**Template C4**



**Programme Specification**

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

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| Version number | 8  |
| Faculty | Faculty of Health, Science, Social Care & Education  |
| Cross-disciplinary |   |
| School | School of Life Sciences, Pharmacy and Chemistry  |
| Department  | Department of Applied & Human Sciences  |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1:** **GENERAL INFORMATION**

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| Award(s) and Title(s): | BSc (Hons) Nutrition (Human Nutrition) |
| Exit Award(s) and Title(s): | DipHEOrdinary degreeCertHE |
| Course Code *For each pathway and mode of delivery* | UPNHN1NHN01UFNHN1NHN01 |
| UCAS code *For each pathway* | B400/B402 |

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| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University  |
| Location: | Penrhyn Road Campus  |
| Language of Delivery: | English  |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): |  Part-time  Full-time   |
| Minimum period of registration: |  Part-time - 6   Full-time - 3   |
| Maximum period of registration: |  Part-time - 12   Full-time - 6   |
| Entry requirements | A-level 112-128 UCAS points (grades BBC): A-levels should include a science subject with grade C or above, in either Chemistry, Biology, Nutrition and Food Science, Food Technology, Food Studies, Home Economics (Food, Nutrition and Health), Psychology or Physical Education. We also count Extended Project towards your total UCAS points. General Studies is not accepted. BTEC Extended Diploma: minimum 112 points (Grades DMM) in appropriate science subjects (eg Applied Science).                                             Access to HE Diploma in science subjects (minimum of 112 points, e.g. 15D and 30M). 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. |
| Regulated by | The University and its courses are regulated by the Office for Students.  |
| Programme Accredited by: | Association for Nutrition (AfN) |
| Approved Variants: |  It is a professional and statutory regulatory body requirement that the modules LS4013, LS5019, LS6032, LS6033 and LS6035 must be passed and cannot be compensated.Modules LS4013 and LS5019 cannot be trailed. For these modules, all elements of assessment must be passed to pass the module (as per PSRB requirements).  |
| Is this Higher or Degree Apprenticeship course? | No  |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

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 with professional placement is:

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

1. **Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in [‘Sector Recognised Standards in England’ (OFS 2022).](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf%22)

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
|  A2 | The food chain and its impact on food choice. Integrating the food supply with dietary intake (AfN Core Competency 2).  | BK3  | Actively listen and respond appropriately to ideas of others  | 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   |
|  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).  | BK4  | Communicate relevant information with accuracy, using form, structure and style to suit purpose  | 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).  | EK1  | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data  | 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).  | EK2  | Present and record data in appropriate formats  | 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) and a broader knowledge of the career opportunities in areas related to human nutrition.  | EK3  | Interpret and evaluate data to inform and justify arguments  | C5  |  Use appropriate techniques to analyse dietary intake data and demonstrate skills in the interpretation and utilization of these data   |
|  AK1 | Take responsibility for own learning and plan for and record own personal development  | EK4  | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data  | 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  | BK1  | Express ideas clearly and unambiguously in writing and the spoken work  | CK3  |  Discuss and debate with others and make concessions to reach agreement   |
|  AK4 | Work effectively with limited supervision in unfamiliar contexts  | B1  | Critically analyse and appraise information from both primary and secondary sources  | CK4  |  Give, accept and respond to constructive feedback   |
|  DK1 | Search for and select relevant sources of information  | B2  | Solve complex problems by use of appropriate learning technologies and management systems  | CK5  |  Show sensitivity and respect for diverse values and beliefs   |
|  DK2 | Critically evaluate information and use it appropriately  | B3  | Plan, conduct and report on an individual research project  | FK1  |  Determine the scope of a task (or project)   |
|  DK3 | Apply the ethical and legal requirements in both the access and use of information  | B5  | Demonstrate the ability to be independent, autonomous learners  | FK2  |  Identify resources needed to undertake the task (or project) and to schedule and manage the resources   |
|  DK4 | Accurately cite and reference information sources  | B4  | Assemble data from a variety of sources (including academic literature) and discern and establish connections  | FK3  |  Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary   |
|  DK5 | Use software and IT technology as appropriate  |   |   | FK4  |  Motivate and direct others to enable an effective contribution from all participants   |
|  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  |   |   |   |     |
|  Lectures Practical work Seminars/demonstrations/workshops Case studiesGroup workDetails of the principles of these strategies are in Sections E2 and F. Descriptions of the actual strategies are in Appendix 5. | Tutorials Independent studiesTechnology enhanced learning Project Work based learning  |   |   |   |     |
|  Unseen examinationsMultiple choice tests Short answer testsPractical reportsCase studiesProblem exercisesOral presentations and vivas Details of the principles of these strategies are in Section F. | Data interpretation exercisesGroup and individual presentations, Essays Literature surveys Experimental designs Project reportsPeer/self-assessmentComputer based assessments  |   |   |   |     |

1. **Future Skills Graduate Attributes**

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness
10. **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.

## BSc (Hons) Nutrition (Human Nutrition)

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| **Level 4** |
| **BSc (Hons) Nutrition (Human Nutrition)** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Essentials for Sport, Exercise and Nutrition Sciences | LS4011 | 30 | 4 | Year long |  | 1 | 1 |
| Human Physiology | LS4004 | 30 | 4 | Year long |  | 1 | 1 |
| Introduction to Food and Nutrition | LS4013 | 30 | 4 | Year long |  | 1 | 1 |
| The Biochemical Foundations of Life | LS4002 | 30 | 4 | Year long |  | 1 | 1 |

Exit Awards at Level 4

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 LS4013, 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** |
| **BSc (Hons) Nutrition (Human Nutrition)** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Applied Nutrition | LS5019 | 30 | 5 | Year long |  | 2 | 3 |
| Infection and Immunity | LS5008 | 30 | 5 | Year long |  | 2 | 3 |
| Proteins and Metabolism | LS5002 | 30 | 5 | Year long |  | 2 | 3 |
| Research Methods in Sport, Exercise, and Nutrition Sciences | LS5020 | 30 | 5 | Year long |  | 2 | 3 |

Exit Awards at Level 5

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 LS5019, 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** |
| **BSc (Hons) Nutrition (Human Nutrition)** |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Contemporary Issues in Food and Nutrition | LS6033 | 30 | 6 | Year long |  | 3 | 5 |
| Future Skills Apply | AX6001 | 15 | 6 | Year Long |  | 3 | 6 |
| Public Health Nutrition | LS6032 | 30 | 6 | Year long |  | 3 | 5 |
| Sport, Exercise and Nutrition Project | LS6035 | 15 | 6 | Year Long |  | 3 | 6 |
|  **Optional Modules** |  |  |  |  |  |  |  |
| Clinical Chemistry and Haematology (Blood Sciences) | LS6005 | 30 | 6 | Year long | Genes, Cells and Tissues (LS4001) ORHuman Physiology (4004) | 3 | 5 |
| Clinical Immunology and Medical Microbiology | LS6006 | 30 | 6 | Year long | Infection and Immunity (LS5008) | 3 | 6 |
| Health & Exercise Physiology | LS6016 | 30 | 6 | Year long | Human Physiology(LS4004) | 3 | 5 |

Exit Awards at Level 6

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 LS4013, LS5019, LS6032, LS6033 and LS6035 must be passed and cannot be compensated.

1. **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 Essentials for Sport, Exercise and Nutrition Sciences (LS4011) and Introduction to Food and Nutrition (LS4013). 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 (Applied Nutrition -LS5019); 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 (Contemporary Issues in Food and Nutrition – LS6033); and devising a health promotion strategy related to food and nutrition policies in the UK and beyond (Public Health Nutrition – LS6032).

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 (Essentials for Sport, Exercise and Nutrition Sciences  (LS4011) and Introduction to Food and Nutrition (LS4013), Research Methods in Sport, Exercise, and Nutrition Sciences (|LS5020), and Applied Nutrition (LS5019) 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, sport 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 LS4011, LS5020 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 Essentials for Sport, Exercise and Nutrition Sciences (LS4011)  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 Research Methods in Sport, Exercise, and Nutrition Sciences (LS5020) 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 X (formerly 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. **External Reference Points**

External reference points which have informed the design of the course. These could include:

* PSRB standards
* QAA Subject benchmarks
* Other subject or industry standards
1. **Development of Course Learning Outcomes in Modules**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Level 4** | **Level 5** | **Level 6** |
| **LS4004** | **LS4011** | **LS4002** | **LS4013** | **LS5020** | **LS5019** | **LS5002** | **LS5008** | **LS6033** | **LS6032** | **LS6035** | **AX6001** |
| **Knowledge & Understanding** | A2 |  |  |  | S | S | S |  | S | S | S |  |  |
| A1 | S |  | S | S | S | S | S |  | S | S |  |  |
| A3 |  |  |  | S | S | S |  |  |  | S |  |  |
| A4 | S |  | S | S | S | S |  |  | S | S |  |  |
| A5 |  |  |  | S | S |  |  |  |  |  |  |  |
| AK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| AK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| AK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| AK4 |  |  |  |  |  |  |  |  |  |  |  |  |
| DK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| DK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| DK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| DK4 |  |  |  |  |  |  |  |  |  |  |  |  |
| DK5 |  |  |  |  |  |  |  |  |  |  |  |  |
| GK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| GK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures Practical work Seminars/demonstrations/workshops Case studiesGroup workDetails of the principles of these strategies are in Sections E2 and F. Descriptions of the actual strategies are in Appendix 5. |  |  |  |  |  |  |  |  |  |  |  |  |
| Unseen examinationsMultiple choice tests Short answer testsPractical reportsCase studiesProblem exercisesOral presentations and vivas Details of the principles of these strategies are in Section F. |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | BK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| BK4 |  |  |  |  |  |  |  |  |  |  |  |  |
| EK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| EK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| EK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| EK4 |  |  |  |  |  |  |  |  |  |  |  |  |
| BK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| BK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| B1 |  |  |  |  | S | S |  |  | S | S |  |  |
| B2 |  |  |  |  | S |  |  |  | S | S |  |  |
| B3 |  |  |  |  | S |  |  |  |  |  |  |  |
| B5 |  |  | S | S | S | S |  |  | S | S |  |  |
| B4 |  |  | S |  | S | S |  |  | S | S |  |  |
| **Practical Skills** | C1 |  |  | S | S | S | S |  |  | S |  |  |  |
| C2 |  |  |  | S | S |  |  |  | S |  |  |  |
| C3 |  |  |  |  | S | S |  |  | S |  |  |  |
| C4 |  |  |  |  | S | S |  |  | S | S |  |  |
| C5 |  |  |  |  | S | S |  |  |  |  |  |  |
| CK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| CK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| CK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| CK4 |  |  |  |  |  |  |  |  |  |  |  |  |
| CK5 |  |  |  |  |  |  |  |  |  |  |  |  |
| FK1 |  |  |  |  |  |  |  |  |  |  |  |  |
| FK2 |  |  |  |  |  |  |  |  |  |  |  |  |
| FK3 |  |  |  |  |  |  |  |  |  |  |  |  |
| FK4 |  |  |  |  |  |  |  |  |  |  |  |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Additional Information**

*Add information here about the number of approved entry points and for each one, except the first one, the delivery dates of the modules and which Teaching Block they’ll be delivered in. The details of the first entry point noted should be provided in the module tables above.*