methods**

The primary means of imparting intellectual skills in all the above is through lectures supplemented, as appropriate, with practical classes and seminars. These teaching methods are supported through the University's virtual learning environment, Blackboard.

The main teaching methods are used to facilitate knowledge and understanding are:

- ☐ Teaching employing lectures supplemented by seminars are the main teaching methods used in core subjects. Lectures are typically used to introduce key concepts and theories, and seminars focus on practical application or critical appraisal of these (B1-B5).
- ☐ Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of food and nutrition related case studies (B1-B5).
- ☐ Lectures and seminars are supplemented, where appropriate, by computer and scientific practical's undertaken in computer and food laboratories (B1-B5).
- ☐ Industry visits and guest lectures will be incorporated into the following modules to support work related learning (B5).
- ☐ Final Year Individual Research Project (B1-B5).
- ☐ Teaching materials and supplementary module information will be placed on Blackboard.

From the first year, students are required, after appropriate guidance, to search the literature for information and submit all written work in an appropriate scientific format so that by the final year B4 and B5 are thoroughly integrated into all submitted work.

### **Learning Methods**

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

## **Assessment Strategy**

Over the 3 year programme, the following assessment methods are used to assess intellectual skills:

- ☐ Closed Book Written Examinations (B1-B5)
- ☐ Multiple Choice examinations (B1; B2)
- ☐ Group projects (B1-B5)
- ☐ Individual written reports, essays, case studies and dissertations (B1-B5)
- ☐ Computer based assessments (B2;B3)
- ☐ Conference Oral Presentation (B1-B5)
- ☐ Conference Poster Presentation (B1-B5)
- ☐ Group Oral Presentations (B1-B5)
- ☐ Practical Laboratory Reports (B2)

## **Practical Skills**

On completing the programme students should be able to:

C1: Design and conduct qualitative and quantitative food marketing and nutritional research.  
C2: Synthesise, interpret, evaluate critically and present primary and secondary research data.

C3: Critically analyse information and arguments from a range of diverse sources.

C4: Develop the ability to: 1) derive and recognise hypothesis based on existing knowledge; 2) advance logical arguments, based on new or existing scientific evidence, to support or refute hypotheses; 3) Identify gaps in knowledge and propose means for filling them.

C5: Produce rational analyses of complex problems, in particular, those involving the

application of social and scientific advances in the areas of food marketing & human nutrition

### **Teaching and Learning Methods**

#### **Teaching Methods**

The primary means of imparting practical skills in all the above is through practical classes, seminars, industry visits and guest lectures. These teaching methods are supported through the University's virtual learning environment, Blackboard.

The main teaching methods are used to facilitate knowledge and understanding are:

- ☐ Teaching employing lectures supplemented by seminars are the main teaching methods used in core subjects. Lectures are typically used to introduce key concepts and theories, and seminars focus on practical application or critical appraisal of these (C1-C5).
- ☐ Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of food and nutrition related case studies (C1-C5).
- ☐ Lectures and seminars are supplemented, where appropriate, by computer and scientific practical's undertaken in computer and food laboratories (C1-C5).
- ☐ Industry visits and guest lectures will be incorporated into the following modules to support work related learning (C3; C5).
- ☐ Teaching materials and supplementary module information will be placed on Blackboard (C1-C5).

#### **Learning Methods**

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

### **Assessment Strategy**

Over the 3 year programme, the following assessment methods are used to assess practical skills:

- ☐ Closed Book Written Examinations (C1-C5)
- ☐ Group projects (C1-C5)
- ☐ Individual written reports, essays, case studies and dissertations (C1-C5)
- ☐ Computer based assessments (C1)
- ☐ Conference Oral Presentation (C2-C3; C5)
- ☐ Conference Poster Presentation (C2-C3; C5)
- ☐ Group Oral Presentations (C1-C5)
- ☐ Practical Laboratory Reports (C2; C4)

### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1: Communicate by means of well prepared, clear, confident oral presentations, and written documents
- D2: Make effective use of library and other information sources skilfully and appropriately
- D3: Plan organise and prioritise work activities in order to meet deadlines
- D4: Work independently showing initiatives
- D5: Work in teams demonstrating initiative, adaptability, and leadership skills
- D6: Solve problems both independently and in teams
- D7: Self- reflect on ones learning through both educational and work related experiences
- D8: Make effective use of communication and information technology
- D9: Research employment opportunities, to prepare and submit effective applications for

employment and to gain skills in effective presentations at interview  
D10: Produce a personal and professional development plan to help overcome identified skills weaknesses.

### **Teaching and Learning Methods**

#### **Teaching Methods**

The primary means of imparting transferable/key skills in all the above is through in class activities and discussions, practical classes, seminars, group work, industry visits and guest lectures. These teaching methods are supported through the University's virtual learning environment, Blackboard.

The main teaching methods are used to facilitate knowledge and understanding are:

- ☐ Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of food and nutrition related case studies (D1; D4; D5; D6).
- ☐ Lectures and seminars are supplemented, where appropriate, by computer and scientific practical's undertaken in computer and food laboratories (D1-D8).
- ☐ Industry visits and guest lectures will be incorporated into the following modules to support work related learning (D9-D10).
- ☐ Teaching materials and supplementary module information will be placed on Blackboard (D2-D10).

#### **Learning Methods**

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

### **Assessment Strategy**

Over the 3 year programme, the following assessment methods are used to assess transferable key skills:

- ☐ Closed Book Written Examinations (D1-D7)
- ☐ Multiple Choice examinations (D1-D6)
- ☐ Group projects (D1-D8)
- ☐ Individual written reports, essays, case studies and dissertations (D1-D4; D6-D8)
- ☐ Group based written reports and case studies (D1-D8)
- ☐ Computer based assessments (D2-D6; D8)
- ☐ Individual student portfolios (D1-D4; D6-D10)
- ☐ Conference Oral Presentation (D1-D8)
- ☐ Conference Poster Presentation (D1-D8)
- ☐ Group Oral Presentations (D1-D8)
- ☐ Self reflections (D1-D10)
- ☐ Peer assessment (D1-D10)
- ☐ Group Learning Log (D1-D10)
- ☐ Practical Laboratory Reports (D1-D8)

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The degree programme in Food Marketing & Nutrition is a three-year full-time programme with an optional Placement Year available to all students between the second and third years.

Each year (excluding the optional placement year) consists of a compulsory taught programme (mix of food marketing and nutritional modules) of 120 credits comprising a set of compulsory modules with values of 10, 20 or 30 credits. 10 credits are associated with 100 hours of study time (including time-tabled classes and private study time).

There are 30 credits of core modules at stage 1 and 60 credits of core modules at stage 2. Progression from Stages 1 and 2 to the subsequent Stage is dependent on having an overall average mark of greater than 40. A mark of at least 40 must be achieved in all “core” modules but limited compensation for marks of at least 35 is permitted for non-“core” modules. Two resits are permitted for each module if necessary.

#### **Key features of the programme (including what makes the programme distinctive)**

The BSc. (hons) Food Marketing & Nutrition programme has been designed to deliver students an interdisciplinary research led programme of study that explores and develops an advanced knowledge and understanding of food marketing and nutritional science and their application to the study of food markets, food consumers, diet, nutrition and health. SAFRD is uniquely positioned to offer such a programme due to the breadth and quality of food and nutrition related research that it participates in at a national and internally level. The staff dedicated to this programme are all research active in the field of food marketing and nutritional science and are led by two internationally acclaimed professors – Professor Christopher Seal (Chair in Food and Nutrition) and Professor Lynn Frewer (Chair in Food & Society). At all stages of the programme, a carefully selected mix of food marketing and nutritional science modules have been chosen to support the student’s development in understanding both the science and marketing of food. The elusive food consumer will be a central consideration throughout the programme (both in the food marketing and nutritional science modules) and graduates will leave with an advanced knowledge and understanding of how to research, profile and serve the needs of the ‘food consumer’. Graduates will be equipped with the range of intellectual, practical and transferable skills required to satisfy the food sector’s need for graduates that are both scientifically competent and commercially astute who can manage both the science and marketing of food. Graduates will be able to pursue successful careers in the food and nutrition sector, in both private and public sector organisations/institutions nationally and internationally.

#### **Programme regulations (link to on-line version)**

### **13 Criteria for admission**

#### *Entry qualifications*

Students are admitted on an individual basis but typical entrance requirements are as listed below with particular conditions tailored to each individual.

The programme is designed for students who wish to understand both the marketing and science of food and human nutrition and the business-related practical applications of these subjects. Success requires interest, motivation, and well-organised methodical thinking, together with a sound basic understanding of scientific and business principles. While the minimum qualifications are outlined below, additional qualities such as effective organisational and time-management skills or relevant practical experience as evident in the UCAS application will be considered.

Candidates should have at least GCSE Grade B in Mathematics and Chemistry or Dual Award Science if not offered to a higher level. In addition, various combinations of higher level qualification are appropriate:

#### **UK School/College Leavers**

AAB at ‘A’ level excluding general studies and with at least one science A level (preferably biology or chemistry). Home Economics/Food Technology will be considered instead of Biology at A level. AVCE (Double Award) in Business accepted if offered with one science A level. Chemistry is preferred at A/AS level but not essential. Mathematics and Chemistry or Dual Award Science required at GCSE (minimum grade B) if not offered at A/AS level.

### **Scottish qualifications**

AABBB at Higher Grade including at least one science subject. Advanced higher Biology and/or another science subject normally required. Chemistry desirable at Higher Grade but not essential.

AAB at Scottish Advanced Higher Grade with at least one science subject preferably biology or chemistry.

### **Other qualifications**

BTEC National Diploma (or other NQF Level 3 qualification): A science-related subject with substantial biology and chemistry units at overall DDM.

BTEC Higher National Diploma (or other NQF Level 4 qualification). Applicants offering Higher National Diploma will be considered on an individual basis – usually - two distinctions and one merit - DDM

BTEC National Diploma. Six Merits and Six Distinctions to include a science-related subject with substantial biology and chemistry units. Entry at Stage 2 possible, subject to prerequisites.

Access courses: A module in Biological Sciences is essential and modules in Chemistry, Mathematics or Quantitative Methods desirable (three modules at Distinction/Credit grade for HEFC).

### **Partners Programme:**

Applications via the University of Newcastle upon Tyne Partners programme are accepted on BSc (Hons) Food Marketing and Nutrition. Offers are made subject to applicants attaining minimum requirements specified below and successful completion of the University Summer School Programme.

Partners A/AS Levels and AVCE Qualifications: BBC normally including biology or chemistry and excluding General Studies. Home Economics/Food Technology will be considered instead of Biology at A level. Chemistry is preferred at A/AS level but not essential. Mathematics and Chemistry or Dual Award Science is required at GCSE (minimum grade B) if not offered at A/AS level.

Partners BTEC National Diploma: BTEC National Diploma (or other NQF Level 3 qualification) in a science related subject at overall MMM grade, to include biological and chemical science as essential units at Merit grade.

### **International Qualifications**

These are accepted subject to a minimum science requirement with each candidate considered on merit (see for example, International Baccalaureate below).

### **International Baccalaureate**

International Baccalaureate: 32-35 preferably including Biology at Higher Level Grade 6 or above. Chemistry preferred at Higher Level but not essential. Mathematics and Chemistry required at Standard Level grade 5 or above.

### **Irish qualifications**

Irish Leaving Certificate: AABBB at Higher Level, preferably including Chemistry/Biology, Mathematics and another science subject.

### *Admissions policy/selection tools*

Offers of places are made on the basis of the UCAS form. All applicants whose qualifications appear suitable on the basis of the UCAS form are invited to attend an open day if possible.

### *Non-standard Entry Requirements*

All other non-standard applications are considered on an individual basis. Applicants are



encouraged to attend an open day and/or attend for interview with the Admissions Tutor. Where applicants cannot attend, telephone interviews may be used to supplement the UCAS form.

#### *Additional Requirements*

There are no additional requirements for the degree programme.

#### *Level of English Language capability*

Minimum IELTS 6.5 or equivalent for direct entry. Applicants with IELTS 6.0 will be allowed entry following successful completion of the University's pre-sessional English Course.

### **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

#### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

#### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

#### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

#### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which

supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching, Learning and Student Experience Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning and Student Experience Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 40%

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

#### *Weighting of stages*

The marks from **Stages 2 and 3 [AND 4?]** will contribute to the final classification of the degree

The weighting of marks contributing to the degree for **Stages ??? is ADD RATIO**

#### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Modules used for degree classification (DC)</b>	<b>Modules not used for degree classification</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

#### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## ANNEX 1

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (All modules are compulsory)
A1: advanced understanding of the of the principles and applicability of food marketing to contemporary global food issues and business	ACE1003; ACE1034; ACE2047; ACE2048; ACE2050; ACE3075; ACE3076; ACE3900
A2: understanding of fundamental biomedical subjects (biochemistry, physiology, microbiology and genetics) and the role these play in food and nutritional science.	ACE1013; ACE1018; BIO1019;
A3: advanced understanding of human nutrition, food science and the links between nutrition and health	ACE1018; ACE1025; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE3051; ACE3052; ACE3053; ACE3062; ACE3900
A4: advanced understanding of food choice and food purchasing and consumption behaviour	ACE1003; ACE1034; ACE 2047; ACE3076; ACE3079; ACE3900
A5: advanced understanding of how to communicate about food and nutrition to a wide range of stakeholders and interested parties.	ACE2010; ACE2044; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076
A6: advanced understanding of the primary analytical techniques used in food marketing and nutritional science research	MAS1403; ACE2013; ACE2047; ACE2050; ACE3078; ACE3079; ACE3900
A7: Advanced understanding of the complex social, economic, legal, technological, ethical, political and environmental framework in which business, regulatory and personal food related decisions are taken.	ACE1034; ACE 2010;ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3900
B1: Advanced understanding and appreciation of the principle, applications and limitation of the main food marketing concepts: i) Food Choice at the individual, household and societal level j) Food Risk Perceptions k) Food Consumption Practices and Routines l) Food Chain Systems m) New Food Product Development n) Strategic Food Marketing o) Marketing Communication p) Global Agri-Food Policy & Trade	ACE1003; ACE1034; ACE2010; ACE2047; ACE2048; ACE2050; ACE3076; ACE3075; ACE3076; ACE3900
B2: Advanced understanding and appreciation of the principle, applications and limitation of the main food and nutritional science concepts: h) Biochemistry of Food i) Physical properties of food j) Physiology of Food k) Role of nutrients in Health l) Food Microbiology m) Genetics & Food n) Food Safety & Waste	ACE1013; ACE1018; ACE1025; BIO1019; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE3051; ACE3052; ACE3053; ACE3062

Management	
B3: Advanced level of skill in the design food and nutrition related studies and in the application of a range of qualitative and quantitative techniques used in the area of Food Marketing & Nutrition.	MAS1403; ACE2013; ACE2047; ACE3078; ACE3079; ACE3900
B4: Ability to critically synthesise a wide and interdisciplinary range of academic and grey literature sources and case studies that consider food and nutrition related issues	ACE1034; ACE2039; ACE2047; ACE2048; ACE3076; ACE3900
B5: Advanced understanding of how food marketing and nutritional science work together in the real world.	ACE1018; ACE1034; ACE2039; ACE2047; ACE2048; ACE3051; ACE3075; ACE3076; ACE3900
C1: Ability to design and conduct qualitative and quantitative food marketing and nutritional research	ACE2047; ACE2050; ACE3078; ACE3900
C2: Ability to synthesise, interpret, critically assess and present primary and secondary research data	ACE1034; ACE2047; ACE2048; ACE2050; ACE3075; ACE3076; ACE3900
C3: Ability to critically analyse information and arguments from a range of diverse sources	ACE 1034; ACE2039; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3079; ACE3900
C4: Ability to: 1) derive and recognise hypothesis based on existing knowledge; 2) advance logical arguments, based on new or existing scientific evidence, to support or refute hypotheses; 3) Identify gaps in knowledge and propose means for filling them.	ACE1013; ACE1018; ACE1025; BIO1019; ACE2036; ACE2037; ACE2038; ACE2039; ACE2047; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3079; ACE3900
C5: Produce rational analyses of complex problems, in particular, those involving the application of social and scientific advances in the areas of food marketing & human nutrition	ACE1003; ACE1013; ACE1018; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D1: Communicate by means of well prepared, clear, confident oral presentations, and written documents	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D2: Make effective use of library and other information sources skilfully and appropriately	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D3: Plan organise and prioritise work activities in order to meet deadlines	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D4: Work independently showing initiatives	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D5: Work in teams demonstrating initiative, adaptability and leadership skills	ACE1018; ACE1034; ACE2037; ACE2039; ACE2047; ACE2050; ACE3051; ACE3053; ACE3062; ACE3075; ACE3076

D6: Solve problems both independently and in teams	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D7: Self- reflect on ones learning through both educational and work related experiences	ACE1018; ACE1034; ACE2037; ACE2039; ACE2047; ACE2050; ACE3051; ACE3053; ACE3062; ACE3075; ACE3076; ACE3900
D8: Make effective use of communication and information technology	ACE1003; ACE1013; ACE1018; ACE1023; ACE1025; ACE1034; BIO1019; MAS1403; ACE2013; ACE2036; ACE2037; ACE2038; ACE2039; ACE2044; ACE2047; ACE2048; ACE2050; ACE3051; ACE3052; ACE3053; ACE3062; ACE3075; ACE3076; ACE3078; ACE3079; ACE3900
D9: Research employment opportunities, to prepare and submit effective applications for employment and to gain skills in effective presentations at interview	ACE1034; ACE2044; ACE2050; ACE3076; ACE3900 + additional personal tutoring and central careers services support
D10: Produce a personal and professional development plan to help overcome identified skills weaknesses	This will be developed and supported through the personal tutoring system. Each student will be required to prepare and discuss their personal and professional development plan with their tutor twice during the academic year.