Curriculum for the Master’s Programme in Integrated Food Studies
Cand.scient.tech.

Aalborg University
September 2015
Preface

Pursuant to Act 960 of August 14, 2014 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.

Commencement of this curriculum is 1. September 2015.
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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 Higher Education and Science’s Ministerial Order no. 1520 of December 16, 2013 on Bachelor’s and Master’s Programmes at Universities (the Ministerial Order of the Study Programmes) and Ministerial Order no. 670 of June 19, 2014 on University Examinations (the Examination Order) with subsequent changes. Further reference is made to Ministerial Order no. 1488 of December 16, 2013 (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 falls under School of Architecture, Design and Planning, Faculty of Engineering and Science.

1.3 Board of Studies affiliation
The Master’s program falls under the Board of Studies for Planning and Geography
Chapter 2: Admission, Degree Designation, Program Duration and

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

A BSc in Techno Anthropology, Sustainable Design or the like will give admission if the student has been following a course in Introduction to Food Anthropology.

All students applying must document English language qualifications comparable to an ‘English B level’ in the Danish upper secondary school (minimum average grade 02).

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.tech. i integrerede fødevarestudier. The English designation is: Master of Science (MSc) in 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 Candidatus graduate has the following competency profile:

A Candidatus graduate has competencies that have been acquired via a course of study that has taken place in a research environment.

A Candidatus graduate is qualified for employment on the labour market on the basis of his or her academic discipline as well as for further research (PhD programmes).

A Candidatus graduate has, compared to a Bachelor, developed his or her academic knowledge and independence so as to be able to apply scientific theory and method on an independent basis within both an academic and a professional context.
2.5 Competence profile of the Master’s program:

Knowledge

- Has knowledge in the areas of Food Design, Public Health Nutrition and Food Networks & Innovation based on state-of-the art 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 relevant theoretical aspects (drawing from both natural, technical and social sciences) of mapping and analysing food, food systems and food networks.
- Has knowledge of the practical-material aspects of an innovative design process in Food Studies 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.
- Students are skilled in using Problem Based Learning methods
- 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 perform multidisciplinary research and 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 apply appropriate scientific traditions and schools from IFS disciplines to develop innovative methodologies to address a food related problem or understand food related phenomena.
- Can provide research-based advice for food-related tasks.
- Can independently take responsibility for own professional development and specialisation.
- Can handle positions in both business and administrative organisation offering analytical overview and leading competencies in Integrated Food Studies.
- Can contribute to new innovative design and aspects of product and concept development relating to Integrated Food Studies of the food business and strategic communication.
Chapter 3: Content and Organisation of the Program

The Master’s programme in Integrated Food Studies emphasises a holistic perspective on food production, eating public meals, focusing not only on obtaining sufficient amounts of nutrition, but also achieving sufficient health, or innovating food production with new technologies and systems. The Master’s programme 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. Throughout the remaining text the research area will occur as PHN.

b) Food Networks & Innovation is the socio-technical understanding of food-practices and policy-process related context of food systems. Throughout the remaining text the research area will occur as Network & Innovation

c) Food Design is the aesthetic-analytical understanding and creative work relating to aspects of food and food contexts. Throughout the remaining text the research group will occur as DESIGN.

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 a specific course for each discipline. The projects will be interdisciplinary and the capability to integrate insights from 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 5 ECTS (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, Foodscapes Labwork; societal issues, field work and lectures. The laboratory work will mainly be concentrated on entrepreneurial cooking and taste activities.

The examination-model will be a combination of one or more of the elements: 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 program is structured in modules and organised as a problem-based study. A module is a program element or a group of program elements, which aims to give students a set of professional skills within a fixed time frame specified in ECTS credits, and concluding with one or more examinations within specific exam periods. Examinations are defined in the curriculum

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
- Fieldwork
- 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>Welfare Foodscapes</td>
<td>10</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Mapping Meals and their Spaces</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Actor Mapping in Food Networks</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Meal Systems and Technologies</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td>2nd</td>
<td>Foodscapes – Enterprises</td>
<td>15</td>
<td>7-point scale</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Governance and Change Management in Modern Food Systems</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Mapping Food and its Structures</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Public Health Nutrition</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td>3rd</td>
<td>Four elective projects:</td>
<td>15</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>a) Integrated Foodscapes , or</td>
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<tr>
<td></td>
<td>b) Food Design , or</td>
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<td></td>
<td>c) Changing Public Food Systems , or</td>
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<td></td>
<td>d) Food Studies and Network</td>
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<td></td>
<td>Strategic Communication and Staging on Food, Sustainability and Health</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
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<tr>
<td></td>
<td>Food Concept Design: Mapping Strategic and Service-Oriented Possibilities within Food Businesses</td>
<td>5</td>
<td>7-point scale</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Foodscapes and Project Management</td>
<td>5</td>
<td>Pass/Fail</td>
<td>Internal</td>
</tr>
<tr>
<td>4th</td>
<td>Master’s Thesis</td>
<td>30/45</td>
<td>7-point scale</td>
<td>External</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
Descriptions of modules, projects and courses

General prerequisites for this master program are to be found above.

1st semester: Welfare Foodscapes

<table>
<thead>
<tr>
<th>Title</th>
<th>Introductory Project / Introduktionsprojekt</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>1st semester</td>
</tr>
<tr>
<td>ECTS</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>Objectives</td>
<td>Students who pass the project:</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Should have knowledge of the problem based learning formulation process (defining a problem, problem analysis and problem formulation).</td>
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<td></td>
<td>Should have knowledge of the group work process and the tools to ensure a food problem based learning process.</td>
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<td></td>
<td>Should have basic knowledge of the three different approaches (PHN, Network &amp; Innovation and Design) involved in the IFS master.</td>
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<td>Should be able to perform a problem analysis of an IFS relevant topic</td>
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<td>Must have basic knowledge of the use of the different laboratory facilities</td>
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</table>

| Skills                       | Should be able to state the choice of problem formulation. |
|------------------------------| Should be able to identify the three research areas (PHN, Network & Innovation and Design) related to the IFS profile. |

| Competences                  | Should be able to demonstrate a group presentation. |
|------------------------------| Should be able to explain the group process and the process with the project report. |
|                              | Should be able to summarise the learning process from project formulation to final outcome. |

| Exam format                  | The project will be assessed through writing of a group report and an individual oral presentations of the work in the groups. |

| Assessment                   | Pass/Fail. Evaluation criteria are stated in the Framework Provisions |
Title: Welfare Foodscapes / Velfærds-foodscapes

Semester: 1st semester

ECTS: 10 ECTS

Objectives: Students who pass the project:

Knowledge:
- Should have knowledge and comprehension of the use of methods of data acquisition related to actors in the selected welfare food systems, and sustainable food systems.
- Should have knowledge and comprehension of potential method which can be used to answer the formulated problem.
- Should be able to describe and apply the theoretical approach used in the project.
- Should have knowledge and comprehension of the three research traditions: PHN, Network & Innovation and Design.

Skills:
- Should be able to use different mapping methods in welfare foodscapes, e.g. schools, kindergartens, and hospitals, canteens and the supply chains.
- Should be able to analyse welfare foodscapes from an approach integrating the disciplines of food-actor-networks, food design and public health nutrition.
- Should be able to demonstrate ability to analyse empirical or theoretical cases based on the theoretical and methodological approaches presented in the semester.

Competences:
- Should be able to demonstrate ability to evolve different complexities of public welfare food and meal topics.
- Should be able to discuss the different science traditions related to a specific welfare foodscapes case and the implications of different methodological approaches.
- Should be able to describe the analysis of the chosen problem.
- Should be able to describe the group process and the process writing the project report.

Exam format: Group oral examination on the basis of written project report.

Assessment: 7-point scale. Evaluation criteria are stated in the Framework Provisions.
Title  
Mapping Meals and their Spaces / Måltids- og spiserumsanalyse og historie

Semester  
1st semester

ECTS  
5 ECTS

Objectives

Students who complete the course:

- Should have basic knowledge about the aesthetic-analytical dimensions of meal-spaces and design of meal-experiences.
- Should be able to state, recite and list historic events, key-masters, époques, ideas and movements concerning the development of meal-spaces and their related meal-experiences presented with the course.
- Should be able to identify, classify and summarise key theoreticians, methodologies, and creative tools related meal-spaces and meal-experiences presented in the course.
- Should be able to describe, explain and exemplify key-artefacts or archetypal spaces (i.e. food products, dishes, settings, interiors, furniture or utensils) related meal-spaces and meal-experience.
- Should be able to critically distinguish between theoretical models related meal-spaces and meal-experience, and as part hereof identify problems of scientific value within their own portfolio work.

Skills

- Should be able to analyse and evaluate a given artefact or space related meals and meal-experiences within the overall historical framework, and based on an understanding of the different theories and methodologies presented in the course.
- Should be able to relate, implement, apply or combine relevant theory on meal-spaces and meal-experiences to their own work, 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 the basic communication techniques, creative tools and analytical models, presented in the course, related meal-spaces and meal-experiences for presentation/portfolio work.
- Should be able to plan, work out and perform a portfolio with a proposal for a Meal-space and its meal-experience in relation to a chosen problem and framework.

Competences

- Should independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical-creative elements presented within the course.
- Should be able to discuss and evaluate the quality and/or relevance of existing theory and methods presented in the course, and be able to put this into perspective relative to their own portfolio work.
- Should be able to reflect on and judge existing meal-spaces 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  Each student will use a portfolio as a guideline for the oral presentation. Besides this there will be an individual oral examination. At the exam it is expected that all demands for the portfolio have been fulfilled.

Assessment  Pass/Fail. Evaluation criteria are stated in the Framework Provisions
Title: Actor Mapping in Food Networks / Aktørkortlægning i fødevarenetværk
Semester: 1st semester
ECTS: 5 ECTS

Objectives: Students who complete the course module:

Knowledge:
- Should 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
- Should be able to communicate the results of the project work.
- Should have knowledge of the major theoretical approaches to critical and constructive analysing food networks.
- Should have knowledge of methods to perform Living Lab research and implement user-orientation in food networks

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

Competences:
- Should be able to map the most important networks and institutions around a meal-system.
- Should be able to identify actors, institutions and their relations, and to discuss and account for their roles in a real-life setting (living lab).
- Should be able to apply relevant actor mapping theories and methodologies on specific cases.

Exam format:
The exam will be a combination of a group work activity and an individual report. The students must in their project groups make a poster visualizing the mapping of the major actors and/or objects and discourses relating to the project topics according to concepts presented in the course. Besides this group presentation students are asked to hand in an individual report where they are expected to reflect and argue their choices in the group based poster maps.

Assessment:
7-point scale. Evaluation criteria are stated in the Framework Provisions
## Title
Meal Systems and Technologies / Måltidssystemer og teknologi

## Semester
1st semester

## ECTS
5 ECTS

## Objectives
Students who complete the module:

- Should 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.

- Should demonstrate knowledge and understanding of the history and development of public food systems.

- Should have knowledge of the approach to public meals from a public health nutrition perspective.

- Should have knowledge about how public food supply chains are organised and work as a ‘food system’, including food preservation methods, good manufacturing practices, and hazard analysis and food hygiene.

- Should be able to demonstrate knowledge about how technical issues relate to public food systems.

- Should demonstrate knowledge and comprehension on how sustainability and nutrition concerns are impacting public food systems.

- Should know basic descriptive statistics.

## Skills

- Should be able assess the different public food systems from an integrated PHN approach.

- Should be able to use the Foodscape lab facilities and installed software.

- Should be able to analyse foodscape-related data and present their results in a proper manner.

- Should be able to work on a multi-disciplinary problem within public meals to address a specific challenge in concrete public food systems

- Should be able to develop comprehensive public food concepts

## Competences
- Should be able to integrate the public health nutrition aspects to the public meals systems.

- Should demonstrate the ability to analyse critically a specific public food system and technologies.

- Should be able to contribute critically to the design of public food systems including technological design of production, serving and catering.

- Should actively demonstrate how to work as part of a team to address a solution with respect to public food system, facultative by the use of food lab installations, and applying the public health nutrition logic.

## Exam format
1. The course assignment: Students will prepare a short report (max 1.500 words).

2. Students give a short presentation followed by a short discussion

## Assessment
7-point scale. Evaluation criteria are stated in the Framework Provisions.
## 2nd semester: Foodscapes Enterprises

<table>
<thead>
<tr>
<th>Title</th>
<th>Foodscapes – Enterprises / Foodscape innovation og entreprenørskab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>2nd semester</td>
</tr>
<tr>
<td>ECTS</td>
<td>15 ECTS</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>See Chapter 3</td>
</tr>
<tr>
<td>Objectives</td>
<td>Students who complete the project:</td>
</tr>
<tr>
<td>Knowledge</td>
<td>• Should show/demonstrate knowledge and comprehension of Governance and Change Management in Modern Food Systems and the use of methods of data acquisition related to public regulation, food policy processes</td>
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<td></td>
<td>• Should have knowledge and comprehension of public health nutrition.</td>
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<td></td>
<td>• Should be able to offer integrated and multidisciplinary solutions on the basis of methodological and theoretical ability to navigate in the complexity of food and meal enterprise issues</td>
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<tr>
<td></td>
<td>• Should be able to describe and apply the theoretical approach used in the project.</td>
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<tr>
<td>Skills</td>
<td>• Should be able to identify policy processes, construct strategic design or construct intervention studies, in a Foodscapes enterprise context.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to offer integrated and multidisciplinary solutions on the basis of methodological and theoretical ability to navigate in the complexity of food and meal enterprise issues.</td>
</tr>
<tr>
<td>Competences</td>
<td>• Should be able to demonstrate ability to discuss different complexities of food and meal topics.</td>
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<tr>
<td></td>
<td>• Should be able to differentiate the science traditions related to a specific Foodscapes Enterprise case</td>
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<tr>
<td></td>
<td>• Should be able to discuss the implications of governance, policy, design or intervention strategies to the case content.</td>
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<tr>
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<td>• Should be able to apply creative solutions to different food and meal topics based on interdisciplinary work.</td>
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<td></td>
<td>• Should be able to apply and analyse a food related topic in the Foodscapes Enterprise context of second semester.</td>
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<tr>
<td></td>
<td>• Should be able to discuss and apply the governance aspects, product design issues, or public health aspects in the project.</td>
</tr>
<tr>
<td>Exam format</td>
<td>Oral exam based on the project report (and reflection document).</td>
</tr>
<tr>
<td>Assessment</td>
<td>7-point scale. Evaluation criteria are stated in the Framework Provisions.</td>
</tr>
</tbody>
</table>
Title: Governance and Change Management in Modern Food Systems / Politikker og strategier i komplekse fødevaresystemer

Semester: 2nd semester
ECTS: 5 ECTS

Objectives: Students who pass the course:

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

Skills:
- Should have skills in analysing societal and institutional issues of relevance for the development of new food related policies or strategies.
- Can apply relevant theoretical frameworks and methodologies to analyse policy governance
- Should be able to work with change management and innovation strategies.

Competences:
- Should be able to understand structural (institutional) aspects in different food systems.
- Should be able to identify food chain challenges both in relation to common food systems and in relation to individual consumption.
- Should be able to reflect the key concepts of the theories presented.
- Should 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.
- Should be able to structure and present a food systems policy topic within the framework of a scientific article

Exam format: Academic essay (fully referenced) where students apply relevant theories and methodologies relating to governance and change management in complex food systems. Oral exam where students present their “cases” and individual questions from the opponent group.

Assessment: Pass/Fail. Evaluation criteria are stated in the Framework Provisions
<table>
<thead>
<tr>
<th>Title</th>
<th>Mapping Food and its Structures / Fødevaredesign og strukturanalyse af måltidet og spiserummet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>2nd semester</td>
</tr>
<tr>
<td>ECTS</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>Objectives</td>
<td>Students who pass the course:</td>
</tr>
<tr>
<td>Knowledge</td>
<td>• Should have basic knowledge about the aesthetic-analytical dimensions of food-design and food-product innovation.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to state, recite and list major events, époques, epistemological ideas and movements concerning the development of food-design and their related structures within the historic frames of food-design and food-product innovation presented in the course.</td>
</tr>
<tr>
<td></td>
<td>• As part hereof the student should be able to identify, classify and summarise key theoreticians, thinkers, masters, methodologies and practitioners creative tools related the overall profession of making food (techniques, theories and practice food-design and food-product innovation presented in the course.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to describe, explain and exemplify historical as well as contemporary key-artefacts (i.e. packaging, labels, brands, campaigns, machines or utensils) related food-design and food-product innovation.</td>
</tr>
<tr>
<td>Skills</td>
<td>• Should be able to identify, analyse and evaluate a given product, brand, packaging, structure or technique related food-design and food-product innovation within the overall historical framework, and based on knowledge and comprehension of the theories and methodologies presented in the course.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to relate, implement, apply, combine and coordinate this interdisciplinary aesthetic-analytical understanding with an innovative and a related production practice in food companies.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to argue and elaborate on the specific choice- or selection of epistemology and methodology.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to structure and apply general the basic communication techniques, analytical models and graphical creative tools related the disciplines of food-design and food-product innovation for presented in the course for presentation/portfolio work.</td>
</tr>
<tr>
<td></td>
<td>• Should be able to plan, generate and perform a portfolio with a proposal for a Food-design and its Food-product innovation in relation to their chosen problem and framework.</td>
</tr>
</tbody>
</table>
Competences

- Should independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical-creative elements presented within the course.
- As part hereof the student should be able to discuss and evaluate the quality and relevance of existing theory and methods presented in the course, and be able to put this into perspective relative to their own portfolio work.
- Should also be able to reflect on and judge existing food-design and food-product 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 their own portfolio work.

Exam format

The exam format for the course is an individual oral exam.

Assessment

7-point scale. Evaluation criteria are stated in the Framework Provisions.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Public Health Nutrition / Folkesundhedsernæring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td>2nd semester</td>
</tr>
<tr>
<td><strong>ECTS</strong></td>
<td>5 ECTS</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Students who pass the course:</td>
</tr>
</tbody>
</table>
| **Knowledge** | • Should have knowledge of the fundamentals of nutritional epidemiology, the determinants of food intake, the public health nutrition (PHN) process, and of PHN related interventions.  
• Should have knowledge of different health behavioural theories in relation to the choice of foods and their impact on the population’s health  
• Should have knowledge of the different tools used for the assessment of food intake, nutritional status and physical activity as part of PHN research.  
• Should have knowledge of how to write and structure a scientific publication. |
| **Skills** | • Should be able to integrate the PHN approach into broader food-related studies.  
• Should be able to contribute to the design, planning and implementation of nutrition interventions as a part of broader health programmes (multidisciplinary approach).  
• Should be able to write a PHN 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. |
| **Competences** | • Must be able to design, manage, implement, understand and evaluate multi-sector nutritional interventions and their outcomes.  
• Must be able to critically assess the value of scientific publications.  
• Must be able to apply appropriate research methods and analyse data accordingly.  
• Must be able to recognise the need of specific outcome measures in interventions and their interpretation. |
| **Exam format** | Students submit a scientific manuscript presenting the results of their group experiment(s) and present this manuscript for the other groups. |
| **Assessment** | 7-point scale. Evaluation criteria are stated in the Framework Provisions. |
3rd Semester: Foodscapes - Integrated Foodscapes

On the 3rd semester students have to choose between 4 types of projects:

a) Integrated Foodscapes, or  
b) Food Design, or  
c) Changing Public Food Systems, or  
d) Food Studies and Network

All projects are 15 ECTS and the exam format is oral examination on the basis of written project. The projects will be assessed on the 7-point scale.

Students can choose to combine the 3rd semester project with the Master’s Thesis (4th semester) in an Extended Master’s Thesis (45 ECTS). The learning goals will follow the learning goals of the Master’s Thesis (p.29), although deeper theoretical reflections and/or more empirical data are expected.

<table>
<thead>
<tr>
<th>Project Module</th>
<th>Integrated Foodscapes / Integrerede Foodscapes (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>3rd semester</td>
</tr>
<tr>
<td>ECTS</td>
<td>15 ECTS</td>
</tr>
<tr>
<td>Objectives</td>
<td>Students who pass the project:</td>
</tr>
</tbody>
</table>
| Knowledge      | • Should have knowledge and comprehension of the use of methods of data acquisition related to an Integrated Food Studies context.  
• Should have knowledge and comprehension of the different theoretical backgrounds in the scientific approaches presented throughout the master  
• Should have knowledge and comprehension of relevant methods, which can be used to answer the formulated project problem-formulation in an integrated manner.  
• Should be able to describe and apply the theoretical approach used in the project |
| Skills         | • Should be able to describe and discuss the different methods in an Integrated Food Studies context.  
• Should be able to demonstrate ability to analyse empirical and theoretical project content based on the theoretical and methodological discussions of the integrated approach. |
Competences

- Should demonstrate ability to reflect on and discuss different complexities of food and meal topics.
- Should be able to differentiate the science traditions related to an integrated approach.
- Should be able to apply innovative and various solutions to different food and meal topics based on interdisciplinary work and knowledge from courses.
- Should be able to argue analytically for the (use of) theory, methods and case chosen in their projects to communicate food related strategies and to stage food related issues into relevant fora.
- Should be able to discuss the implications of the integration of methods and theories in relation to a specific project content.

Exam format
Oral examination on the basis of written project.

Assessment
7-point scale. Evaluation criteria are stated in the Framework Provisions.

Project Module

Title: Food Design / Fødevaredesign (b)
Semester: 3rd semester
ECTS: 15 ECTS

Objectives
Students who pass the project:

Knowledge
- Should have knowledge of theoretical and methodological implications of working with strategic design in food studies.
- Should have knowledge of conceptual aesthetic strategies and methods creative tools for working with food events, food innovation, food products, food campaigns and meal experiences.
- Should have knowledge of the methods and relating to practical involvement implications with of external collaboration collaborators with such as food companies, food producers, food events etc.

Skills
- Should be able to actively use strategic different design methods, creative tools and theory in the design process of involving relevant stakeholders.
- Should be able to applying food design methodological concepts and creative tools in food innovation in all kinds of different food environments, public as private.
- Should be able to analyse and/or develop integrated food design conceptual solutions related to food innovation and food experience.

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

Exam format
Oral examination on the basis of written project.
### Assessment
7-point scale. Evaluation criteria are stated in the Framework Provisions.

### Project Module
**Title**: Changing Public Food Systems / Forandring af offentlige måltidssystemer (c)
**Semester**: 3rd semester
**ECTS**: 15 ECTS
**Objectives**: Students who pass the project:
- Should have knowledge of agendas and strategies related to healthier eating and health promotion in public and private organisations.
- Should have knowledge about participatory methods for involving users in food, health and nutrition related innovation.
- Should have knowledge about evidence and research based evaluation of food, health and nutrition related innovation.

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

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

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

### Assessment
7-point scale. Evaluation criteria are stated in the Framework Provisions.

### Project Module
**Title**: Food Studies and Network / Kvalitative fødevarestudier (d)
**Semester**: 3rd semester
**ECTS**: 15 ECTS
**Objectives**: Students who pass the project:
- Should have knowledge of how to analyse and design actual food related agendas and strategies in public and private companies, institutions and networks.
- Should have knowledge of learning and communication methods and theories relevant to food studies.
- Should have knowledge of how to identify and analyse food network related strategies and policies.
- Should have knowledge of how to construct and design a comprehensive Food Studies project by using field study methodology or by constructing a network analysis of a given case.
Skills

- Should be able to facilitate and manage change processes in public or private food companies, institutions and networks.
- Should be able to identify different user perspectives and needs (e.g. through user involvement) and translate these into innovative products, technologies or systems.

Competences

- Should be able to choose and analyse a meal or food related topic in the context of innovative food studies.
- Should 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.
- Should be able to reflect on the interaction with other academic and professional actors in developing innovative food related change strategies.
- Should be able to argue for the chosen methodological and theoretical approach of the project.

Exam format

Oral examination on the basis of written project.

Assessment

7-point scale. Evaluation criteria are stated in the Framework Provisions
Course Module
Title
Semester
ECTS
Objectives
Knowledge
• Should have knowledge of the different staging and strategic communication theories.
• Should have knowledge of different actors’ approaches to strategic communication and intermediate methods.
• Should have knowledge of how communicative staging can be integrated in food business models.
• Should have knowledge of the different theoretical aspects of writing in different scientific traditions and the implication for the communicated material.
• Should have knowledge of different communicative environments and contexts.
• Should have knowledge of different forms of communication channels/technologies, their different uses and appropriation by receivers - also in a historical perspective.
Skills
• Should be able to analyse and deconstruct the communicative staging in food supply markets, chains and networks and in regulatory regimes.
• Should be able to analysing the advantages and barriers of the different strategies in public or private food companies / networks.
• Should be able to combine theoretical knowledge with concrete use in specific food companies, institutions and civil networks.
Competences
• Should 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.
• Should be able to implement strategic communication for integrated food studies concepts and cases.
• Should be able to master - through presentations and workshops etc. skillful application of theoretical and empirical knowledge to communicative problems and solutions.
Exam format
All groups prepare a 15 minute presentation addressing an assigned question. The presentation will be given at an oral examination seminar, followed by 15 minutes of questions and feed-back from the lecturers and other students. Besides this presentation all students will be assign an individual essay. The essay should not exceed five pages.
Assessment
7-point scale. Evaluation criteria are stated in the Framework Provisions.
Course Module

<table>
<thead>
<tr>
<th>Title</th>
<th>Food Concept Design: Mapping Strategic and Service-Oriented Possibilities within Food Businesses / Design af fødevarekoncepter: Kortlægning af strategiske og serviceorienterede muligheder for fødevarevirksomheder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>3rd semester</td>
</tr>
<tr>
<td>ECTS</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>Objectives</td>
<td>Students who pass the course:</td>
</tr>
</tbody>
</table>
| Knowledge | • Should have basic knowledge within about the aesthetic-analytical dimensions frames of food service-concept design and food strategic-design  
• Should be able to state, recite and list major design theories, design methods and creative design tools concerning the development of strategic and service-oriented food concepts in a professional presented in the course.  
• Should be able to identify, classify and summarize key theoreticians, thinkers and ideas related the overall disciplines of food service-design and food strategic-concept design presented in the course.  
• Should be able to describe, explain and exemplify historic as well as key food concepts (i.e. food campaigns, food brands, food company profiles, or food events etc.) drawing on strategic services and interdisciplinary concepts related food design.  
• Should be able to critically distinguish between design theoretical models and concepts related the disciplines of food service-design and food strategic-design, and as part hereof. |
| Skills | • Should be able to use different creative design tools and design methodologies presented in the course to analyse and evaluate a given food concept.  
• Should as be able to relate, implement, apply or combine relevant theory on food to their own portfolio work.  
• Should be able to argue for the specific choice- or selection of methodology, creative tools and design process in a proficient way.  
• Should be able to structure and apply the basic communication techniques, analytical models and creative tools related food concept design presented in the course for presentation/portfolio work.  
• Should be able to plan, work out and perform food concepts in relation to their chosen problem and framework. |
Competences

- Should be able to independently demonstrate an overview - and a basic understanding of the different theoretical, methodological and practical-creative elements presented within the course.
- Should be able to discuss and evaluate the quality and/or relevance of existing theory, methods and creative tools presented in the course, and be able to put this into perspective relative to their own project portfolio work.
- Should be able to involve the relevant stakeholders and determine key-actors important for their chosen problem and framework.
- Should 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.
- Should be able to develop new food concepts for companies, organisations etc.

Exam format

The course will be assessed through a portfolio and an individual oral examination. Minor parts of the work in the course can be performed as an individual activity.

Assessment

7-point scale. Evaluation criteria are stated in the Framework Provisions
Course Module

Title Foodscapes and Project Management / Resultatorienteret Foodscapes projektledelse

Semester 3rd semester

ECTS 5 ECTS

Objectives Students who pass the course:

Knowledge

• Should have knowledge of theories and methodologies concerning project management strategies.
• Must have knowledge of project communication planning, identity building and handling of press
• Should have knowledge of Standard project management and scheduling tools.
• Should have knowledge of principles and concepts of risks and contingencies.
• Should have knowledge of principles of fundraising.
• Should have knowledge of concepts and theory of project management and organisation.
• Should have knowledge of stakeholder theory, analysis and management.
• Should know budgetary planning of projects and principles of fundraising.
• Should have knowledge of project communication in foodscapes environments.

Skills

• Should be able to use project stakeholder analysis- and management.
• Should be able to use project contingency/risk analysis- and management.
• Should be able to evaluate and follow-up on projects.

Competences

• Should 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.
• Should be able to build consortia and write proposals for national and international fundraising for foodscapes R&D.

Exam format Written group assignment (10 pages) and written individual examination.

Assessment Pass/Fail. Evaluation criteria are stated in the Framework Provisions
4th semester: Master’s Thesis

During the 4th semester at Aalborg University, the Master’s Thesis is completed. The Master’s Thesis could be combined with the project module at the 3rd semester in an extended Master’s Thesis.

Title | Master’s Thesis / Kandidatspeciale
---|---
Semester | 4th semester
ECTS | 30 ECTS/45 ECTS
Prerequisites | All course and project modules from 1st – 3rd semester must be passed before students can start the 4th semester.

Objectives

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 modern food systems.
- Must have knowledge and comprehension of the different theoretical approaches for an Integrated Food Studies project.
- Must have knowledge and comprehension of the different methods in an Integrated Food Studies context, which can be used to answer the formulated problem.

Skills

- Must be able to select and use relevant Integrated Food Studies methodologies in the Food Studies whether qualitative, and/or quantitative, to collect data, analyse data and report research findings according to scientific standards.

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.

Exam format | Oral examination on the basis of written project
Assessment | 7-point scale. Evaluation criteria are stated in the Framework Provisions
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 1. September 2015.

Students who wish to complete their studies under the previous curriculum from 2012 must conclude their education by the summer examination period 2016 at the latest, since examinations under the previous curriculum are not offered after this time.

In accordance with the Framework Provisions 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).

The Master’s thesis must include an English summary. If the project is written in English, the summary could also 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.

The Board of Studies based on an academic assessment makes decisions on credit transfer. 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.

\[\text{\textsuperscript{i}}\text{ Or another foreign language (upon approval from the Board of Study) \textsuperscript{ii} The Board of Studies can grant exception from this.}\]