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**Programme Specification**

**Title of Course: BSc (Hons) Nutrition (Human Nutrition)**

**Date Specification Produced: August 2012**

**Date Specification Last Revised:** **July 2022**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Nutrition (Human Nutrition)/BSc (Hons) Nutrition |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road Campus |
| **Programme Accredited by:** | Association for Nutrition (AfN) |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The study of nutrition at Kingston challenges students to investigate not only the science of food and diet, and their influence on health, but the impact of society on our attitudes to food. Using a range of teaching, learning and assessment techniques that address the diverse range of student needs and abilities, the programme begins with the basic science (the chemistry and utilisation of food and its constituents) that underpins the knowledge and understanding of this discipline. It then progresses to address how the basics are used in the application of nutrition for the analysis of diets and the nutrition needs of different groups within the UK. The more advanced areas of nutrition, including public health, emergency nutrition, food security, and sustainability, and diet and disease provide a ‘real world’ context necessary to demonstrate the complexity of this subject, which is unique due to its multidisciplinary nature.

The nutrition degree forms part of the academic provision of the School of Life Sciences, Pharmacy and Chemistry, within Applied and Human Sciences, which is also responsible for biological sciences, sport and exercise sciences and forensic science. These courses reflect the professional and teaching expertise of academic staff within the school and provide an essential and valuable resource that supports the teaching of nutrition. Furthermore, research carried out by staff is used to inform students of the progress that is being made in the areas of nutrition and health. Examples of current research include: understanding the health promoting properties of bioactive compounds within foods; the role of nutritional supplementation in enhancing exercise and sports performance; effective and valid ways of assessing body composition; and how our understanding of health and nutrition messages influence our attitudes and behaviour towards food.

To allow students to fully embrace the higher education experience and to prepare them for life after Kingston, the delivery of the academic component of the programme is integrated with activities and opportunities that encourage the development of both graduate and professional skills such the gathering, collating and presenting of data, effective communication, problem solving, time and task management and working independently. Some of the many ways in which the programme is committed to facilitating the acquiring of such skills include accreditation by the Association for Nutrition (AfN), the personal tutor scheme, internships and collaborations with nutrition organisations, and placement opportunities, lectures given by employers, utilizing social media such as LinkedIn and Facebook for the purposes of professional networking, and attending, and participating in, national and international conferences.

Graduates of this programme not only represent, and possess attributes, required to work as nutritionists, in the public and private sectors, but may be able to pursue further studies at postgraduate level in dietetics, clinical, sport and public health nutrition as well as teaching and medicine.

1. **Aims of the Programme**

The main aims of the BSc (Hons) Nutrition (Human Nutrition)/BSc (Hons) Nutrition programme are:

* to provide all students who take the programme with an in-depth knowledge and understanding of the core elements of human nutrition;
* to provide a foundation in the biosciences fundamental to the study of human nutrition;
* to enable students to identify, locate and critically appraise primary and secondary sources as a basis for independent study;
* to enable students to undertake a focussed independent research study in a specialised area of human nutrition, informed by an understanding of appropriate research methods and skills in critical appraisal;
* to develop subject related practical skills and professional competence in the collection, analysis, interpretation and representation of basic scientific, and nutritional, data and information;
* to extend and apply students’ knowledge of core human nutrition to specialist areas of human nutrition;
* to afford students with the opportunities to develop their written and oral communication skills;
* to prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, problem solving, practical and key (transferable) skills;
* to produce undergraduates with a knowledge and skills base that allow pursuit of careers in a variety of work environments such as in the food and pharmaceutical industries, local government, agencies and departments of national government and clinically-related employment (including research);
* to make available training and development in relevant software programmes;
* to give students the experience of interacting with nutritionists, public health nutritionists and dieticians working in the private and public sectors.

Additional aim of the BSc (Hons) Nutrition (Human Nutrition)/BSc (Hons) Nutrition Sandwich Programme is:

* to provide a work based environment in which students can apply their knowledge and understanding of nutrition and the basic sciences combined.
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills (both subject specific and generic) in Nutrition. The programme learning outcomes relate to the typical students and are referenced to the QAA subject benchmarks for Biomedical Sciences (2019), and Biosciences (2019), and Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2019), the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2015) and the Association for Nutrition (AfN) competencies. (PLEASE NOTE: The programme learning concerning knowledge and understanding overlap with the core competencies of the AfN). The AfN competencies (detailed in Appendix 1) are required for registration with the UK Voluntary Register of Nutritionists (UKVRN) and for degrees seeking accreditation. These core competencies, and their sub-competencies, are also detailed in Appendix 1 where they are mapped against the modules that make up the programme.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the programme students will have knowledge and understanding of:** |  | **Intellectual skills – able to:****On completion of the programme students will be able to:** |  | **Subject Practical skills** **On completion of the programme students will be able to:** |
| A1 | The scientific basis of nutrition (including those subjects that complement the study of nutrition – biochemistry, physiology, immunology and pharmacology and microbiology) and of nutritional requirements from the molecular through to the population level – for either human or animal systems **(AfN Core Competency 1)**. | B1 | Critically analyse and appraise information from both primary and secondary sources | C1 | Carry out subject-related practical work safely and understand ethical and safety issues, including implications of copyright and data protection, preparing completed CoSHH forms and conducting risk assessments and the correct handling of biological material |
| A2 | The food chain and its impact on food choice. Integrating the food supply with dietary intake **(AfN Core Competency 2)**. | B2 | Solve complex problems by use of appropriate learning technologies and management systems | C2 |  Efficiently perform practical techniques required for food science and food safety |
| A3 | Food in a social or behavioural context, at all stages of the lifecourse **(AfN Core Competency 3)**. | B3 | Plan, conduct and report on an individual research project | C3 | Use techniques commonly used in assessing nutritional status and to demonstrate competency in these techniques |
| A4 | How to apply the scientific principles of nutrition for the promotion of health and well being of individuals, groups and populations; recognising benefits and risks **(AfN Core Competency 4)**. | B4 | Assemble data from a variety of sources (including academic literature) and discern and establish connections | C4 | Demonstrate skills in the evaluation and interpretation of data obtained using nutritional assessment techniques |
| A5 |  Professional Conduct and the nutritionists Code of Ethics along with evidence of good character **(AfN Core Competency 5)** anda broader knowledge of the career opportunities in areas related to human nutrition. | B5 | Demonstrate the ability to be independent, autonomous learners | C5 | Use appropriate techniques to analyse dietary intake data and demonstrate skills in the interpretation and utilization of these data |
| **Key Skills** |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concessions to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts | BK4 | Communicate relevant information with accuracy, using form, structure and style to suit purpose | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments  | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  |  |  |
| **Teaching/learning methods and strategies** |
|  The range of learning and teaching strategies includes |
| * Lectures
* Practical work
* Seminars/demonstrations/workshops
* Case studies
* Group work

Details of the principles of these strategies are in Sections E2 and F. Descriptions of the actual strategies are in Appendix 5. | * Tutorials
* Independent studies
* Technology enhanced learning
* Project
* Work based learning
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| **Assessment strategies** |
| The assessment strategies employed include the following: |
| * Unseen examinations
* Multiple choice tests
* Short answer tests
* Practical reports
* Case studies
* Problem exercises
* Oral presentations and vivas

Details of the principles of these strategies are in Section F.  | * Data interpretation exercises
* Group and individual presentations,
* Essays
* Literature surveys
* Experimental designs
* Project reports
* Peer/self-assessment
* Computer based assessments
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A-level 96-120 UCAS points (grades BCC): A-levels should include a science subject with grade C or above, such as Chemistry, Biology, Nutrition and Food Science, Food Technology, Food Studies, Home Economics (Food, Nutrition and Health), Psychology and Physical Education. We also count Extended Project towards your total UCAS points. General Studies is not accepted.

BTEC Extended Diploma: minimum 96 points (Grades MMM) in appropriate science subjects (eg Applied Science).

Access to HE Diploma in science subjects (minimum of 96 points). We will consider a range of alternative Level 3 qualifications such as an Access Course in appropriate Science subjects which includes a minimum of 21 Level 3 credits in Biology and/or Chemistry at a Merit grade.

Plus GCSE grade 4 or above (previously grades A\*–C) in five subjects including English Language, Mathematics and Double Science (or Biology and Chemistry).

English Language qualifications equivalent to GCSE grade 4/5 (previously grade C or above) in English Language. For IELTS, a minimum score of 6.5 (with a minimum score of 6.0 in Reading, Listening, Speaking and Writing) or equivalent is required (because of professional body requirements), for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time/part-time mode, and leads to the award of BSc (Hons) Nutrition (Human Nutrition) /BSc (Hons) Nutrition (Human Nutrition) with Sandwich (SW). Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September. See Technical Annex for final award, registration and route information.

**E1. Professional and Statutory Regulatory Bodies**

Association for Nutrition (AfN).

**E2. Work-based learning, including sandwich programmes**

Work placements are actively encouraged. Individual students are guided by staff (placement co-ordinators, course leaders and personal tutors (the latter as part of the Personal Tutor Scheme – see below for more information about this scheme)) in the sourcing and securing of placements. This approach allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students who are registered on the degree on the sandwich mode are required to undertake a period of at least 36 weeks of supervised work experience. This is assessed, and successful completion is required for the award, but the placement is not graded. If it is not possible to find a suitable placement, it will be necessary to transfer a student’s registration to the non-sandwich degree. The Nutrition Field Leader, other members of the teaching team and the personal tutor, in collaboration with a Life Sciences’ work placement tutor and the Faculty of Health, Science, Social Care and Education (HSSCE) placement co-ordinators, facilitate and support students in finding appropriate work placements, which are mainly industrial placements. This support includes assisting students with preparation of their *curriculum vitae* (CV) and personal statements and running mock interviews. More on work-based learning and the support given can be found in section I on Employability.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions including how modules map against the curriculum standards of the AfN. Full details of each module will be provided in module descriptors and student module guides. A course diagram is in Appendix 2.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Biochemical Foundations of Life | LS4002 | 30 | 4 | 1 and 2 |
| Scientific and Laboratory Skills | LS4003 | 30 | 4 | 1 and 2 |
| Human Physiology | LS4004 | 30 | 4 | 1 and 2 |
| Food and Nutrition 1: An Introduction \* | LS4006 \* | 30 | 4 | 1 and 2 |
| Progression to level 5 requires successful completion of core modules. However, this course permits progression from level 4 to level 5 with 90 credits at level 4 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6. The only Level 4 module that cannot be trailed to level 5 is LS4006, as per professional and statutory regulatory body requirement.Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Proteins and Metabolism | LS5002 | 30 | 5 | 1 and 2 |
| Principles in Pharmacology with Research Methods | LS5003 | 30 | 5 | 1 and 2 |
| Food and Nutrition 2: Applied Nutrition \* | LS5007 \* | 30 | 5 | 1 and 2 |
| Infection and Immunity | LS5008 | 30 | 5 | 1 and 2 |
| Progression to level 6 requires successful completion of core modules. However, this course permits progression from level 5 to level 6 with 90 credits at level 5 or above, unless specific module prerequisites prevent trailing of credit. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before progression to level 6. The only Level 5 module that cannot be trailed to level 6 is LS5007, as per professional and statutory regulatory body requirement. In addition, as mentioned above, all level 4 modules must be passed (including any trailing module) for a level 5 module to be allowed to be trailed to level 6. Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. |

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| **Level 6** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |  |
| Food and Nutrition 3: Public Health Nutrition \* | LS6009 \* | 30 | 6 | 1 and 2 |  |
| Food and Nutrition 4: Contemporary Issues in Food and Nutrition \* | LS6010 \* | 30 | 6 | 1 and 2 |  |
| Nutrition Project Module \* | LS6015 \* | 30 | 6 | 1 and 2 |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Clinical Chemistry and Haematology (Blood Sciences) | LS6005 | 30 | 6 | 1 and 2 | Genes, Cells and Tissues (LS4001) ORHuman Physiology (4004) |
| Clinical Immunology and Medical Microbiology | LS6006 | 30 | 6 | 1 and 2 | Infection and Immunity (LS5008) |
| Health and Exercise Physiology | LS6016 | 30 | 6 | 1 and 2 | Human Physiology(LS4004) |
| Level 6 requires the successful completion of the compulsory modules and one option module.\* It is a professional and statutory regulatory body requirement that the modules LS4006, LS5007, LS6009, LS6010 and LS6015 must be passed and cannot be compensated. |

1. **Principles of Teaching Learning and Assessment**

**Teaching and Learning Strategies:**

To reflect its complexity and diversity, and also students’ progress from Levels 4-6, a wide range of learning and teaching strategies (both teacher and student centred) are used to deliver this programme. The programme sets out to ensure that students learn actively and effectively using the strategies detailed below. At all levels, students are encouraged, through collaborative guidance and support provided by academic staff, involved in the delivery of this programme, including personal tutors, through the Personal Tutor Scheme, to take responsibility for their learning.

During Level 4 students encounter a large volume of information, in the core areas of food and nutrition, human physiology and biochemistry, through formal lectures and tutorials, which are teacher centred. Within these areas knowledge and understanding of the structure and function of the human body and its basic nutritional requirements are acquired. Students at Level 4 begin to develop skills necessary for their academic and professional development as graduates, scientists and nutritionists in time management, essay writing, problem solving, teamwork and communication at this level especially through the delivery of Scientific and Laboratory Skills (LS4003) and Food and Nutrition 1: An Introduction (LS4006). Becoming an independent learner is an essential part of the student experience on the course and so students are encouraged to take responsibility for their own learning by engaging in student centred activities that are focussed on technology enhanced learning (TEL); see below for examples. Students are also introduced to the role that research plays in developing one’s knowledge and understanding of nutrition, the role it plays in science and society, and related sciences including biochemistry, immunology and pharmacology. They are also encouraged to integrate their theoretical studies with their practical work in the laboratory (which include investigating the impact of cooking and other processes on the nutritional quality of food, how a bomb calorimeter can be used to estimate energy intake and how an understanding of basic muscle physiology can be used to determine muscle function strength) and in the field (for example investigating factors affecting food choices in different individuals in the UK).

At Levels 5 and 6, students learn to build on their knowledge through research informed teaching. Examples of this approach include: identifying the nutritional needs for groups within a population (Food and Nutrition 2: Applied Nutrition -LS5007); the use of nutrition research linked to the development of chronic diseases to inform dietary guidelines, and the ethical issues that have arisen with the development of genetically modified foods (Food and Nutrition 4: Contemporary Issues in Food and Nutrition – LS6010); and devising a health promotion strategy related to food and nutrition policies in the UK and beyond (Food and Nutrition 3: Public Health Nutrition – LS6009).

The inclusion of an option module at Level 6 delivered using many of the same teaching and learning approaches detailed above enhances the study of nutrition for the student by highlighting its significance in other areas of the biosciences especially in the areas of practical and research based skills and professional development and/or career opportunities.

The research project at level 6 (LS6015) is the capstone project for the programme as it requires students to bring together all of the academic and professional skills they have developed to complete an independent, academic year long, piece of research with the guidance from both the project supervisor and the personal tutor. Building on from the introduction to, and application of, research informed teaching at Levels 4 and 5 (Scientific and Laboratory Skills (LS4003) and Food and Nutrition 1: An Introduction (LS4006), Principles of Pharmacology with Research Methods (LS5003), (Food and Nutrition 2: Applied Nutrition -LS5007) and in conjunction with Level 6 modules, the research project allows students to experience, first hand, the research process (identifying the research question/problem, hypothesis formulation, study design, research ethics, health and safety, data collection, analysis and interpretation, and the synthesis of ideas based on student findings). Research projects at Level 6 reflect the research and practice expertise of staff and also encourage students to participate in research collaborations between teaching staff in the School of Life Sciences, Pharmacy and Chemistry. Topics include public health concerns, such as obesity and breastfeeding, food sustainability, emergency nutrition and nutrition in developing countries (in collaboration with Action Against Hunger), food allergy, functional foods/nutraceuticals, sports nutrition, the potential health benefits of bioactive compounds in foods, and the relationship between body composition and health.

Students at all levels are also exposed to practice and employer informed teaching, which is delivered either via scheduled talks and workshops that form part of specific modules via external conferences/events/lectures, for example Food Matters Live (<http://www.foodmatterslive.com/>) Dairy Council funded events on Sport and Nutrition (<https://www.youtube.com/watch?v=0aA1xE2eomA>; <https://www.facebook.com/KingstonUniversityNutrition/posts/965077236894419>) and healthy eating, visits to GlaxoSmithKline (GSK) (<https://www.facebook.com/KingstonUniversityNutrition/posts/905983549470455>) and Leatherhead Food Research. A number of these events are organised jointly with the student led Kingston University Nutrition Society (<http://www.kusu.co.uk/groups/kingston-university-nutrition-society>; <https://www.facebook.com/kunutsoc/>) and form an integral part of the programmes co-curricular strand (see Section E2). The use of these approaches informs students regarding current views by employers on issues ranging from the use of health claims for the promotion of functional foods to the skills and competencies required by nutritionists who work in the area of emergency nutrition. Both research and practice informed teaching are invaluable as they enable students to apply themselves towards discrimination between situations and analyses of problems by giving them real world situations and also keep them updated with regards to employer needs in the different areas of the nutrition sector.

Technology enhanced learning is used at all levels but increases as students progress through the programme to reflect their growing independence and skills base.Technology enhanced learning (TEL) as stated above is student centred and student led as students have been instrumental in helping staff identify and deliver what they (the students) need. Peer and self-assessment for both written work captured in written format and delivered via Turnitin and Google Docs are used at Levels 4 and 5 to help students develop their essay writing skills. Online workshops for providing instant feedback and in preparation for practicals and test have proved to be popular especially as they help students to monitor their learning. Examples of where these have been used include: an energy workshop at Level 4, which has allowed students to learn how nutritionists can replace laboratory techniques such as bomb calorimetry with basic mathematics to determine the energy content of food; and the use of a simple titration system to quantify vitamin C levels in foods. Online session based MCQs with instant feedback, online tutorials on topical issues to supplement lectures and subject based knowledge are used throughout the programme but especially at Level 6 so that students can appreciate complexities of issues, which on the surface appear simple, for example, the ongoing debate concerning whether or not governments should use legislation when it comes to the fortification of food, or reducing salt, sugar and fat intake. Web technologies such as Facebook, Linkedin, Twitter (see below for more information) and Padlet are also used for creating online communities of learning at course, year and module level. These are used to set up online forums for student-student collaboration to discuss and share ideas related to assignments, and for raising the profile of nutrition related content available on the internet, raising awareness of, and educating students about, intellectual property (e.g. plagiarism and referencing).

For all levels student membership of the Nutrition Society, which is focussed on promoting the science of nutrition and the use of nutrition to improve health, is also encouraged as part of the programme’s teaching and learning strategy.

The delivery of this programme is not limited to Kingston and the UK. Students are provided with opportunities to study abroad between levels 5 and 6. The nutrition programme has links with European, North American and Australian universities so that students can enhance their learning experience by studying and practicing nutrition, and the similarities and differences in emphasis, abroad. By exposing students to global diversity (even in those countries that on the surface appear to be very similar to the UK) and different teaching and learning environments, the study abroad programme enables students to hone skills focussed on communication, flexibility and being receptive to change.

Using these teaching and learning strategies detailed above students are able to focus on and develop a range of graduate skills that are also required to practice nutrition. These include self- awareness skills, communication skills, interpersonal skills, numeracy skills, research and information literacy skills, creativity and problem solving skills and management and leadership skills. Furthermore, such an approach allows students to develop an investigative, independent and individualised approach to learning providing the foundation for further research, training, careers, lifelong learning and/or personal development goals.

Assessment Strategies:

Assessment forms an integral part of teaching and learning and so many of the teaching and learning strategies detailed above form part of the many assessment strategies that are used, for both formative and summative assessments. Unseen examinations, multiple choice tests, short answer tests, practical reports, peer/self-assessment, online workshops, individual and group tutorials, written feedback, problem exercises, data interpretation exercises, group and individual presentations (some in the form of video screencasts), essays, literature surveys, experimental designs, technology enhanced learning, vivas and project reports are all examples of the assessments that are used. The reasoning behind that wide range of assessment is that it encourages students to identify and build on their strengths and to address their weaknesses.

The assessments are designed to demonstrate that students have achieved the learning outcomes of the modules and thus the programme. In addition, they are based on the QAA Subject benchmark statements for Biomedical Sciences, Biosciences, and Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences and the AfN competencies (both core and sub-competencies). Many of the skills developed during study of this programme are assessed within these various types of assessment. For example, the use of ICT is a normal expectation in the preparation of written work and is an invaluable generic skill. Data collection and analysis is inherent in many of the activities and is required in many nutrition related jobs that require experience of field and laboratory work. Assessments are carried out by groups and individuals and greater self-reliance is needed as students’ progress through the levels.

The assessment strategies also reflect the analytical nature of the field and include extensive hands-on laboratory experience. Examples include the collection and analysis of nutrition/dietary data obtained from individuals and groups, estimating body composition using anthropometric and more advanced techniques such as air displacement plethysmography (Bod Pod) as well as simple titrations to quantify vitamin C, enzyme activity assays and food microbiology practicals. These strategies are designed to evaluate the independent problem solving and analytical skills of the students in an appropriate environment.

In the area of public health, the assessments comprise the development of a public health intervention in an identified population (within the context of a developed (the UK) and developing country), including ethical considerations, and both process and outcome evaluation. These unique pieces of work represent opportunities for each student to develop a health promotion proposal in an area of their choice, justified by evidence of need, and could be used to showcase their work to potential future employers.

For other assessments research is used to develop assessment strategies that provide students with the skills to effectively communicate complex relationships between nutrition and health/disease. Examples of this include debates in which the efficacy, ethics and safety of novel foods are argued, highlighting the clinical significance of reaching consensus concerning the use of nutrition in the treatment and management of cancer cachexia, and acknowledging the strengths and weaknesses of nutrition related research when discussing the risks associated with consuming a diet high in red meat.

Formative assessment, feed-forward and feedback form an essential part of the assessment process and will be obtained in a variety of ways including peer/self assessment, written feedback, online workshops, discussion boards, presentations, individual and group tutorials and the use of S3. Opportunities for formative assessment, feed forward and feedback will also be made available to students by using many of the examples of TEL detailed above under teaching and learning, and assessment strategies. To help students develop the ability to use feedback effectively, the Personal Tutor Scheme, in conjunction with LS4003, LS5003 and LS6015 will also form part of the feedback. The approach used will be progressive: at level 4 this process will form part of the approach used to assist students in their transition to higher education by preparing students to make the most of feedback. At level 5 students will be provided with guidance and advice as to how they can build on and respond proactively to the feedback they have received. At level 6, and to maximise success, students will be advised as to how to use the feedback they have received to improve their strengths and work on their weaknesses. To reinforce their development feedback on assignments for the nutrition module will include short (15-20 minutes) sessions during which generic feedback will be given verbally and the skills and AfN competencies associated with assignments will be identified. Students will then be encouraged, with the assistance of their personal tutor, to reflect on whether or not they have fully acquired/developed these skills/competencies and if not what they need to do to address any deficits.

These approaches will provide students with ongoing feedback on their learning and understanding thus supporting their learning journey and enhancing their performance and helping students achieve their full potential in summative assessments. The summative assessment strategies detailed in the module descriptors will allow students to develop academic, key and subject specific skills specific to the organisation, management, implementation and communication of nutrition and nutrition research. Each module carries a final grade, which is made up of the marks for course work only or course work and end of module assessments. The contribution of the individual assessments to the module total and the requirements to pass each module are detailed in the programme module descriptors and module guides.

1. **Support for Students and their Learning**

The personal tutor scheme (PTS) is an integral part of the programmes teaching and learning strategy as it contributes to enhancing the student experience and facilitates the development of the student into an independent learner who is able to reflect on and identify the skills they have required. From levels 4-6 the role of the personal tutor is to foster an academic relationship with their students. At level 4, using one to one and group meetings as well as in conjunction with Scientific and Laboratory Skills (LS4003) and the initiation of a self-evaluation and reflection log (SERL), the personal tutor will help students to develop good academic habits - for example how best to take notes during lectures and using appropriate teaching resources to supplement lecture material. The log will not only address generic academic and transferable skills (using the skills matrix below) but also the development of the AfN competencies using the matrix in Appendix 1 (see Assessment Strategies for more on how the matrix will be used). At level 5 the personal tutor works, using both planning and a one to one meeting, with students to help them to understand the importance of planning and managing their studies so that they are able to cope with the academic demands at this level – for example encouraging students to read up on a topic (on their own and/or as part of a study group) prior to the lecture or tutorial. In addition to facilitating the planning and management of their studies, this approach will help students develop subject specific and generic communication skills, interpersonal skills (as it encourages discussion between student and academic) and research and information literacy skills as students will begin to access peer reviewed articles. The development of these skills will be supported by the collaboration of the personal tutor with staff teaching on Principles of Pharmacology with Research Methods (LS5003) and the further development of the self-evaluation and reflection log. By level 6 the relationship between students and their personal tutor will have developed enough for the tutor to be able to advise students on how to plan and manage their time so as to best maximise success by helping the student to identify and address their strengths and weakness when it comes to studying. Following on from a planning/one to one meeting, the capstone project module (LS6015) provides the opportunity for the personal tutor, in collaboration with the project supervisor, to help the student to hone the personal and professional skills required post-graduation. Again the SERL will form an integral part of this process.

Further support for student learning is provided by the faculty’s study skills centre, Academic Success Centre (ASC) and the Library. Members of the teaching team promote the use of ASC and the Library in verbal and written feedback to students. ASCadvises, and provide guidance to, students on following assignment guidelines, essay and practical writing, referencing, plagiarism, accessing appropriate material using the internet, using electronic repositories, e-books, scientific databases and the large number of nutrition and nutrition related e-journals. Information about ASC and the Library is provided in course and module guides, on Canvas the university’s learning management system and via ‘My Kingston’ and ‘NutCloud’ (<http://bit.ly/nutcloud>) – a one stop shop of the most accessed sites by nutrition students.

Students are supported by:

* The course leader to help students understand the programme structure and to provide academic and personal support
* A module leader for each module
* Personal tutor to provide academic and personal support through the Personal Tutor Scheme: this scheme provides students with the first line for academic and pastoral guidance and support all of which form an essential part of the student experience. **See Sections E (E2), F and I for details.**
* A placement tutor to give general advice on placements
* A designated programme administrator
* An induction week at the beginning of each new academic session
* Applied and Human Sciences Student Voice Committee
* Academic Success Centre (ASC) – to provide academic skills support including guidance on how to approach an assignment, writing skills, and providing feedback on assignments.
* University support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation and international student support
* IT services and support for students Canvas – a versatile online interactive intranet and learning environment
* ‘My Kingston’ and ‘NutCloud’ (<http://bit.ly/nutcloud>) general and subject specific information sites.
* The Library or library subject specialists
* Careers and Employability Service
* Disability and Dyslexia Support
* Union of Kingston Students
* Social Media: Facebook, Linkedin and Twitter
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
* Learning outcomes, learning and teaching and assessment strategies will be reviewed as part of annual monitoring (for AfN accreditation)
1. **Employability Statement**

The programme has been designed to fulfil the competencies of the AfN and as such provides students with the skills required for the first stage of professional registration (Associate Nutritionist (ANutr)) and employment as a nutritionist. All members of the Nutrition teaching team are either fully registered Nutritionists or registered Dietitians and thus are able to ensure that the content of the course and the knowledge and skills that it develops are appropriate to meet the competences required to work as a nutritionist. Members of the teaching team and personal tutors also work in collaboration with colleagues from Careers and Employability to make students aware of how the skills they have developed/are developing can be used a work environment.

Using both the teaching and learning and assessment strategies detailed above, opportunities to develop and practice transferable/employability skills (generic, subject specific and professional) are provided throughout the programme. At level 4 the emphasis is on making students aware of how the teaching and learning and assessment strategies contribute to the development of employability skills (for example, time management, communication and presentation skills as well as competencies/skills specific to their profession) and how such skills can be used to gain graduate employment and places on postgraduate courses. At levels 5 and 6 employability skills, in particular the importance of creative thinking and problem-solving, networking, negotiating, inquisitiveness, self-assessment and giving and receiving feedback are further developed and practiced to reinforce their presence within the programme. These opportunities will be delivered in conjunction with activities and events run by Careers and Employability including assisting students with preparation of their *curriculum vitae* (CV) and personal statements, running mock interviews and other career events; students will be encouraged to use the activities and events run by the Careers and Employability service to complement sessions run within the programme.

A thriving co-curricular strand of activities has been developed over a number of years, and is now embedded alongside the taught programme. It offers students an invaluable opportunity to develop, apply and enhance their knowledge and skills in a variety of non-classroom settings. Opportunities include health promotion events (such as university Health week & Welcome week for new students), working with external groups and organisations (such as Kingston Public Health and Elior UK Catering company), attendance at and participation in external events (eg Food Matters Live conference), visits to external facilities (such as Leatherhead Food Research Laboratories, GlaxoSmithKline), attendance at extracurricular talks (eg Yakult, GlaxoSmithKline, Dairy Council), project work (eg Nutrition Cook School facilitated by trained students in association with Elior chefs, and Student Academic Development Research Associate Scheme (SADRAS) projects), as well as critical reviews of nutrition and sport e-publications. In addition co-curricular opportunities with an explicit focus on employability are offered, with course-specific sessions offered by the University Careers and Employability Service), spotlight events focusing on Biological Sciences and invited visits from nutrition alumni to discuss post-university working life and how to prepare for it. Students can choose from a range of activities depending on the specific skills and knowledge they want to develop, how activities fit in with their commitments and how they align with personal areas of interest, but all of the activities allow students to demonstrate evidence of a wider interest in nutrition than completion of the degree alone. The co-curricular strand, while voluntary in nature, will be aligned with the Personal tutor Scheme and the SERL to ensure that all students participate in such activities throughout their time at Kingston University.

Other opportunities to develop employability skills include the working as a Student Representative (a role which involves communicating the needs and views of fellow students via the Student Voice Committee (SVC), Boards of Study and Faculty Forum) and/or as a Student Ambassador acting as the student face of the university at Open Days and graduations. These activities will help students to practice and develop communication, leadership, time-management and negotiation skills.

Work placements (including voluntary placements) are another route through which students will be encouraged to develop subject specific and generic employability skills. All students are encouraged to seek appropriate work experience, examples of which include MoreLife (<http://www.more-life.co.uk/>), Mind, Exercise, Nutrition… Do it! (MEND) <http://www.mendcentral.org/>, the NHS, including local Primary Care Trusts (PCTs) and also industrial summer or yearlong placements – these have included placements at Proctor and Gamble, Pepsico and Sainsbury’s). Internships with nutrition organisations such as Action Against Hunger are also available. Students are given advice on how to put together applications, including CVs and cover letters by academic (including personal tutors) and Careers and Employability staff which they are shown how to develop and maximize as they build up their work experience/employability portfolios.

Social media (Facebook: <http://www.facebook.com/KUNutNews>, <https://www.facebook.com/KingstonUniversityNutrition>),Twitter(<http://twitter.com/KUBScNutrition> and Linkedin (Linkedin group – ‘Kingston University Nutrition, [http://www.linkedin.com/groups?gid=4527305&trk=myg\_ugrp\_ovr](https://kucahtkh.kingston.ac.uk/owa/redir.aspx?C=9d4d8063b7564c7f80a965fb0b4d37fc&URL=http%3a%2f%2fwww.linkedin.com%2fgroups%3fgid%3d4527305%26trk%3dmyg_ugrp_ovr) are also used to encourage students to develop networking and negotiating skills through linking up with fellow students (not limited to students at Kingston) and prospective employers. In addition, these sites are used to support undergraduate research projects, inform students of careers events, research conferences and seminars and job opportunities.

Guest lecturers and events run by organisations and societies detailed above under ‘Teaching and Learning Strategies’ speaking on subjects that range from emergency nutrition in developing countries to legislation concerning nutrition labelling, also provide students with an insight into opportunities in nutrition in a ‘real world’ context.

The career opportunities for nutritionists are considerable. Food companies and retailers, the pharmaceutical industry, national and local government departments, consumer groups, the media and hospitals all have openings for qualified nutritionists in a variety of roles that range from product development to nutrition advice and health promotion. If the ultimate goal is to work/carry out research in specialist areas of nutrition such as Clinical and Public Health Nutrition, then graduates can pursue postgraduate study (taught Masters, Masters by Research or PhD) in these areas. Graduates can also go on to study dietetics at postgraduate level on approved courses that provide eligibility for state registration. Academic staff, including personal tutors, in conjunction with Careers and Employability provide advice, guidance and information concerning postgraduate study and the job market.

1. **Approved Variants from the Undergraduate Regulations**

Modules LS4006, LS5007, LS6009, LS6010 and LS6015 must be passed and cannot be compensated.

1. **Other sources of information that you may wish to consult**

See subject benchmark for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences

<http://qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-agriculture-horticulture-forestry-food-nutrition-consumer-sciences-16.pdf?sfvrsn=67f2f781_20>

AfN

<http://www.associationfornutrition.org/>

AfN competencies

<http://www.associationfornutrition.org/Portals/0/Public/Accreditation/Programme%20Accreditation%20Competencies%20July%202012.pdf>

Nutrition Society

<http://www.nutritionsociety.org/>

Kingston University Website

<http://www.kingston.ac.uk/undergraduate-course/nutrition/>

Careers and Employability Service

<http://www.kingston.ac.uk/careers/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Field learning outcomes** | **Modules** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **LS4002** | **LS4003** | **LS4004** | **LS4006** | **LS5002** | **LS5003** | **LS5007** | **LS5008** | **LS6005** | **LS6006** | **LS6009** | **LS6010** | **LS6015** | **LS6016** |
| **A. Knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A1. Science - Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems **(AfN Core Competency 1)** | *S* |  | *F,S* | *F, S* | *F, S* | *F, S* | *S* |  |  | *F, S* | *F, S* | *F, S* | *F, S* | *F, S* |
| A2. Food Chain - Knowledge and understanding of the food chain and its impact on food choice. Integrating the food supply with dietary intake **(AfN Core Competency 2)** |  |  |  | *F, S* |  |  | *F, S* | *F, S* |  |  | *F, S* | *F, S* |  |  |
| A3. Social/Behaviour - Knowledge and understanding of food in a social or behavioural context, at all stages of the lifecourse **(AfN Core Competency 3)** |  |  |  | *F,S* |  |  | *F, S* |  |  |  | *F, S* |  |  |  |
| A4. Health/Wellbeing - Understanding how to apply the scientific principles of nutrition for the promotion of health and well being of individuals, groups and populations; recognising benefits and risks **(AfN Core Competency 4)** | *F, S* | *F, S* | *F,S* | *F,S* |  |  | *F, S* |  | *F, S* |  | *F, S* | *F, S* | *F, S* | *F, S* |
| A5. Professional Conduct and Career Opportunities - Understanding of Professional Conduct and the nutritionists Code of Ethics along with evidence of good character **(AfN Core Competency 5)** anda broader knowledge of the career opportunities in areas related to human nutrition. | *F* | *F* | *F* | *F, S* | *F* | *F, S* | *F* | *F* | *F* | *F* | *F* | *F* | *F, S* | *F* |
| **B. Intellectual skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B1. Critically analyse and appraise information from both primary and secondary sources |  |  |  |  | *F, S* |  | *F, S* | *S* | *F, S* | *F, S* | *S* | *S* | *S* | *F, S* |
| B2. Solve complex problems by use of appropriate learning technologies and management systems |  |  |  |  |  |  |  |  | *F, S* |  | *S* | *S* | *S* | *F, S* |
| B3. Plan, conduct and report on an individual research project |  |  |  |  |  |  |  |  |  |  |  |  | *S* | *F, S* |
| B4. Assemble data from a variety of sources (including academic literature) and discern and establish connections | *S* | *S* |  |  |  |  | *F, S* |  | *F, S* | *F, S* | *S* | *S* | *S* | *F, S* |
| B5. Demonstrate the ability to be independent, autonomous learners | *F, S* | *F, S* | *F,S* | *F,S* | *F, S* |  | *F, S* |  | *F, S* | *F, S* | *S* | *S* | *S* | *F, S* |
| **C. Practical skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C1. Carry out subject-related practical work safely and understand ethical and safety issues, including implications of copyright and data protection, preparing completed CoSHH forms and conducting risk assessments and the correct handling of biological material | *F, S* | F, S | *F* | *S* | *F, S* |  | *S* | *S* | *F, S* | *F, S* |  | *S* | *S* | *F, S* |
| C2. To efficiently perform practical techniques required for food science and food safety | *F* | S |  | *S* |  |  |  | *S* | *F, S* | *F, S* |  | *F, S* |  | *F, S* |
| C3. Use techniques commonly used in assessing nutritional status and to demonstrate competency in these techniques |  |  |  |  |  |  | *S* |  | *F, S* |  |  | *F, S* |  | *F, S* |
| C4. Demonstrate skills in the evaluation and interpretation of data obtained using nutritional assessment techniques |  |  |  |  |  |  | *S* |  | *F, S* |  | *F,S* | *F, S* |  | *F, S* |
| C5. Use appropriate techniques to analyse dietary intake data and demonstrate skills in the interpretation and utilization of these data |  |  |  |  |  |  | *S* |  |  |  |  |  |  | *F, S* |
| **D. Key skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***i. SELF AWARENESS SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AK1. Take responsibility for own learning and plan for and record own personal development | *F* | *F* |  | *F* | *F* | *F, S* | *F* | *F* | *F, S* | *F* | *F* |  | *S* | *F* |
| AK2. Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | *F* | *F* |  | *F* | *F* | *F* | *F* | *F* | *F, S* |  | *F* |  | *F* | *F* |
| AK3. Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | *F* | *F, S* | *F,S* | *S* | *F, S* | *F, S* | *S* | *F* | *F, S* | *F* | *S* | *S* | *S* | *F* |
| AK4. Work effectively with limited supervision in unfamiliar contexts | *F* | *F* | *F,S* |  | *F, S* |  |  |  | *F, S* | *F, S* |  |  | *S* | *F* |
| ***ii. COMMUNICATION SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BK1. Express ideas clearly and unambiguously in writing and the spoken work | *S* | *F, S* | *F,S* | *F, S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *F, S* | *F, S* | *F, S* | *F, S* | *F, S* |
| BK2. Present, challenge and defend ideas and results effectively orally and in writing |  | *F, S* | *F,S* | *F,S* | *F, S* | *F, S* | *F, S* |  | *F, S* | *S* | *F, S* | *S* | *S* | *F, S* |
| BK3. Actively listen and respond appropriately to ideas of others | *F* | *F* | *F, S* | *F,S* | *F, S* | *F* | *F, S* |  | *F, S* |  | *F,S* | *F, S* | *S* | *F* |
| BK4 communicate relevant information with accuracy, using form, structure and style to suit purpose | *F, S* | *F, S* | *F,S* | *F, S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *S* | *F, S* | *F, S* | *F, S* |  |
| ***iii. INTERPERSONAL SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CK1. Work well with others in a group or team | *F* | *F* | *S* | *F* | *F* | *F, S* | *F, S* | *F, S* | *F* | *F, S* | *F* | *F* | *F* | *F* |
| CK2. Work flexibly and respond to change | *F* | *F* |  | *F* | *F* |  | *F* |  | *F, S* |  | *F* | *F* | *F* | *F* |
| CK3. Discuss and debate with others and make concession to reach agreement | *F* | *F* |  | *F* | *F* | *S* | *F* |  | *F, S* | *F* | *F* | *F* | *F* | *F* |
| CK4. Give, accept and respond to constructive feedback | *F, S* | *F* | *F, S* | *F* | *F, S* | *F, S* | *F* | *F* | *F* |  | *F, S* | *F* | *S* | *F* |
| CK5. Show sensitivity and respect for diverse values and beliefs |  | *F* |  | *F* | *F* |  | *F* |  | *F* |  | *F* | *F* | *F* | *F* |
| ***iv. RESEARCH AND INFORMATION LITERACY SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DK1. Search for and select relevant sources of information | *F* | *F, S* | *F,S* | *F,S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *S* | *F, S* | *S* | *S* | *F, S* |
| DK2. Critically evaluate information and use it appropriately |  | F, S | F, S |  | *F, S* | *F, S* | *S* | *S* | *F, S* | *S* | *S* | *S* | *S* | *F, S* |
| DK3. Apply the ethical and legal requirements in both the access and use of information |  | *F* |  | *F* | *F, S* |  | *S* |  |  |  | *S* | *S* | *S* | *F, S* |
| DK4. Accurately cite and reference information sources | *F* | *F* | *F,S* | *F,S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *S* | *S* | *S* | *S* | *F, S* |
| DK5. Use software and IT technology as appropriate |  | *F* |  | *F, S* | *F, S* | *F, S* | *F, S* | *F* | *F* |  | *F, S* | *F, S* | *F, S* | *F, S* |
| ***v. NUMERACY*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EK1. Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | *S* | *F, S* | *F,S* | *S* | *F, S* | *F, S* | *S* | *S* | *F, S* | *S* | *S* | *F, S* | *F, S* | *F, S* |
| EK2. Present and record data in appropriate formats | *F, S* | *F, S* | *F,S* | *S* | *F, S* | *F, S* | *S* | *S* | *F, S* | *S* |  | *F, S* | *F, S* | *F, S* |
| EK3. Interpret and evaluate data to inform and justify arguments  |  | *F, S* | *F,S* | *F, S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *S* |  | *F, S* | *F, S* | *F, S* |
| EK4. Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data |  | *F, S* | *F,S* | *S* | *F, S* | *F, S* | *F, S* |  | *F, S* | *S* | *F* | *F, S* | *F, S* | *F, S* |
| ***vi. MANAGEMENT AND LEADERSHIP SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FK1. Determine the scope of a task (or project) |  | *F* |  | *F* | *F, S* | *S* | *F* |  | *F, S* |  | *F* | *F* | *S* | *F* |
| FK2. Identify resources needed to undertake the task (or project) and to schedule and manage the resources |  | *F* |  | *F* | *F, S* | *F, S* |  |  | *F, S* |  | *S* |  | *S* |  |
| FK3. Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | *S* | *F* |  | *F,S* | *F, S* | *F, S* | *F* |  | *F, S* |  | *F* | *F, S* | *F, S* |  |
| FK4. Motivate and direct others to enable an effective contribution from all participants |  |  |  | *F, S* | *F* | *S* | *F* |  | *F* | *F* | *F* | *F, S* | *F* |  |
| ***vii. CREATIVITY AND PROBLEM SOLVING SKILLS*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GK1. Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems | *S* | *F, S* | *F,S* | *F, S* | *F, S* | *F, S* | *F, S* | *F, S* | *F, S* | *S* | *F, S* | *F, S* |  *S* | *F, S* |
| GK2. Work with complex ideas and justify judgements made through effective use of evidence |  | *F, S* | *F,S* | *S* | *F, S* | *F, S* | *S* | *S* | *F, S* |  | *S* | *S* | *S* | *F, S* |

 “F” is used to indicate where a formative assessment/feedback occurs and “S” to indicate where a summative assessment occurs.

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

|  |  |  |
| --- | --- | --- |
| **Core Competency 1 – Science****Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems** | **Module Titles** | **Module Codes** |
| CC1a – The human body and its functions, especially digestion, absorption, excretion, respiration, fluid and electrolyte balance, cardiovascular, neuro-endocrine, musculoskeletal and haematological systems, immunity and thermoregulation, energy balance and physical activity | Food and Nutrition 1: An IntroductionThe Biochemical Foundations of LifeHuman PhysiologyProteins and MetabolismInfection and ImmunityClinical Chemistry and Haematology (Blood Chemistry) (option)Medical Microbiology and Immunology (option)Exercise and Health Physiology (option) | LS4006LS4002LS4004LS5002LS5008LS6005LS6006LS6016 |
| CC1b – Mechanisms for the integration of metabolism, at molecular, cellular and whole body levels  | The Biochemical Foundations of LifeProteins and Metabolism | LS4002LS5002 |
| CC1c – What nutrients are (including water and oxygen) | Food and Nutrition 1: An IntroductionThe Biochemical Foundations of Life | LS4006LS4002 |
| CC1d – Nature and extent of metabolic demand for nutrients | Food and Nutrition 1: An IntroductionThe Biochemical Foundations of LifeHealth and Exercise Physiology (option) | LS4006LS4002LS6016 |
| CC1e – How nutrients are used by the body, consequences of deficiency and assessment of nutritional status | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS5007LS6010 |
| CC1f- Non-nutrient components of foods and drinks that affect diet and health including alcohol | Food and Nutrition 1: An IntroductionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS6010 |
| CC1g – Nutrient analysis: calculating nutrient contents of foods and diets of an individual or group of individuals, justifying choice of a method of dietary assessment for a specific stated purpose | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied Nutrition | LS4006LS5007 |
| CC1h – Digestion, absorption, transportation and storage of nutrients and non-nutrients components of foods | Food and Nutrition 1: An IntroductionHuman PhysiologyProteins and MetabolismFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS4004LS5002LS6010 |

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

|  |  |  |
| --- | --- | --- |
| **Core Competency 1 – Science****Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems** | **Module Titles** | **Module Codes** |
| CC1i – Nutrition in health and disease, consequences of unbalanced diet | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS5007LS6009LS6010 |
| CC1j – Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, cancer, etc | Food and Nutrition 2: Applied NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionExercise and Health Physiology (option) | LS5007LS6010LS6016 |
| CC1k – How nutritional needs change with age, gender, physical activity, lifestyle etc. | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionExercise and Health Physiology (option) | LS5007LS6009LS6010LS6016 |
| CC1l – Ability to plan, conduct, analyse and report on investigations into an aspect of nutrition in a responsible, safe and ethical manner | Project | LS6015 |
| CC1m – Ability to carry out sample selection and to ensure validity, accuracy, calibration, precision, and highlight uncertainty during collection in accordance with the basic principles of good clinical practice | Food and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS6010LS6015 |
| CC1n – Ability to obtain, record, collate, analyse, interpret and report nutrition-related data using appropriate qualitative and quantitative research and statistical methods in the field and/or laboratory and/or intervention studies, working individually or in a group, as is most appropriate for the discipline under study | Food and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS6010LS6015 |
| CC1o – Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually | Food and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS6010LS6015 |
| CC1p – Health research methods, dietary nutrition methodologies and nutritional epidemiology | Principles of Pharmacology with Research MethodsFood and Nutrition 2: Applied NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS5003LS5007LS6010LS6015 |
| CC1q – Theories of and development of practical skills in communication and learning | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS5007LS6009LS6010 |

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

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| **Core Competency 2 – Food Chain****Knowledge and understanding of the food chain and its impact on food choice. Integrating the food supply with dietary intake** | **Module Titles** | **Module Codes** |
| CC2a – Food commodities (staple foods, main sources of key nutrients, novel foods etc) within UK and/or internationally | Food and Nutrition 1: An IntroductionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS6009LS6010 |
| CC2b – Effect on chemical composition and nutritional quality of food and diet of:* Methods of food production, preparation, preservation, fortification and format
* Sources of food supply
* Methods of cooking and storage
 | Food and Nutrition 1: An IntroductionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS6010 |
| CC2c – Familiarity with and/or development of practical skills involved in the methods to analyse the composition of foods | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied Nutrition | LS4006LS5007 |
| CC2d – Ability to formulate ideas and opinions concerning food, nutrients, non-nutrient components of food and nutrition effectively and appropriately | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS5007LS6009LS6010 |
| CC2e – Understanding of issues associated with food sustainability | Food and Nutrition 1: An IntroductionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS4006LS6009LS6010 |

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

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| **Core Competency 3 – Social/Behaviour****Knowledge and understanding of food in a social or behavioural context, at all stages of the lifecourse** | **Module Titles** | **Module Codes** |
| CC3a – Food and nutrition and health policy (at global, national and local level) | Food and Nutrition 3: Public Health Nutrition | LS6009 |
| CC3b – Significance of evaluation of nutrition in maintaining and driving public health agendas | Food and Nutrition 3: Public Health Nutrition | LS6009 |
| CC3c – Factors that affect an individual’s communities’ and population groups’ nutritional needs and practices | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |
| CC3d – Religious and cultural beliefs and practices that impact on food, nutrition and health | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |
| CC3e – Consideration of financial/social and environmental circumstances on diet and nutritional intake | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |
| CC3f – Theories and application of methods of improving health, behaviour and change | Food and Nutrition 3: Public Health Nutrition | LS6009 |
| CC3g – Design and implementation of intervention projects and programmes, methods for monitoring and evaluating effectiveness and efficiency | Food and Nutrition 3: Public Health Nutrition | LS6009 |
| CC3h – Theories of nutrition health education and nutrition health promotion | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |
| CC3i – Ability to design/formulate a diet to meet a specification appropriate for a stated situation for an individual, human or animal, or a group of humans or animals. | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

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| **Core Competency 4 – Health/Wellbeing****Understanding how to apply the scientific principles of nutrition for the promotion of health and well being of individuals, groups and populations; recognising benefits and risks** | **Module Titles** | **Module Codes** |
| CC4a – Principles and methods of measurement and estimation of energy balance; energy expenditure physical activity and fitness; body mass; body composition; how body mass and energy balance are controlled | Food and Nutrition 1: An IntroductionFood and Nutrition 4: Contemporary Issues in Food and NutritionExercise and Health Physiology (option) | LS4006LS6010LS6016 |
| CC4b – Theory and methods of investigating the dietary, nutrient and activity patterns of general population, sub groups and the individual | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS5007LS6009 |
| CC4c – Scientific basis of the safety and health promoting properties of nutrients and non-nutrient components of food , based on knowledge of the metabolic effects of nutrients, anti-nutrients, toxicants, additives, pharmacologically active agents (drugs), nutrient-nutrient interactions, nutrient-gene interactions, ‘nutri-ceuticals’, functional foods, and any other metabolically active constituents of foods and the diet | Principles of Pharmacology with Research MethodsFood and Nutrition 4: Contemporary Issues in Food and Nutrition | LS5003LS6010 |
| CC4d – Scientific basis for the measurement and estimation of nutritional requirements, dietary references values for the general population | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied Nutrition | LS4006LS5007 |
| CC4e – Understanding the general principles underpinning, and strengths and limitations of, common methods of assessment of nutritional status including clinical, anthropometric, dietary, biochemical, physiological, and functional methods | Food and Nutrition 1: An IntroductionThe Biochemical Foundations of LifeScientific and Laboratory SkillsHuman PhysiologyFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionClinical Chemistry and Haematology (Blood Chemistry) (option)Exercise and Health Physiology (option) | LS4006LS4002LS4003LS4004LS5007LS6009LS6010LS6005LS6016 |
| CC4f – Understanding the general principles and methods associated with determining the efficacy, health attributes, health claims, safety, and legal aspects of food, drinks and supplements | Food and Nutrition 4: Contemporary Issues in Food and Nutrition | LS6010 |
| CC4g – Ability to recognise strengths and weaknesses in dietary, nutrition and health research methods, in order to understanding the limitations of the scientific basis of nutritional knowledge | Food and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS5007 |
| CC4h – Ability to integrate knowledge and understanding from a variety of sources to identify or propose solutions in one of following areas: Improvements of human health or improvement of the welfare and/or productivity of animals or improvement of food production and sustainability | Food and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS6009LS6010LS6015 |

**Appendix 1: Course Syllabus Mapped against Association for Nutrition’s Competencies and Sub-Competencies**

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| **Core Competency 5 – Professional Conduct****Understanding of Professional Conduct and the nutritionists Code of Ethics along with evidence of good character**  | **Module Titles** | **Module Codes** |
| CC5a – Ethics and values of professions | Food and Nutrition 1: An IntroductionPrinciples of Pharmacology with Research MethodsFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject | LS4006LS5003LS5007LS6009LS6010LS6015 |
| CC5b – AfN Code of Ethics and Statement of Professional Conduct | Food and Nutrition 1: An IntroductionFood and Nutrition 2: Applied NutritionFood and Nutrition 3: Public Health Nutrition | LS4006LS5007LS6009 |
| CC5c – Legal context of nutrition practice; including current UK legislation and guidelines to providing information to individuals | Food and Nutrition 3: Public Health NutritionProject  | LS6009LS6015 |
| CC5d – Responsibilities and accountability in relation to the current European and National legislation, national guidelines, local policies and protocols and clinical/corporate Governance in relation to nutrition | Food and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject  | LS6009LS6010LS6015 |
| CC5e – Can recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct applicable to both interventional and observational studies | Food and Nutrition 3: Public Health NutritionFood and Nutrition 4: Contemporary Issues in Food and NutritionProject  | LS6009LS6010LS6015 |
| CC5f – The relevance of the research governance framework | Principles of Pharmacology with Research MethodsFood and Nutrition 4: Contemporary Issues in Food and NutritionProject  | LS5003LS6010LS6015 |
| CC5g – Intellectual property issues | All modules that form this programme but especially:Food and Nutrition 1: An IntroductionPrinciples of Pharmacology with Research MethodsProject  | LS4006LS5003LS6015 |

**Appendix 2: BSc (Hons) Nutrition (Human Nutrition) NFNUT/NWNUT**

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| **Level 4** | **Level 5** | Optional Sandwich Year | **Level 6** |
| Human Physiology (LS4004) | Proteins and Metabolism (LS5002) | Food and Nutrition 3: Public Health Nutrition (LS6009) |
| Food and Nutrition 1: An Introduction (LS4006) | Food and Nutrition 2: Applied Nutrition Research (LS5007) | Food and Nutrition 4: Contemporary Issues in Food and Nutrition (LS6010) |
| The Biochemical Foundations of Life (LS4002) | Infection and Immunity (LS5008) | Option modulesMedical Microbiology and Immunology (LS6006)Clinical Chemistry & Haematology (LS6005)Health and Exercise Physiology (LS6016) |
| Scientific and Laboratory Skills (LS4003) | Principles in Pharmacology with Research Methods (LS5003) | Nutrition Project module (LS6015) |

**Technical Annex**

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| **Final Award(s):** | BSc (Hons) Nutrition (Human Nutrition)BSc (Hons) Nutrition (Human Nutrition) |
| **Intermediate Award(s):** | BSc Nutrition (Human Nutrition)DipHE in NutritionCertHE in Nutrition |
| **Minimum period of registration:** | 3 years |
| **Maximum period of registration:** | 9 years, 10 years (SW) |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmarks:** | Biomedical Sciences, Biosciences, and Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences |
| **Modes of Delivery:** | Full Time and Part time |
| **Language of Delivery:** | English |
| **Faculty:** | Health, Science, Social Care and Education |
| **School:** | Life Sciences, Pharmacy and Chemistry |
| **JACS code:** | B400/B402 |
| **UCAS Code:** | B400/B402 |
| **Route Code:** | UFNUT1NUT01/USNUT1NUT01 |
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