

## KEY PROGRAMME INFORMATION

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BSc (Hons) Nutrition 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6	
<b>Intermediate award(s), title(s) and credits</b> Dip HE Nutrition – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 Cert HE Nutrition – 120 (60 ECTS) Level 4	
<b>UCAS Programme Code(s) (where applicable and if known)</b> <a href="#">Click here to enter text.</a>	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100247
<b>External reference points</b> UK Quality Code for Higher Education Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications, and subject benchmark statements. Competency Requirements PSRB : Association for Nutrition (AfN) UKVRN Course mapping and competency.	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Association for Nutrition (AfN) UKVRN <a href="http://www.associationfornutrition.org/">http://www.associationfornutrition.org/</a>	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-Time/ Full-Time Sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> Programme duration: 3 years full-time / 4 years optional full-time sandwich Level 4: 1 year (core) Level 5: 1 year (core) Optional sandwich placement: Minimum 30 weeks placement Level 6: 1 year (core)	
<b>Date of first intake</b> September 2019	<b>Expected start dates</b> September 2019
<b>Maximum student numbers</b> 30	<b>Placements</b> Compulsory – 20 days (within unit) Optional sandwich – minimum 30 weeks
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> October 2018	
<b>Version number</b> V1.0-0919	
<b>Approval, review or modification reference numbers</b> E201819 03	

## Programme Specification – Section 1

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## Programme Specification – Section 1

### PROGRAMME STRUCTURE

<b>Programme Award and Title:</b> BSc (Hons.) Nutrition									
<b>Year 1/Level 4</b>									
Students are required to complete 6 core units									
Unit Name	Core/ Option	No of credits	Assessment Element Weightings <sup>1</sup>			Expecte d contact hours per unit	Unit version no.	HECoS code (plus balanced or major/minor load)	
			Exam 1	Cwk 1	Cwk 2			HECoS code Subject Code and %	HECoS code Subject Code and %
Research Methodologies 1	Core	20		50%	50%	30	v1.1	100962	
Principles of Food and Nutrition	Core	20	50%	50%		40	v1.0	100247	
Human Anatomy and Physiology	Core	20		50%	50%	40	FST v1.2	100350	
Foundation Psychology in Understanding Human Behaviour	Core	20	100%			30	v1.0	100985	
Professional Values in the Food Chain	Core	20		50%	50%	30	v1.0	100527	
Chemistry	Core	20		50%	50%	40	FST v1.0	100417	
<b>Progression requirements:</b> Requires 120 credits at Level 4									
<b>Exit qualification:</b> Cert HE Nutrition (requires 120 credits at Level 4 completion).									

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<b>Year 2/Level 5</b>									
<b>Unit Name</b>	<b>Core/ Option</b>	<b>No of credits</b>	<b>Assessment Element Weightings</b>			<b>Expected contact hours per unit</b>	<b>Unit version no.</b>	<b>HECoS code (plus balanced or major/minor load)</b>	
			<b>Exam 1</b>	<b>Cwk 1</b>	<b>Cwk 2</b>			<b>HECoS code Subject Code and %</b>	<b>HECoS code Subject Code and %</b>
Research Methodologies 2	Core	20		100%		30	v1.1	100962	
Promoting Health and Wellbeing	Core	20		100%		30	v1.0	100985	
Food Safety and Microbiology	Core	20	50%	50%		65	v1.0	100906	
Nutrition in Health and Disease	Core	20	60%	40%		30	v1.0	100247	
Biochemistry	Core	20	50%	50%		40	FST v1.0	100962	
Food Processing and Product Development	Core	20		60%	40%	40	v1.0	100527	
<b>Progression requirements:</b> Requires 120 credits at Level 5 <b>Exit qualification:</b> Dip HE Nutrition (requires 120 credits at Level 4 and 120 credits at Level 5)									
<b>Level P –Optional placement year in industry/business with a minimum of 30 weeks full time placement experience.</b>  <b>Progression requirements:</b> Students who do not choose to undertake the optional sandwich placement can progress directly from Level 5 to Level 6.									

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<b>Year 3/4/Level 6</b>									
<b>Unit Name</b>	<b>Core/Option</b>	<b>No of credits</b>	<b>Assessment Element Weightings</b>			<b>Expected contact hours per unit</b>	<b>Unit version no.</b>	<b>HECoS code (plus balanced or major/minor load)</b>	
			<b>Exam 1</b>	<b>Cwk 1</b>	<b>Cwk 2</b>			<b>HECoS code Subject Code and %</b>	<b>HECoS code Subject Code and %</b>
Research Project	Core	40		100%		15	v1.1	100962	
Nutritional Requirements Throughout life	Core	20	40%	60%		30	v1.0	100247	
Advances in Applied Nutrition	Core	20		60%	40%	30	v1.0	100247	
Psychological and Social Aspects of Health and Wellbeing	Core	20		100%		30	v1.0	100985	
20 day Placement	Core	20		40%	60%	15	v1.0	101090	
<p><b>Exit qualification:</b> BSc (Hons) Nutrition</p> <p><b>Optional Sandwich UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.</p> <p><b>Full-time UG award:</b> Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6</p>									

## AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the programme;
- Specify the programme award titles;
- Identify programme and level learning outcomes;
- Articulate the regulations governing the awards defined within the document.

## AIMS OF THE PROGRAMME

This programme aims to provide an approach to nutrition that is based on the scientific and academic principles of physiology, biochemistry, and psycho-social concepts of health. Food production, processing, legislation and safety are also important components of the nutrition programme, as graduates would be expected to interpret nutritional data and understand the implications of food law. Students will understand how diet and nutrition affects life and impacts on health, by studying the underpinning science of nutrition. The programme will also aim to produce graduates in nutrition who have a set of competencies and values as befits a professional practitioner.

More specifically, the programme aims to

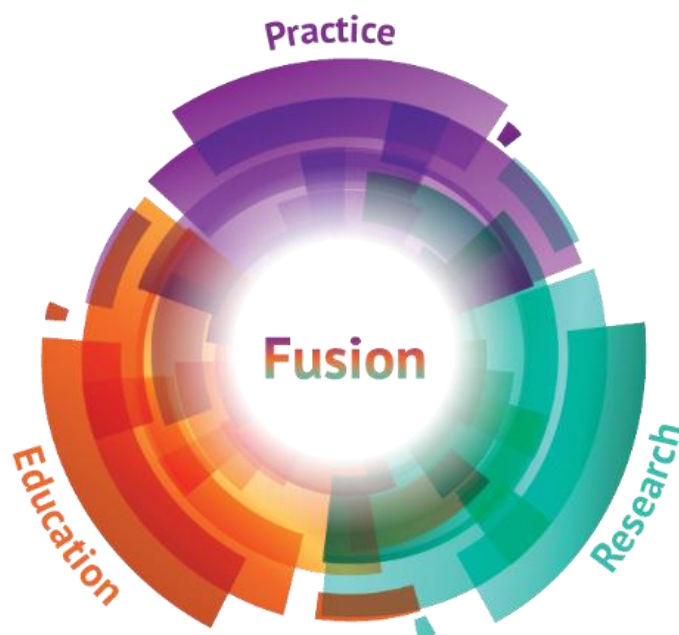
- Meet the students' need for a vocationally relevant course in nutrition that does not restrict career opportunities.
- Meet the need for academic rigour and intellectual challenge at Honours level.
- Develop a critical understanding of scientific and behavioural aspects of human nutrition.
- Develop practical experience through laboratory work, placement and project work.
- Sustain a course model capable of adaptation to advances in the knowledge base of nutrition.
- Develop a set of professional values and competencies in order to register and practise as an Associate Nutritionist.
- Equip students with the necessary transferable skills and competencies required for future employment.

Students have the valuable opportunity to complete a work placement during the summer vacation between level 5 and 6 to observe the application of nutritional expertise in a range of settings, understand the role of the professional registered nutritionist in practice and reflect on their own learning and development in practice. There are also opportunities to undertake a minimum of 30 week placement experience (after completing Level 5).

## ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

### The University's Vision for 2020-25 including 'Fusion'

At the heart of the BU2020-25 vision is 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge. We want to build a reputation for inspiring learning, advancing knowledge and enriching society through Fusion. This inclusive implementation of Fusion, focused on impact, will become distinctive and help us to deliver our vision.



In Fusion, we bring together research, education and practice to create something that is greater than the sum of its parts. Each element informs and improves the others. This means that:

- BU excels in programmes that are both linked to practice and industry and informed by the latest research
- BU academic staff are rounded academics, engaged in research, education and practice
- BU's graduates are highly employable; they are innovative, have research skills, a global outlook and a focus on societal impact
- BU's research is intrinsically linked to industry and practice and brought to life in our education
- Professional service and support staff are engaged in bringing together the latest research and knowledge with best practice and industry experience.

We have already begun to establish our distinctive Fusion culture and communities. Our students and staff thrive through Fusion and we have a worldwide reputation for our distinctive co-created Fusion approach. Our vibrant Fusion communities are collaborative, inclusive and resilient and connected world-wide. The BU learning experience is personalised, inter-disciplinary and consistently excellent.

Our ambition is to attract and develop students and staff who thrive as lifelong learners through Fusion. This means that staff lead in their disciplines & professions and as members of high performing teams. We have a diverse and inclusive environment that enables achievement for all and we are a catalyst for sustainable social, environmental and economic growth and development. We aim to enrich society by having a significant impact on challenges world-wide. We also aim to be a catalyst for impact by advancing knowledge, creativity and innovation. We drive social and economic growth and development through our staff, students and graduates; we support the development of the region and lead thinking on sustainability and, through Fusion, we have a positive impact world-wide on the challenges facing society.

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Our staff, students and graduates enrich society as active citizens in their communities and our worldwide partnerships strengthen our shared impact.

The Nutrition programme teaching team are keen to share this vision with their students in order to provide them with a unique and transformative experience.

The BU vision is to provide a personalised and well-supported student experience, where learners are actively engaged in all aspects of their university programmes:

- Nutrition students will receive an excellent education, through exposure to ideas and challenges from an academic team who are committed to their learning journey. They are also offered the opportunity to work collaboratively and share knowledge with their peers;
- Nutrition students will be involved in locating and evaluating research which is relevant to their practice in modern services and fosters their critical thinking skills. They will be guided to an appreciation of the importance of knowledge generation and experience discovering how this new knowledge can impact positively on the patients' lives.

### Technology Enhanced Learning (TEL)

The programme strategy on Technology Enhanced Learning to enhance the student experience is expressed principally through the use of the latest Virtual Learning Environment, 'Brightspace'. FHSS piloted the use of this new platform in 2017 for BU and all our nutrition units of study were supported through this medium. In addition, the nutrition programme began to use 'Panopto' technology to record theory sessions so that student could use / review content at a time of their convenience. This supports the notion of flipped classroom, where students are asked to review material before attending class so that the classroom time can be used interactively. This is important in learning approaches such as 'Team Based Learning' which will be used in interprofessional units. In addition, students are exposed to the use of broader social media to support professional learning. Digital healthcare is a research interest within the Faculty and students are able to benefit from extra-curricular workshops and study events which explore its use in modern health provision.

### Employability

- The programmes is accredited by the Association for Nutrition (UKVRN), and students will be eligible for registration after qualification as a Registered Associate Nutritionist (ANutr) , thus providing them with an industry recognised qualification and status.
- The Department of Human Sciences and Public Health in HSS has an exceptionally high level of graduate employment, because of the practice and placement experience which is integral to every programme.
- All students will have the opportunity to extend their programme and develop their professional practice by adding an optional sandwich placement between level 5 and level 6 as well as a compulsory 20 day placement assessed at level 6.
- Student placements and sharing of education and research with employers enables staff to benchmark the skills required by employers and integrate them into the programmes.

### Globalisation is a key area of growth within the Faculty

- BSc(Hons.) Nutrition programmes would be an ideal for overseas marketing, particularly because they do not involve NHS placements, which has been a barrier to overseas recruitment for other



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programmes in HSS. However, in recent years a number of places were offered in Hospital settings as part of student placement.

- The student placement, both optional sandwich and compulsory 20 day lend themselves to periods of time working abroad if the students wish to pursue.

### Sustainability

- The BSc(Hons.) Nutrition programme does include learning around public health, community health, behaviour science, nutrition and wellbeing. Management of healthy lifestyles and reductions time spent in ill health all relate to sustainability.
- Majority of the unit will be an online document submission for assessment and delivery, which will be more environmentally friendly than a paper document.
- Technology Enhanced Learning will be increasingly important for students and for CPD.
- Students will be exposed to a range of learning environments, where they will use technology for distance learning, simulation and interaction.
- CEL have already provided support during the development phase to explore innovative uses of available education technology within the programmes.

### LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Learning within the Nutrition programme at BU is a collaborative partnership between students, academic staff and external partners. Students are encouraged to adopt an independent, self-directed approach to their learning. They identify their own learning needs throughout the programme and propose how they intend to meet these. Integration of the grow@BU model to nurture learners with life-long learning skills provides students with the skills required to maintain excellence throughout their careers.

Throughout the programme students will link theoretical understanding to professional practice. Students will be directed to explore case studies to simulate professional practice and learning activities will focus on practical issues that are underpinned by theoretical concepts. Practical skills are integrated throughout the programme and across all three years of the programme. At the start of each academic year students sign a declaration of confidentiality form and consent to participate in practical classes form. Students are expected to formally review their own performance and learning at BU whilst on placement and document this through the use of portfolios and personal development plans.

Students undertake uni-professional and inter-professional learning. Inter-professional learning takes place within BU and on placement. Principle of Food and Nutrition, Foundation Psychology in Understanding Human Behaviour, Chemistry, Anatomy and Physiology, Research Methodologies 1 at Level 4; Research Methodologies 2, Biochemistry, Promoting Health and Wellbeing at Level 5; and

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Research Project at Level 6 are all inter-professional units within the nutrition programme highlighting the multidisciplinary partnerships that are paramount within the wellbeing, health promotion and food sectors.

Intellectual and transferable skills will be developed throughout the programme. A flexible, blended learning approach will develop students' skills of enquiry. This includes seminar discussions; peer assisted learning; presentations by expert lecturers, clinicians and service users; group enquiry; laboratory and practical sessions and on-line learning, journal clubs, and field trips. Online learning is used to facilitate knowledge acquisition, disseminate information, allow students to explore and discuss concepts and give instant access to relevant course and unit documentation. These learning activities will be driven by evidence and evidence based research.

Throughout the programme tasks will increasingly focus on the critical analysis, evaluation of practice and the synthesis of new and innovative approaches based on the sound evidence-based knowledge.

### STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students. BSc (Hons.) Nutrition programme is delivered by Registered Nutritionist RNutr) (UKVRN) and ANutr professionals within the faculty.

### INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

#### PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This BSc (Hons.) Nutrition/ Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the BSc(Hons.) Nutrition / Level 6 learning outcomes:</p>
<p>A1 A critical awareness of how nutritional science is an integrated study of food and nutritional biochemistry and molecular biology</p> <p>A2 The complex physiological and pathophysiological factors underlying health and illness and the role of nutrition in their development and possible treatment.</p> <p>A3 A highly developed conceptual understanding of the nutritional, genetic and biochemical factors underlying health and illness.</p> <p>A4 A critical knowledge of the multi-faceted psychological and social factors which impinge on</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1 – A5);</li> <li>• Seminars (A1 – A5);</li> <li>• Portfolios (A6)</li> <li>• Directed reading (A1, A3);</li> <li>• Use of the VLE (A4, A5);</li> <li>• Independent research (A7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>nutrition and human health</p> <p>A5 The composite evidence base underlying human nutritional requirements throughout life</p> <p>A6 The professional, ethical and moral frameworks underpinning nutritional practice that relate to health and nutrition.</p> <p>A7 Critical application of the scientific methodology as applied to nutritional science within the context of the published literature</p>	<ul style="list-style-type: none"> <li>• Course work assignment and Examination (A1- A5)</li> <li>• Group work, Presentation and Portfolio coursework (A 6)</li> <li>• Independent research (A 7)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This BSc(Hons.) Nutrition / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the BSc(Hons.) Nutrition / Level 6 outcomes:</p>
<p>B1 Critically appraise and review published work in nutrition and/or health related areas, and evaluate sometimes conflicting information and investigate and identify explanations for conflict using innovative and creative reasoning.</p> <p>B2 Synthesise a complex coherent argument from a range of different health and nutrition related evidence based sources.</p> <p>B3 Using appropriate information, technical skills and judgement to plan and carry out a major project to critically answer the research question/hypothesis.</p> <p>B4 Use up to date appropriate techniques to explore analytically and evaluate research data generated by own project work in the light of previously published data.</p> <p>B5 Construct and present a tightly structured and rigorous argument orally or in written format appropriate for the audience</p> <p>B6 Develop a critical, reflective and professional approach to practice as a registered nutritionist and recognise the need for lifelong learning.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1 - B4);</li> <li>• Seminars (B1 – B4);</li> <li>• Directed reading and Coursework (B1 – B5);</li> <li>• Independent research (for dissertation) (B6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Examinations (B1- B4);</li> <li>• Coursework essays (B1 – B2);</li> <li>• Presentation and Group work (B5- B6)</li> <li>• Research Project (B3 – B6).</li> </ul>
<p><b>C: Practical skills</b></p>	<p>The following learning and teaching and</p>

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<p>This BSc(Hons.) Nutrition / Level 6 provides opportunities for students to:</p>	<p>assessment strategies and methods enable students to achieve and to demonstrate the BSc (Hons.) Nutrition / Level 6 learning outcomes:</p>
<p>C1 Undertake a range of advanced biological laboratory based procedures in nutrition and related biochemistry, and critically evaluate the results.</p> <p>C2 Set up and carry through to completion a substantive piece of independent and highly stimulating piece of research in a nutrition related area.</p> <p>C3 Collect and critically analyse data from independent project work in nutrition, using the appropriate statistical tests or methodologies to evaluate the data collected for rigorous argument to form conclusions.</p> <p>C4 Critique and apply safe working practices and ethical considerations for all pieces of laboratory and independent work.</p> <p>C5 Develop problem solving skills including the reporting of substantive pieces work in nutrition and professional practice, as well as the research project</p> <p>C6 Develop and critically apply professional skills in the evaluation and assessment of nutritional needs in a variety of healthcare and commercial settings.</p> <p>C7 Develop a robust culture of professional conduct and ethical values aligned with the Association for Nutrition requirements for a registered nutritionist.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Laboratory practical (C1, C4, C5);</li> <li>• Coursework essays (C1 - C3, C5);</li> <li>• Independent research project (C1 – C6);</li> <li>• Placement (C6-C7).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Laboratory reports &amp; portfolio (C1, C4, C5)</li> <li>• Research Projects (C2-C5)</li> <li>• Placement portfolio evidence (C7)</li> <li>• Coursework assignments (C1-C7).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This BSc (Hons.) Nutrition /level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the BSc (Hons.) Nutrition /level 6 learning outcomes:</p>
<p>D1 Operate in complex and unpredictable contexts demanding the selection and critical application from a wide range of innovative or standard techniques.</p> <p>D2 Develop a wide range of critical insights to facilitate working independently and managing work in a range of situations</p> <p>D3 Develop a wide range of critical insights to facilitate working as a member of a team and accept</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1 – D6);</li> <li>• Seminars (D1- D6);</li> <li>• Placement (D1 – D6);</li> <li>• Directed reading (D1- D6).</li> </ul>

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<p>responsibility for determining and achieving personal and/or group outcomes in a wide range of situations</p> <p>D4 The ability to understand and critically apply the need for personal responsibility in relation to academic and/or professional codes of conduct</p> <p>D5 An ability to apply a range of different methods of communication with exemplary problem solving skills choose the most appropriate method for a given situation</p> <p>D6 Plan, design and execute a piece of research/investigational work, working independently with a tightly structured rigorous argument using up to date evidence base.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Case Study (D1 – D4);</li> <li>• Research Project (D 2);</li> <li>• Group Assignment (D3).</li> <li>• Assessment across all units via course work, placement and research project (D5- D6)</li> </ul>
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### LEVEL 5/DipHE in Nutrition

<p><b>A: Knowledge and understanding</b></p> <p>This DipHE Nutrition / Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>A1 Understand the in-depth relationships between pathophysiological processes and nutritional health.</p> <p>A2 Understanding of human nutritional requirements in health and disease and the complexity of factors that determine them</p> <p>A3 Develop arguments that contribute to the psychological and social factors that impinge on diet, nutrition and human health.</p> <p>A4 Application of the principles underlying human food production, food safety and manufacture</p> <p>A5 The professional relevance of evidence-based client management</p> <p>A6 The ability to appraise and review published nutritional science.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1- A6);</li> <li>• Seminars (A1 – A6);</li> <li>• Directed reading (A1, A3);</li> <li>• Use of the VLE (A1-A6);</li> <li>• Laboratory Practical (A4)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework (A1-A6)</li> <li>• Examination (A1-A5)</li> <li>• Group work and presentation (A6)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This DipHE Nutrition / Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the DipHE Nutrition / Level</p>

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	5 learning outcomes:
<p>B1 Critically select information that supports published work in nutrition and/or health related areas</p> <p>B2 Synthesise a coherent argument on the basis of input from a range of different health and nutrition related sources.</p> <p>B3 Recognise and evaluate appropriate information, technical skills and judgement to write a research proposal.</p> <p>B4 Use appropriate techniques to appraise and review published work, including conflicting information to evaluate research data.</p> <p>B5 Construct and present a reasoned argument orally or in written format.</p> <p>B6 Apply extensive knowledge and evidence to the assessment of client needs in a complex nutritional setting.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1- B6);</li> <li>• Seminars (B1 – B6);</li> <li>• Directed reading (B1-B5);</li> <li>• Use of the VLE (B1-B6);</li> <li>• Laboratory Practical (B4)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework assignment (B1-B6)</li> <li>• Examination (B1-B4, B6);</li> <li>• Research proposal (B1-B6);</li> <li>• Oral presentation (B4-B6)</li> </ul>
<p><b>C: Practical skills</b></p> <p>This DipHE Nutrition / Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the DipHE Nutrition / Level 5 learning outcomes:</p>
<p>C1 Undertake a range of complex laboratory based procedures in nutrition and related biochemistry, and evaluate the results forming reasoned conclusions.</p> <p>C2 Set up and carry through to completion a technical piece of project work in a nutrition related area.</p> <p>C3 Develop an innovative product based on nutritional justification and application of theoretical knowledge of food production</p> <p>C4 Collect and analyse data from research and laboratory work in nutrition, by identifying appropriate statistical tests or methodologies to critique the data</p> <p>C5 Understand the rationale and application of safe working practices and ethical considerations for all laboratory and independent work</p> <p>C6 Application of innovative report writing skills that are suitable for a range of nutrition and professional practice situations.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1- C7);</li> <li>• Seminars (C1 – C7);</li> <li>• Directed reading (C1-C7);</li> <li>• Research proposal (C3)</li> <li>• Use of the VLE (C1-C7);</li> <li>• Laboratory Practical (C1-C7)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework assignment (C2-C5)</li> <li>• Examination (C1-C7);</li> </ul>

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<p>C7 Develop advanced professional skills in the evaluation and assessment of complex nutritional needs in a variety of nutritional based settings</p>	<ul style="list-style-type: none"> <li>• Research proposal (C2);</li> <li>• Oral presentation (C3-B7)</li> <li>• Laboratory report (C1, C4, C5)</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This DipHE Nutrition / Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the DipHE Nutrition/ Level 5 learning outcomes:</p>
<p>D1 Operate in complex work environments by identifying and applying a wide range of innovative or standard techniques</p> <p>D2 Develop a range of personal insights to facilitate working independently and managing work in a range of situations</p> <p>D3 Develop a range of personal insights to facilitate working as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes in a range of situations</p> <p>D4 The ability to understand and apply the need for personal responsibility in relation to academic and/or professional codes of conduct</p> <p>D5 An ability to apply a range of different methods of communication and an ability to choose the most appropriate method for a given situation</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1- C7);</li> <li>• Seminars (C1 – C7);</li> <li>• Directed reading (C1-C7);</li> <li>• Research proposal (C3)</li> <li>• Use of the VLE (C1-C7);</li> <li>• Laboratory Practical (C1-C7)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essays (D1 - D5);</li> <li>• Project Proposal (D2)</li> <li>• Group presentation (D3,D5)</li> </ul>

### LEVEL 4/Cert HE in Nutrition

<p><b>A: Knowledge and understanding</b></p> <p>This CertHE in Nutrition / Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the CertHE in Nutrition/ Level 4 learning outcomes:</p>
<p>A1 The fundamentals of nutritional biochemistry and molecular biology</p> <p>A2 A foundation of anatomy and physiology to underpin nutritional studies</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1- A4);</li> <li>• Seminars (A1 – A4);</li> </ul>

## Programme Specification - Section 2

<p>A3 Foundation of the psychological and social factors which impinge on nutrition and human health</p> <p>A4 The underpinning principles of scientific methodology as applied to nutritional science.</p>	<ul style="list-style-type: none"> <li>• Directed reading (A1-A4);</li> <li>• Use of the VLE A1-A4);</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework (A1-A4)</li> <li>• Examination (A1-A4)</li> <li>• Laboratory Report (A1-A4)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This CertHE in Nutrition / Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the CertHE in Nutrition/ Level 4 learning outcomes:</p>
<p>B1 Review published work in nutrition and/or health related areas, and evaluate sometimes conflicting information</p> <p>B2 Synthesise a coherent narrative on the basis of a range of different nutrition related sources</p> <p>B3 Use essential techniques to analyse and evaluate data generated by experimental or problem-based enquiry</p> <p>B4 Construct and present a reasoned argument orally or in written format</p> <p>B5 Initiate the skills required to become a reflective and professional approach to practice as a nutritionist.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1 - B4);</li> <li>• seminars (B1 – B4);</li> <li>• directed reading (B1 – B5);</li> <li>• use of the VLE (B2 – B5);</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Written assignment (B1- B5);</li> <li>• Coursework essays (B1 - B5);</li> <li>• Laboratory Report (B3)</li> </ul>



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<p><b>C: Practical skills</b></p> <p>This CertHE in Nutrition / Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the CertHE in Nutrition/ Level 4 learning outcomes:</p>
<p>C1 Undertake a range of laboratory based procedures in physiology, nutrition and related chemistry, and evaluate the results</p> <p>C2 Take into account safe working practices and ethical considerations for all pieces of laboratory and independent work</p> <p>C3 Develop report writing skills in nutrition based subjects</p> <p>C4 Develop theoretical and practical skills in becoming a professional nutritionist and assessing nutritional needs</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Laboratory Teaching (C1, C3)</li> <li>• Lectures (C2, C4)</li> <li>• Seminars (C1-C4)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Laboratory practical reports (C1-C3)</li> <li>• Presentation and case study (C2,C4)</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This CertHE in Nutrition / Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the CertHE in Nutrition/ Level 4 learning outcomes:</p>
<p>D1 Develop the theory to apply to a range of professional career contexts using a wide range of techniques</p> <p>D2 Work independently to plan and manage work</p> <p>D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes</p> <p>D4 Accept personal responsibility in relation to academic and/or professional codes of conduct</p> <p>D5 An awareness of the different methods of communication and start to identify the most appropriate method for a given situation</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1 - D5);</li> <li>• Seminars (D1- D5);</li> <li>• Use of the VLE (D1 - D5);</li> <li>• Directed reading (D1- D5).</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Case Studies and Presentations (D1-D4)</li> <li>• Group assignments (D1-D5)</li> <li>• Reflective account (D2)</li> </ul>

### ADMISSION REGULATIONS

'The regulations for this programme are the University's Standard Undergraduate/ Admission Regulations'.

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

104 - 112 tariff points from 2 A-levels or equivalent, including 32 points in a required subject. BTEC Extended Diploma: DMM in a required subject.

If English is not your first language, you will need: IELTS (Academic) 6.5 with minimum 6.0 in each component or equivalent

All UCAS applications are reviewed by the designated admission lead for the BSc (Hons) Nutrition programme. Appropriate application forms are then passed onto the programme's admissions lead where the application is assessed by an academic in the nutrition team.

Further, the Universities 'Fair Access Agreement' is available to students.

[http://www.offa.org.uk/agreements/AA\\_0050%20Bournemouth%20University%201213.pdf](http://www.offa.org.uk/agreements/AA_0050%20Bournemouth%20University%201213.pdf)

### PROGRESSION ROUTES

Not applicable

### ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations.

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

### PLACEMENT ELEMENTS

Within the Faculty of Health and Social Sciences public/ private / government / non-government and charitable and industry links are crucial to the delivery of the programmes. Nutrition students will have the opportunity to work in any of the aforementioned settings in order gain experience of nutrition in practice. Students will gain valuable first-hand experience of working in a variety of settings through a compulsory 20 day placement assessed at level 6 and an optional 30 week sandwich placement (level P). Throughout the programme there is considerable collaboration with other professions both within the department and the professional setting. Students are expected to meet the Association for Nutrition standards. Placement experience aims to consolidate the student's competence in formulation and delivery of plans and strategies to meet the needs of both individuals and groups and whilst providing a platform for the development of critical evaluation of the impact of applied interventions. Their successful completion and the students' reflection on their placement is the basis of assessment. Over the last few years, we have established strong links with placement providers including hospitals, public sector – local and county councils, charitable organisations, food industry both large and small medium enterprise companies and schools.

## Programme Specification - Section 2

### **20 day Placement at Level 6 (core)**

The BSc (Hons) Nutrition programme incorporate a 20 day mandatory work placement linked to a core Placement unit at Level 6. Further details on this placement element are available in the placement handbook and log-book.

### **Sandwich placement at Level P (optional)**

In addition, an optional minimum of 30 week placement between levels 5 and 6 offers an additional learning opportunity to those students who wish to obtain a sandwich degree in BSc (Hons) Nutrition.

## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																									
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
L E V E L 6	Psychological and Social Aspect of Health and Wellbeing				x	x	x		x	x			x	x				x	x	x	x	x	x	x	x		
	Nutritional Requirements Throughout the Lifecycle	x	x	x	x	x	x		x	x			x	x					x	x	x	x	x	x	x	x	
	Research Project							x	x	x	x	x	x	x		x	x	x	x	x	x		x		x	x	x
	Advances in Applied Nutrition		x		x	x	x		x	x			x	x				x	x	x	x	x	x	x	x	x	
	Placement			x			x		x	x			x	x				x	x	x	x	x	x	x	x	x	
L E V E L 5	Biochemistry	x	x	x				x	x				x		x				x				x	x		x	
	Research Methodologies 2							x	x	x	x	x	x			x	x	x	x				x	x	x	x	x
	Food Processing and Product Development	x				x			x			x	x			x	x	x		x			x	x	x	x	
	Food Safety and Microbiology							x		x		x	x	x	x				x	x				x	x		x
	Nutrition in Health and Disease	x	x	x	x	x		x	x	x		x	x	x					x	x	x	x	x	x	x	x	x
	Promoting Health and Wellbeing				x		x		x	x			x	x					x	x				x	x	x	x
L E V E L 4	Principles of Food and Nutrition	x	x	x	x	x			x				x						x	x			x	x	x	x	
	Chemistry	x		x				x							x				x				x	x	x	x	
	Human Anatomy and Physiology	x	x	x				x	x				x		x				x					x	x	x	x
	Professional values in the food chain	x				x				x			x	x					x	x	x			x	x	x	x
	Foundation Psychology in Understanding Human Behaviour				x					x			x	x						x				x	x	x	x
	Research Methodologies 1							x		x	x	x	x						x					x	x	x	x

### **A – Subject Knowledge and Understanding**

This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

- A1 Nutritional science as an integrated study of food and nutritional biochemistry and molecular biology
- A2 The physiological and pathophysiological factors underlying health and illness and the role of nutrition in their development and management.
- A3. Nutritional, genetic and biochemical factors underlying health and illness.
- A4 Psychological and social factors which impinge on nutrition and human health
- A5 The principles underlying human nutritional requirements throughout life
- A6 The professional, ethical and moral frameworks underpinning nutritional practice, and the law related to health and nutrition.
- A7 Scientific methodology as applied to nutritional science.

### **C – Subject-specific/Practical Skills**

This programme provides opportunities for students to:

- C1 Undertake a range of biological laboratory based procedures in nutrition and related biochemistry, and evaluate the results.
- C2. Set up and carry through to completion a substantive piece of independent research in a nutrition related area.
- C3 Collect and analyse data from independent project work in nutrition, using the appropriate statistical tests or methodologies to evaluate the data collected.
- C4 Take into account safe working practices and ethical considerations for all pieces of laboratory and independent work.
- C5 Develop report writing skills including the reporting of substantive pieces work in nutrition and professional practice, as well as the project/dissertation.
- C6 Develop professional skills in the evaluation and assessment of nutritional needs in a variety of healthcare and commercial settings.
- C7 Develop a robust culture of professional conduct and ethical values aligned with the Association for Nutrition requirements for a registered nutritionist

### **B – Intellectual Skills**

This programme provides opportunities for students to:

- B1 Critically appraise and review published work in nutrition and/or health-related areas and evaluate sometimes conflicting information and investigate and identify reasons for conflict.
- B2 Synthesise a coherent argument on the basis of input from a range of different health and nutrition related sources.
- B3 Using appropriate information, technical skills and judgement identify a research question. Plan and carry out a major project to answer the research question/hypothesis.
- B4 Use appropriate techniques to analyse and evaluate research data generated by own project work in the light of previously published data.
- B5 Construct and present a reasoned argument orally or in written format.
- B6 Develop a critical, reflective and professional approach to practice as a registered nutritionist and recognise the need for lifelong learning.

### **D – Transferable Skills**

This programme provides opportunities for students to:

- D1 Operate in complex and unpredictable contexts demanding the selection and application from a wide range of innovative or standard techniques.
- D2 Work independently to plan and manage work.
- D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.
- D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.
- D5 An awareness of the different methods of communication and an ability to choose the most appropriate method for a given situation
- D6 Plan, design and execute a piece of research/investigational work working independently.