Curriculum for
Master’s Program in Integrated Food Studies
(Cand.scient.techn. in Integrated Food Studies)

Aalborg University, September 2012

The programme is offered in Copenhagen
Preface

Pursuant to Act 695 of June 22, 2011 on Universities (the University Act) with subsequent changes, the following curriculum for the Master's program in Integrated Food Studies is stipulated. The program also follows the Framework Provisions and the Examination Policies and Procedures for the Faculties of Engineering, Science and Medicine.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Chapter 1: Legal Basis of the Curriculum, etc.</td>
<td>5</td>
</tr>
<tr>
<td>1.1 Basis in ministerial orders</td>
<td>5</td>
</tr>
<tr>
<td>1.2 Faculty affiliation</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Board of Studies affiliation</td>
<td>5</td>
</tr>
<tr>
<td>Chapter 2: Admission, Degree Designation, Program Duration and Competence Profile</td>
<td>6</td>
</tr>
<tr>
<td>2.1 Admission</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Degree designation in Danish and English</td>
<td>6</td>
</tr>
<tr>
<td>2.3 The program’s specification in ECTS credits</td>
<td>6</td>
</tr>
<tr>
<td>2.4 Competence profile on the diploma</td>
<td>6</td>
</tr>
<tr>
<td>2.5 Competence profile of the program</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 3: Content and Organisation of the Program</td>
<td>9</td>
</tr>
<tr>
<td>3.1 Overview of the program:</td>
<td>10</td>
</tr>
<tr>
<td>Descriptions of modules, projects and courses</td>
<td>12</td>
</tr>
<tr>
<td>1\textsuperscript{st} theme: Foodscapes - Welfare</td>
<td>12</td>
</tr>
<tr>
<td>Introductory project / Introduktionsprojekt</td>
<td>12</td>
</tr>
<tr>
<td>Foodscapes - Welfare / Velfærsfoodscapes</td>
<td>13</td>
</tr>
<tr>
<td>Mapping the history of Meals and their Spaces/ Måltids- og spiserumsanalyse og historie</td>
<td>14</td>
</tr>
<tr>
<td>Actor Mapping in Food Networks/ Aktørerkortlægning i fødevarenetværk</td>
<td>16</td>
</tr>
<tr>
<td>Public Food systems and Technologies/ Offentlige måltids-systemer og teknologi</td>
<td>18</td>
</tr>
<tr>
<td>2\textsuperscript{nd} semester theme: Foodscapes Enterprises</td>
<td>19</td>
</tr>
<tr>
<td>Foodscapes Enterprises/ Foodscapes Enterprises</td>
<td>19</td>
</tr>
<tr>
<td>Governance and Change Management in Modern Food Systems/ Institutioner og strategier i moderne fødevaresystemer</td>
<td>21</td>
</tr>
<tr>
<td>Mapping the history of Foods and its Structures/ Fødevaredesign og strukturanalyse af måltidet og spiserummet</td>
<td>22</td>
</tr>
<tr>
<td>Public Health Nutrition/ Folkesundhedsernæring</td>
<td>24</td>
</tr>
<tr>
<td>3\textsuperscript{rd} semester: Foodscapes - Integrated Foodscapes</td>
<td>25</td>
</tr>
<tr>
<td>Integrated Foodscapes/ Integrerede Foodscapes</td>
<td>25</td>
</tr>
<tr>
<td>Project Module</td>
<td>27</td>
</tr>
<tr>
<td>Food Design /Fødevaredesign</td>
<td>27</td>
</tr>
<tr>
<td>Changing Public Food Systems/ Forandring af offentlige måltidssystemer</td>
<td>28</td>
</tr>
<tr>
<td>Qualitative Food Studies/ Kvalitative fødevarestudier</td>
<td>29</td>
</tr>
<tr>
<td>Strategic communication and staging on Food, Sustainability and Health/ Strategisk kommunikation om fødevarer, bære-dygtighed og sundhed</td>
<td>30</td>
</tr>
<tr>
<td>Results-Oriented Foodscapes Projects Management / Resultatorienteret Foodscapes projektledelse</td>
<td>31</td>
</tr>
</tbody>
</table>
Food Concept Design: Mapping Strategic and Service-oriented possibilities within Food businesses/ Design af fødevarekoncepter: Kortlægning af strategiske og serviceorienterede muligheder for fødevarevirksomheder .................................................. 32
4th semester: Master Thesis .................................................................................................................. 35
Master Thesis / Kandidatspeciale ........................................................................................................ 35
Chapter 4: Entry into Force, Interim Provisions and Revision .......................................................... 36
Chapter 5: Other Provisions ................................................................................................................. 36
5.1 Rules concerning written work, including the Master’s thesis ...................................................... 36
5.2 Rules concerning credit transfer (merit), including the possibility for choice of modules that are part of another program at a university in Denmark or abroad ........................................ 37
5.3 Rules for examinations .................................................................................................................... 37
5.4 Exemption ..................................................................................................................................... 37
5.5 Additional information .................................................................................................................... 37
Completion of the Master’s program ................................................................................................. 37
Rules and requirements concerning the reading of texts in foreign languages and a statement of the foreign language knowledge this assumes ...................................................... 37
Chapter 1: Legal Basis of the Curriculum, etc.

1.1 Basis in ministerial orders
The Master’s program in Integrated Food Studies is organised in accordance with the Ministry of Science, Technology and Innovation’s Ministerial Order no. 814 of June 29, 2010 on Bachelor’s and Master’s Programs at Universities (the Ministerial Order of the Study Programs) and Ministerial Order no. 857 of July 1, 2010 on University Examinations (the Examination Order) with subsequent changes. Further reference is made to Ministerial Order no. 181 of February 28, 2010 (the Admission Order) and Ministerial Order no. 250 of March 15, 2007 (the Grading Scale Order) with subsequent changes.

1.2 Faculty affiliation
The Master’s program is affiliated to the Faculty of Engineering and Science, Aalborg University.

1.3 Board of Studies affiliation
The Master’s program falls under the Board of Studies for Planning in the School of Planning and Architecture.
Chapter 2: Admission, Degree Designation, Program Duration and Competence Profile

2.1 Admission
Admission to the Master’s program in Integrated Food Studies is given to students with a BSc in Food Science or a Bachelor’s degree in Global Nutrition and Health or the like.

A BSc in Techno Anthropology will give admission if the student has been following a course in Introduction to Food and Health.

Students with another Bachelor’s degree, upon application to the Board of Studies, will be admitted after a specific academic assessment if the applicant is assessed to have comparable educational prerequisites. The University can stipulate requirements concerning conducting additional exams prior to the start of study.

2.2 Degree designation in Danish and English
The Master’s program entitles the graduate to the designation Cand.scient.techn. i integrerede fødevarestudier. The English designation is: Master of Science and Technology (Integrated Food Studies).

2.3 The program’s specification in ECTS credits
The Master’s program is a 2-year, research-based, full-time study program. The program is set to 120 ECTS credits.

2.4 Competence profile on the diploma
The following competence profile will appear on the diploma:

A graduate of the Master’s program has competencies acquired through an educational program that has taken place in a research environment.

The graduate of the Master’s program can perform highly qualified functions on the labour market on the basis of the educational program. Moreover, the graduate has prerequisites for research (a university Ph.D. program). Compared to the Bachelor’s degree, the graduate of the Master’s program has developed her/his academic knowledge and independence, so that the graduate can independently apply scientific theory and method in both an academic and occupational/professional context.
2.5 Competence profile of the program:

**Knowledge**
- Has knowledge in the areas of Food Design, Public Health Nutrition and Food Networks & Innovation based on leading international research.
- Has theoretical knowledge of the Integrated Food Studies concept and its scientific traditions.
- Has knowledge of the specific systems and the dynamic perspectives related to the Integrated Food Studies area including Food related Design aspects, Food Networks & Innovation aspects, and aspects of Public Health Nutrition.
- Has knowledge of the theoretical aspects of a critical-constructive mapping and analysing of Food Networks in an integrated food contexts.
- Has knowledge of the practical-material aspects of an innovative design process in Food Networks and other integrated food settings
- Has knowledge of the methodological implications of working with Integrated Food Studies, both through the disciplines, and interdisciplinary.
- Can understand and, on a scientific basis, reflect over the Integrated Food Studies concept and identify scientific problems.

**Skills**
- Excels in the scientific methods, tools and general skills related to employment in the Integrated Food Studies areas of Food Networks & Innovation, Public Health Nutrition and Food Design.
- Has the ability to use the methods and tools in a material food context in order to support innovative changes in design and production processes.
- Can evaluate and select among scientific theories, methods, tools and general skills and, on a scientific basis, advance new analyses, solutions and strategies within the Integrated Food Studies areas of Food Design aspects, Food Networks & Innovation aspects, and Public Health Nutrition aspects.
- Can communicate research-based knowledge and discuss professional and scientific problems with both peers and non-specialists.

**Competencies**
- Can manage work and development processes that are complex, unpredictable and require new solutions in the food sector.
- Can independently initiate and implement discipline-specific and interdisciplinary cooperation and assume professional responsibility.
• Can relate to familiar traditions and schools and identify relevant touch-points in the area of Integrated Food Studies.

• Can independently take responsibility for own professional development and specialisation.

• Can handle positions in both business and administrative settings offering analytical overview and leader competencies in Integrated Food Studies related issues in the areas of Food networks & Innovation; Food Design and Public Health Nutrition.

• Can contribute to new innovative design aspects of product and concept development in the food business and in food campaigns.
Chapter 3: Content and Organisation of the Program

The Master’s programme in Integrated Food Studies emphasises a holistic perspective on food production, eating and public meals, focusing not only on obtaining sufficient amounts of nutrition, achieving sufficient health, or innovating food production with new technologies and systems. The master has contributions from three different disciplines captured in the name of the master program:

a) Public Health Nutrition in short can be defined as the area of the healthy meal, Food service and the public health nutrition aspects of food

b) Food Networks & Innovation is the socio-technical understanding of food-environments and the policy-processes related context of the food systems

c) Food and Design is related to understand and work in experience, aesthetic and meal contexts in the space.

The three approaches will supplement, support and counterweight each other throughout the education and thereby coordinating all courses into a common understanding of the Integrated Food Studies concept.

All the semesters consists of combination of modules and projects. Each of the 5 ECTS point modules is specific courses for each discipline. The projects will be interdisciplinary and the capability to integrate insights from at least two or all three disciplines in the projects will be required, although one of the three can have the primary attention. At the 3rd semester there will be a possibility to choose a specialisation in one of the three disciplines.

On the first semester, a part of the 15 ECTS project module will be allocated to introducing and working with the identification of their studies, introduction to Project and Problem-Based Learning and activities aimed to look into job possibilities and the involved three disciplines. The first project period will combine practical issues, interactive design lab, laboratory work; social issues, field work and lectures. The laboratory work will mainly be concentrated on cooking and taste activities and methodology performed in the interactive design lab.

The examination-model will be a combination of portfolio work (reports, web presentations, posters, seminars, photo sessions, products, essay, video, papers, and written exams), reports and/or oral presentations in the different courses. There will be an examination after each 5 ECTS course.
The projects will be based on the AAU Project and Problem-Based Learning Model performed in groups. The Master will offer introductory lectures introducing the concepts and tools attached to the Project and Problem-Based Learning approach. The student will be familiar with core concepts such as problem formulation, analysis of process (learning portfolio), group and supervisor roles and contracts and the ability to argument for the problem by a problem analysis.

The programme is based on a combination of academic, project and Problem Based Learning and interdisciplinary approaches and organised based on the following work and evaluation methods that combine skills and reflection:

- Lectures
- Classroom instruction
- Seminars
- Project work
- Workshops
- Case studies
- Interventions
- Field work
- Exercises (individually and in groups)
- Teacher feedback
- Reflection
- Portfolio work
- Student text presentation and opponent roles
- Study trips and follow up

3.1 Overview of the program:

All modules are assessed through individual grading according to the 7-point scale or Pass/Fail. All modules are assessed by external examination (external grading) or internal examination (internal grading or by assessment by the supervisor only).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module</th>
<th>ECTS</th>
<th>Assessment</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Introductory project</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Foodscapes - Welfare</td>
<td>10</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Mapping the history of Meals</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
</tr>
<tr>
<td>Course</td>
<td>Credit Hours</td>
<td>Evaluation</td>
<td>Credit Mode</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------</td>
<td>--------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>and their Spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actor mapping in Food Networks</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Public Food Systems and Technologies</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Governance and change management in modern food systems</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Mapping the history of Foods and its Structures</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Public Health Nutrition</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foodscapes Enterprises</td>
<td>15</td>
<td>7-point scale</td>
<td>External</td>
<td></td>
</tr>
<tr>
<td>Governance and change management in modern food systems</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Mapping the history of Foods and its Structures</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Public Health Nutrition</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Foodscapes</td>
<td>15*</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Food Design</td>
<td>15*</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Changing public Food systems</td>
<td>15*</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Qualitative Food Studies</td>
<td>15*</td>
<td>7-point scale</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Strategic communication and staging on Food, Sustainability and Health</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Results-Oriented Foodscapes Projects Management</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Food Concept Design</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Food Studies Master project</td>
<td>30</td>
<td>7-point scale</td>
<td>External</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Each student will choose one of four elective options as the project module on 3rd semester.
**Descriptions of modules, projects and courses**

General prerequisites for this master program to be found above.

**1st theme: Foodscapes - Welfare**

**Title:** Introductory project / Introduktionsprojekt

**Semester:** 1. semester.

**Prerequisites:** None.

**Objectives:** Students who pass the course:

**Knowledge:**
- Must have knowledge of the problem formulation process (defining a problem, problem analysis and problem formulation).
- Must have knowledge of the group work process and the tools to ensure a good learning process.
- Must have knowledge of the three different approaches involved in the IFS master.
- Must have knowledge of the use of the different laboratory facilities in the IFS master.
- Must have knowledge of major definitions on food origin, qualities and cultures.
- Must have knowledge of participatory approaches to external partners.

**Skills:**
- Must be able to state the choice of problem formulation.
- Must be able to describe the three professions related to the IFS profile.
- Must be able to summarise strengths and weaknesses of the interdisciplinary IFS master approach.

**Competences:**
- Must be able demonstrate a group presentation.
- Must be able to explain the group process and the process with the project report.
• Must be able to summarise the learning process from project formulation to final product.

Type of instruction:
See introduction to chapter 3 for general arguments and work forms.

Exam format:
The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.

Evaluation criteria:

Title: **Foodscapes - Welfare / Velfærdsfoodscapes**

Semester: 1. semester.

Prerequisites: None.

Objectives: Students who pass the course:

Knowledge:
• Must have knowledge and comprehension of the use of methods of data acquisition related to actors in the selected welfare food systems (foodscapes),
• Must have knowledge and comprehension of theoretical basics for different actor mapping approaches in design, PHN and food studies approaches,
• Must have knowledge and comprehension of potential methods which can be used to answer the formulated problem,
• Must be able to describe and apply the theoretical approach used in the project,
• Must have knowledge and comprehension of science traditions within the natural science, humanities and social science professions.

Skills:
• Must be able to use mapping methods in welfare foodscapes, e.g.
schools, kindergartens, hospitals, canteens

- Must be able to demonstrate ability to analyse empirical and theoretical living lab cases based on the theoretical and methodological mapping and public food systems approaches presented in the semester,

Competences:

- Must demonstrate ability to evolve different complexities of food and meal topics,
- Must be able to differentiate the different science traditions related to a specific welfare foodscapes case and the implications of different mapping strategies to the case content
- Must understand multifactorial and interdisciplinary relations in the different work areas,
- Must be able to apply creative solutions to different food and meal topics based on interdisciplinary work,
- Must be able to apply theoretical knowledge and comprehension in a critical - constructive dialogue with organisations and companies,
- Must be able to describe the analysis of the chosen problem
- Must be able to describe the group process and the process with the project report

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral examination on the basis of written project.


Title: Mapping the history of Meals and their Spaces/ Måltids- og spiserumsanalyse og historie

Semester: 1. semester.

Prerequisites: None

Objectives: Students who complete the module:
Knowledge:

- Must be able to know the Project and Problem-Based Learning tools of identifying and formulate a problem, have knowledge about working processes in project-work, knowledge about acquiring of knowledge and demonstrate reflection of their own learning process and knowledge of how to organise team cooperation and cooperation with supervisors.
- Must be able to identify him/her in the IFS scenery.
- Must be able to communicate the results of the project work.
- Must be able to state, recite and list major events, ideas and movements concerning the development of meals and their related spaces within the historic frames of meal-design and meal-experience.
- Must be able to identify, classify and summarise key theoreticians, thinkers, architects and designers, chefs, epistemological ideas, methodologies and practitioners related the overall disciplines of meal-design and meal-experience.
- Must be able to describe, explain and exemplify historical as well as contemporary key-artefacts or archetypal spaces (i.e. food products, dishes, settings, interiors, furniture or utensils) related the disciplines of meal-design and meal-experience as well as to key-masters, chefs and food époques.
- Must be able to critically distinguish between theoretical models related the disciplines of meal-design and meal-experience, and as part hereof can identify problems of scientific value within their own projects.

Skills:

- Must be able to analyse and evaluate a given artefact or space related meal-design and meal-experience within the overall historical framework, and based on an understanding of the different theories and methodologies;
- Must be able to relate, implement, apply or combine relevant theory on meal-design and meal-experience to their own projects, as well as argue for the specific choice- or selection of epistemology and methodology in a proficient way.
- As part hereof the student must be able to structure and apply general communication techniques, graphical tools and design related the disciplines of meal-design and meal-experience for presentation;
• Must be able to plan, work out and perform Meals and their Spaces in relation to their chosen problem and project.

Competences:
• must independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical elements presented within the course;
  o As part hereof the student must be able to discuss and evaluate the quality or relevance of existing theory and methods, and be able to put this into perspective relative to their own project;
• Must be able to reflect on and judge existing meal-design and meal-experiences, and use this knowledge to generalise upon and predict future needs and potentials related meals.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


Title: Actor Mapping in Food Networks/ Aktørkortlægning i fødevarenetværk

Semester: 1. semester.

Prerequisites: None.

Objectives: Students who complete the module:
Knowledge:
• Must be able to know the Project and Problem-Based Learning tools of identifying and formulate a problem, have knowledge about working processes in project-work, knowledge about acquiring of knowledge and demonstrate reflection of their own learning process and knowledge of how to organise team cooperation and coopera-
tion with supervisors.

- Must be able to identify him/her in the IFS scenery.
- Must be able to communicate the results of the project work.
- Must have knowledge on major professions, their roles and relations in the food and meal sectors.
- Must have knowledge of the major theoretical approaches to critical and constructive to analyse food networks (for example from ANT and STS perspectives).
- Must have knowledge of methods to implement user-orientation in food networks (private, public or civil).
- Must have knowledge of methods to identify objects, discourses and actors in food system cases.
- Must have knowledge of major historical positions and dynamics amongst food actors from field to plate and amongst public, private and civil institutions.

Skills:
- Must be able to distinguish different mapping theories relevant to food network analysis.
- Must be able to identify and describe the major actors in the food sector.
- Must be able to explain the dynamics amongst actors, institutions and networks, their roles and strategies.
- Must be able to identify relevant everyday life and working life perspectives in relation to food system cases.

Competencies:
- Must be able to map the most important networks and institutions around a meal-system.
- Must be able to identify actors, institutions and their relations, and to discuss and account for their roles in a real-life setting.
- Must be able to apply the theory on the case.
- Must be able to involve user perspectives in the food network analysis.
- Must be able to distinguish the different agendas from different professions in the food and meal sectors and networks.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.
Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


Title: Public Food systems and Technologies/ Offentlige måltids-systemer og teknologi

Semester: 1. semester.

Prerequisites: None.

Objectives:

Knowledge:
- Must be able to know the Project and Problem-Based Learning tools of identifying and formulate a problem, have knowledge about working processes in project-work, knowledge about acquiring of knowledge and demonstrate reflection of their own learning process and knowledge of how to organise team cooperation and cooperation with supervisors.
- Must be able to identify him/her in the IFS scenery.
- Must be able to communicate the results of the project work.
- Must demonstrate knowledge and understanding of the history and development of public food systems.
- Must have knowledge about how public food supply chains are organised and work as a ‘food system’.
- Must demonstrate knowledge about how technical issues related to public food systems.
- Must be able to demonstrate knowledge and comprehension on how sustainability and nutrition concerns is impacting public food systems;

Skills:
- Must be able assess the different public food systems.
• Must be able to work on a multi-disciplinary problem within public meals to address a specific challenge in concrete public food systems.
• Must be able to develop comprehensive public food concepts.

Competences:
• Must demonstrate the ability to analyse critically a specific public food system and technologies.
• Must be able to design a public food system including technological design of production, serving and catering.
• Must actively demonstrate how to work as part of a team to address a solution with respect to menu oriented public food system, possibly by the use of food lab installations.

Type of instruction:  See introduction to chapter 3 for general arguments and work forms.

Exam format:  The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


2nd semester theme: Foodscapes Enterprises

Title:  Foodscapes Enterprises/ Foodscapes Enterprises

Semester:  2. semester

Prerequisites:  See Chapter three.

Objectives:

Knowledge:
• Must have knowledge and comprehension of the use of methods of data acquisition related to public regulation, food policy processes and govern-
- Must have knowledge and comprehension of the theoretical basis for food policy processes and/or constructing interventions.
- Must have knowledge and comprehension of potential methods which can be used to answer the formulated problem.
- Must be able to describe and apply the theoretical approach used in the project.

Skills:
- Must be able to identify policy processes, construct strategic design or construct intervention studies, in a Foodscapes enterprise context.
- Must be able to offer solutions on the basis of methodological and theoretical ability to navigate in the complexity of actor-related and structural relations.
- Must be able to demonstrate ability to analyse empirical and/or theoretical living lab cases based on the theoretical and methodological approaches presented in the semester.
- Must be able to analyse and assess food related agendas. For example design concepts, strategic plans, campaigns or business models.

Competences:
- Must demonstrate ability to discuss different complexities of food and meal topics.
- Must be able to differentiate the science traditions related to a specific Foodscapes Enterprise case and
- Must be able to discuss the implications of governance, policy, design or intervention strategies to the case content.
- Must be able to apply creative solutions to different food and meal topics based on interdisciplinary work.
- Must be able to apply theoretical knowledge and comprehension in a critical – constructive dialogue with organisations and companies.
- Must be able to apply and analyse a food related topic in the Foodscapes Enterprise context of second semester.
- Must be able to reflect the analysis of the chosen problem.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral exam based on the project report (and reflection document). Mark according to the 7-point scale (reference).

Title: Governance and Change Management in Modern Food Systems/ Institutioner og strategier i moderne fødevaresystemer
Semester: 2. semester
Prerequisites: See chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must know the structures and agents roles and aspects in public and private food systems.
- Must have an understanding of the theories of policy processes, institutional dynamics and governance.
- Must know the dominating food systems and their actors.
- Must have knowledge of change management and innovation theory related to public and private food systems.
- Must have knowledge and understanding in planning and influencing public and private food systems development.
- Must have knowledge of policy related theory.

Skills:
- Must have skills in analysing societal and institutional issues of relevance for the development of new food related policies or strategies.
- Must be able to describe the used theoretical-methodological constellation.
- Must be able to summarise different business models and their actor-structure conception in these food systems.
- Must be able to work with change management and innovation strategies.

Competencies:
- Must be able to understand structural (institutional) aspects of the
food chain.
- Must be able to identify food chain challenges both in relation to common food systems and in relation to individual consumption.
- Must be able to reflect the key concepts of the theories presented.
- Must be able to discuss cases where policy processes and radical change or innovation in food systems must be uncovered and assessed with the use of feasible theories.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


Title: Mapping the history of Foods and its Structures/ Fødevaredesign og strukturanalyse af måltidet og spiserummet

Semester: 2. semester

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must be able to state, recite and list major events, époques, epistemological ideas and movements concerning the development of food and their related structures within the historic frames of food-design and food-innovation.
  - As part hereof the student must be able to identify, classify and summarise key theoreticians, thinkers, masters, methodologies and practitioners related the overall profession of making food (techniques, theories and practice).
  - Must be able to describe, explain and exemplify historical as well as contemporary key-arterfacts (i.e. packing, labels, brands, machines or utensils) related food-design and food-innovation.
• Must be able to critically distinguish between theoretical models related food-design and food-innovation, and as part hereof can identify problems of scientific value within their own projects.

Skills:
• Must be able to identify, analyse and evaluate a given product, brand, structure or technique related food-design and food-innovation within the overall historical framework, and based on knowledge and comprehension of the theories and methodologies presented.
• Must be able to relate, implement, apply, combine and coordinate this interdisciplinary understanding with an innovative and research related production practice in food companies.
  o And as part hereof be able to argue and elaborate on the specific choice- or selection of epistemology and methodology.
• Must be able to structure and apply general communication techniques and graphical tools related the disciplines of food-design and food-innovation for presentation.
• Must be able to plan, generate and perform Food and its Structures in relation to their chosen problem and project.

Competencies:
• Must independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical elements presented within the course.
  o As part hereof the student must be able to discuss and evaluate the quality and relevance of existing theory and methods and be able to put this into perspective relative to their own project.
• Must also be able to reflect on and judge existing food-design and food-innovations, and use this knowledge to predict future needs and potentials related food, as well as in a qualified way manage to apply it to different situations.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.
Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermedi-
ate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.

Evaluation criteria:


Title: Public Health Nutrition/ Folkesundhedsernæring

Semester: 2. semester.

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge of the basics of nutrition, nutritional epidemiology and intervention mapping.
- Must have knowledge of different health behavioural theories in the choice of foods and their impact on food choice.
- Must have knowledge of the steps in the public health nutrition process.
- Must have knowledge of health promotion paradigms, and public health nutrition interventions both at individual and at population levels.
- Must have knowledge of the different tools used for the assessment of food intake and physical activity as part of PHN research.
- Must have knowledge of the main concepts of Eco-Nutrition.
- Must have knowledge of the basic concepts of spatial nutrition.

Skills:
- Must be able to design, plan and implement nutrition interventions as a part of broader health programmes (multidisciplinary approach).
- Must be able to use the basic tools and methods in the study of spatial nutrition.
- Must be able to write a research or intervention proposal.
- Must be able to apply basic statistical methods (techniques and procedures), concepts, principles, and theories for the assessment of nutritional interventions.

Competencies:
• Must be able to manage multi-sector nutritional interventions.
• Must be able to understand and evaluate interventions and their outcomes.
• Must be able to critically assess the value of scientific publications.
• Must be capable to design, implement and manage public health nutrition programs.
• Must be able to manage corporate health & nutrition programs.
• Must be able to apply appropriate research methods and analyse data accordingly.
• Must be able to give evidence based advice for the implementation of public health nutrition activities.
• Must be able to recognise the need of specific outcome measures in interventions and their interpretation.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


3rd semester: Foodscapes - Integrated Foodscapes

Projects at 3rd semester will be optional between four types of projects.

Title: Integrated Foodscapes/ Integrrerede Foodscapes

Semester: 3. semester

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
• Must have knowledge and comprehension of the use of methods of
data acquisition related to an Integrated Foodscapes context.

- Must have knowledge and comprehension of the different theoretical basis of the different scientific approaches presented throughout the master and how to integrate them.
- Must have knowledge and comprehension of potential methods which can be used to answer the formulated problem in an integrated manner.
- Must be able to describe and apply the theoretical approach used in the project.
- Must have knowledge and comprehension of science traditions within the natural science, humanities and social science professions and discuss the challenges in integrating them.

Skills:
- Must be able to describe and discuss the different methods in an Integrated Foodscapes context.
- Must be able to demonstrate ability to analyse empirical and theoretical living lab cases based on the theoretical and methodological discussions of the integrated approach.

Competences:
- Must demonstrate ability to evolve different complexities of food and meal topics.
- Must be able to differentiate the different science traditions related to an integrated approach and the implications of different strategies to the case content.
- Must understand multifactorial and interdisciplinary relations in the different work areas.
- Must be able to apply creative solutions to different food and meal topics based on interdisciplinary work.
- Must be able to reflect the analysis of the chosen problem.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.
Exam format: Oral examination on the basis of written project.
Project Module

Title: Food Design /Fødevaredesign

Semester: 3. semester.

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge of methodological implications of working with strategic design in food studies.
- Must have knowledge of conceptual strategies and methods for food events, food innovation, food products and meal experience.
- Must have knowledge of the methods and practical involvement implications of external collaboration with food companies, food producers, food events etc.

Skills:
- Must be able to actively use strategic design methods in the design process involving relevant stakeholders.
- Must be able to applying food design methodological concepts in food innovation in all kinds of food environments, public as private.
- Must be able to develop integrated food design solutions related to food innovation and food experience.

Competencies:
- Must be able to develop new integrated food strategies for companies, organisations etc.
- Must be able to work with food and design innovation in interdisciplinary teams, in both public and private context.
- Must be able to make conceptual and practical solutions of food design that can be implemented in public and private contexts.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral examination on the basis of written project.

Title: Changing Public Food Systems/ Forandring af offentlige måltidssystemer

Semester: 3. semester.

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge of agendas and strategies related to healthier eating and health promotion in public and private organisations.
- Must have knowledge about participatory methods for involving users in food, health and nutrition related innovation.
- Must have knowledge about evidence and research based evaluation of food, health and nutrition related innovation.

Skills:
- Must be able to apply different methodological and theoretical frameworks in innovations for food environments in public and private organisations.

Competencies:
- Must be able to work with food, health and nutrition related innovation in interdisciplinary teams in public and private organisations.
- Must be able to integrate food, health and nutrition related innovation into existing nutrition policies and strategies.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral examination on the basis of written project.

Title: Qualitative Food Studies/ Kvalitative fødevarestudier

Semester: 3. semester.

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge of actual food related agendas and strategies in public and private companies, institutions and networks.
- Must have knowledge of the embedded learning and communication methods and theories.
- Must have knowledge of the major food network’s strategies and policies and how to identify and analyse these.
- Must have knowledge of how to construct a comprehensive Food studies project by using field study methodology or by constructing a network analysis of a given case.

Skills:
- Must be able to use different methods and theoretical approaches in developing and tailoring concepts of Innovative Food Studies.
- Must be able to combine and facilitate and manage change processes in public or private companies, institutions and networks.
- Must be able to identify user needs and translate these to innovative product, technologies or systems.

Competencies:
- Must be able to choose and analyse a meal or food related topic in the context of the innovative food studies (policy processes, user needs, participatory food development, etc.).
- Must be able to combine and communicate knowledge and understandings from the different courses building up to the project module and analyse it in relation to the chosen field.
- Must be able to reflect the interaction with other academic and professional actors in developing innovative food related business models.
- Must be able to argue the chosen methodological and theoretical ap-
proach of the project.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral examination on the basis of written project.

Title: Strategic communication and staging on Food, Sustainability and Health/
Strategisk kommunikation om fødevarer, bære-dygtighed og sundhed

Semester: 3. semester.

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge of the different staging and strategic communication theories.
- Must have knowledge of different actors’ approaches to strategic communication and intermediate methods.
- Must have knowledge of how communicative staging can be integrated in food business models.
- Must have knowledge of the different theoretical aspects of writing in different scientific traditions and the implication for the communicated material.

Skills:
- Must be able to analyse and deconstruct the communicative staging in food supply markets, chains and networks and in regulatory regimes.
- Must be able to analysing the advantages and barriers of the different strategies.
- Must be able to combine theoretical knowledge with concrete use in specific food companies, institutions and civil networks.

Competencies:
- Must be able to reflect the ability to use this knowledge in a concrete food production and improve and further qualify strategic
communication in a private, public or civil organisation.

- Must be able to reflect and discuss the different staging approaches and the implications for food related systems, services and products to companies, institutions or citizens/consumers.
- Must be able to implement strategic communication for integrated food studies concepts and cases.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.

Title: Results-Oriented Foodscape Projects Management / Resultatorienteret Foodscape projektledelse

Semester 3. semester

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:

- Must have knowledge of team roles and motivation theory.
- Must have knowledge of Standard project management and scheduling tools (GANNT; CTA. PERT etc.).
- Must have knowledge of principles and concepts of risks and contingencies.
- Must have knowledge of principles of fundraising.
- Must have knowledge of concepts and theory of project management and organisation.
- Must have knowledge of stakeholder theory, analysis and management.
- Must know ICT based project management tools such as MS Pro etc.
- Must know budgetary planning of projects and principles of fundraising.
- Must have knowledge of project communication in foodscape environments.
Skills:
- Must be able to use project stakeholder analysis- and management.
- Must be able to use project contingency/risk analysis- and management.
- Must be able to evaluate and follow-up on projects.

Competencies:
- Must be able to participate actively in handling implementation of foodscapes inventions, interventions and innovations using project management as the organisational framework in private, public and civil sector organisations.
- Must be able to build consortia and write proposals for national and international fundraising for foodscapes R&D.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


Title: Food Concept Design: Mapping Strategic and Service-oriented possibilities within Food businesses/ Design af fødevarekoncepter: Kortlægning af strategiske og serviceorienterede muligheder for fødevarevirksomheder

Semester: 3. semester

Prerequisites: See Chapter three.

Objectives: Students who complete the module:

Knowledge:
- Must have knowledge within the frames of food service-design and food
strategic-design

- Must be able to state, recite and list major design theories, design methods and design tools concerning the development of strategic and service-oriented food concepts in a professional context.
- Must be able to identify, classify and summarize key theoreticians, thinkers and ideas related the overall disciplines of food service-design and food strategic-design.
- Must be able to describe, explain and exemplify historic as well as contemporary food concepts drawing on strategic services and interdisciplinary.
- Must be able to critically distinguish between design models related the disciplines of food service-design and food strategic-design.
- Must be able to identify problems of scientific value within their own projects.

Skills:

- Must be able to use different service-design and strategic design methodologies and tools to analyse and evaluate a given food concept related food service-design and food strategic-design.
- Must as be able to relate, implement, apply or combine relevant theory on food service-design and food strategic-design to their own projects.
- Must be able to argue for the specific choice- or selection of methodology, tools and design process in a proficient way.
- Must be able to structure and apply general communication techniques and graphical tools related the disciplines of food service-design and food strategic-design for presentation.
- Must be able to plan, work out and perform strategic and service-oriented food concepts in relation to their chosen problem and project.

Competences:

- Must be able to independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical elements presented within the course.
- Must be able to discuss and evaluate the quality or relevance of existing theory, methods and tools, and be able to put this into perspective relative to their own project.
- Must be able to involve the relevant stakeholders and determine key-actors.
- Must also be able to reflect on and judge existing food concepts on a strategic and service-oriented level, and use this knowledge to generalize upon and predict future needs and potentials related the food businesses.
- Must be able to develop new food concepts for companies, organisations.
Type of instruction: See introduction to chapter 3 for general arguments and work forms.

Exam format: Oral exam based on the project report (and reflection document). Mark according to the 7-point scale (reference).

4th semester: Master Thesis

Title: Master Thesis / Kandidatspeciale

Semester 4. semester

Prerequisites: See Chapter three.

Objectives: Students who pass the course:

Knowledge:
- Must have knowledge and comprehension of the chosen subject based on leading international research.
- Must have knowledge and comprehension to use of methods of data acquisition related to actors in welfare food systems (foodscapes).
- Must have knowledge and comprehension of the different theoretical approaches for an Integrated Food Studies project reflecting the three different scientific traditions represented.
- Must have knowledge and comprehension of the different methods in an Integrated Food Studies context which can be used to answer the formulated problem.
- Must have knowledge and comprehension of science traditions within the natural science, humanities and social science professions and how these are reflected in the Integrated Food Studies approach.

Skills:
- Must be able to select and use relevant methodologies in the Integrated Food Studies context (qualitative and/or quantitative).
- Must be able to demonstrate ability to analyse empirical and theoretical living lab cases from the policy and network, public health nutrition or design approach.

Competences:
- Must be able to combine multifactorial and interdisciplinary relations in the different work areas.
- Must be able to reflect the strengths and weaknesses of the interdisciplinary work.
- Must be able to apply creative solutions to different food and meal topics based on interdisciplinary work.
- Must be able to apply theoretical knowledge and comprehension in a
critical – constructive dialogue with organisations and companies.
• Must be able to reflect the analysis and results of the chosen problem.

Type of instruction: See introduction to chapter 3 for general arguments and work forms.
Exam format: The course will be assessed through intermediate reports and/or an individual oral or written examination of the parts not assessed through intermediate reports. Minor parts of the work in courses and/or projects can be performed as an individual activity.


Chapter 4: Entry into Force, Interim Provisions and Revision
The curriculum is approved by the Dean of the Faculty of Engineering and Science and enters into force as of September 2013.

In accordance with the Framework Provisions and the Handbook on Quality Management for the Faculties of Engineering, Science and Medicine at Aalborg University, the curriculum must be revised no later than 5 years after its entry into force.

Chapter 5: Other Provisions

5.1 Rules concerning written work, including the Master’s thesis
In the assessment of all written work, regardless of the language it is written in, weight is also given to the student's spelling and formulation ability, in addition to the academic content. Orthographic and grammatical correctness as well as stylistic proficiency are taken as a basis for the evaluation of language performance. Language performance must always be included as an independent dimension of the total evaluation. However, no examination can be assessed as ‘Pass’ on the basis of good language performance alone; similarly, an examination normally cannot be assessed as ‘Fail’ on the basis of poor language performance alone.

The Board of Studies can grant exemption from this in special cases (e.g., dyslexia or a native language other than Danish).
The Master’s thesis must include an English summary. If the project is written in English, the summary must be in Danish. The summary must be at least 1 page and not more than 2 pages. The summary is included in the evaluation of the project as a whole.

5.2 Rules concerning credit transfer (merit), including the possibility for choice of modules that are part of another program at a university in Denmark or abroad

In the individual case, the Board of Studies can approve successfully completed (passed) program elements from other Master’s programs in lieu of program elements in this program (credit transfer). The Board of Studies can also approve successfully completed (passed) program elements from another Danish program or a program outside of Denmark at the same level in lieu of program elements within this curriculum.

Decisions on credit transfer are made by the Board of Studies based on an academic assessment. See the Framework Provisions for the rules on credit transfer.

5.3 Rules for examinations

The rules for examinations are stated in the Examination Policies and Procedures published by the Faculties of Engineering, Science and Medicine on their website.

5.4 Exemption

In exceptional circumstances, the Board of Studies study can grant exemption from those parts of the curriculum that are not stipulated by law or ministerial order. Exemption regarding an examination applies to the immediate examination.

5.5 Additional information

The current version of the curriculum is published on the Board of Studies’ website, including more detailed information about the program, including exams.

Completion of the Master’s program

The Master’s program must be completed no later than four years after it was begun.

Rules and requirements concerning the reading of texts in foreign languages and a statement of the foreign language knowledge this assumes

It is assumed that the student can read academic texts in modern Danish, Norwegian, Swedish and English and use reference works, etc., in other European languages.
1 Or another foreign language (upon approval from the Board of Study)
2 The Board of Studies can grant exception from this.