12. Learning Outcomes of the Programme

On completion of the course the student will be able to:

1. Demonstrate the ability to integrate both the contributory disciplines of nutrition and food science in the analysis and interpretation of factors influencing the maintenance and disturbance of the body's functions and overall health
2.

As students progress, the shift in responsibility from staff to students in setting and achieving learning objectives is reflected in the balance of forms of learning and assessment and greater variety of assessment methods. However it is encouraged early in the programme using a problem based group approach in modules such as the Integrating module at levels 1 and 2. This engenders cohort learning in these introductory levels and is further developed in later levels where there is an emphasis on less formal lecture contact and more independent and directed learning with the curriculum being driven by the published evidence base. This is reinforced by encouraging attendance at the school research seminar and public lecture series at the University. Developing students as independent thinkers with the ability to have generic graduate skills as well as programme and professional specific skills entails both formal and informal introduction to the extent of the learning resource centre (library) and the available information technology. The essential practical and skills requirement must take on a similar development.

Various modules progressively develop laboratory and/or professional skills; practice in research/ professional communication and give further valuable experience in investigative techniques, problem solving, experimental design and analysis/ interpretation of data. These in turn support the Level 4 project which involves experimental design, practical investigation and selection of methods of data collection/ analysis. The independent work required, the analysis and interpretation of data and comparison of project findings with published work are combined with the rigour of writing a project report. Thus the project represents the culmination of a student's individual research awareness and ability as an undergraduate.

As students of nutrition and food science, a key part of the curriculum is enquiry and research. Research awareness and ability are also important attributes of an Honours graduate, particularly in science-based degrees and for evidence-based practice. This theme begins in Level 1 where inputs on principles of investigation and data handling which help to develop basic understanding of the research process and begin to integrate formally concepts for example in microbiology with data handling derived from real experiments (integration of the modules microbiology, human physiology with key investigative skills 1). At all levels, references and research publications appropriate to the stage of learning are used to support students in lectures, tutorials, workshops and problem based exercises. These approaches encourage a research mindedness in students and the ability to critically evaluate research findings. The teaching staff

Table 1 Curriculum

	Credits	Semester 1	Semester 2	Coordinator
Level 1				
Biochemistry	20			JMcK
Cell Biology & human Physiology	20			MW
Developmental Biology & Ageing	10			DMcB
Introduction to Food and Nutrition	10			JJ
Key Investigative Skills	10	5	5	EB
Microbiology	10	5	5	IG
Genetics	10			MW
Health & Society	20			SS
Integrating Module	10			IG
Level 2				
Pharmacology	20			DMcB
Systems Biology	20			JMcK
Immunology	10			LF
Key Investigative skills 2	10			EB
Molecular Biology	10			MW
Nutrition	20			EB
Introduction to Food Science	10			MC
Integrating module	10			IG
Professional Development PDSA	10			KA
Level 3				
Clinical Sciences for food Science	10	5	5	LF
Food science	20	20		MC
Applied Nutrition	20			SD
Public Health Practice	10			

16. Criteria for admission

Typical entry

Scottish Higher: 195 UCAS Tariff points (BBB or other grades giving equivalent points)

A Level: 200 UCAS Tariff points (BB or other grades giving equivalent points)

Additional requirements

Biology or Chemistry and preferably one other science at Higher or A Level (which may include Mathematics, Home Economics or another relevant science).

Chemistry, Biology, Mathematics and English should normally be held at least to S/Intermediate2/GCSE or equivalent.

FE & Access students