

School of Life and Medical Sciences

Title of Programme: **BSc (Hons) Dietetics**

Programme Code: **HHDIET**

Programme Specification

This programme specification is relevant to students entering:
17 September 2018

Associate Dean of School (Academic Quality Assurance):
Dr Stefanie Schmeer

Stefanie Schmeer

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

| | |
|--------------------------------|---|
| Rationale | Amended wording Dietitians (BDA, 2013), Additional wording: and Another key aspect of the programme is the placement assessment contributing to academic credit. This process ensures that the learning outcomes align closely with what is needed in the workplace and encourages student engagement. Students are aware of what they need to do to improve and practitioners are facilitated to support them. This process helps to ensure that students are able to demonstrate their ability to work in an increasingly complex healthcare environment |
| Table 1a new modules | 4LMS0143, 4LMS0144, 4LMS0145, 4LMS0146, 5LMS0077, 5LMS0079, 5LMS0078, 5LMS0076, 6LMS0118, 6LMS0119 |
| Table 1a | Revised assessment 5AHP1034 coursework, |
| Table 1b | Revised mapping to programme learning outcomes |
| Programme Specific regulations | Placement hours reduced to 1000 45 credits needed for re-enrollment has been removed Added 'occupational health clearance may be requested prior to placement'. Penalty for non attendance 'may result in referral to Fitness to Practise and may affect reassessment'. |
| Section G | Amended in line with course fact sheet |
| Table 2 | Revised mapping in line with new modules |

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BSc (Hons) Dietetics

This programme specification (PS) is designed for prospective students, enrolled 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 for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

| | |
|------------------------------------|-----------------------------|
| Awarding Institution/Body | University of Hertfordshire |
| Teaching Institution | University of Hertfordshire |
| University/partner campuses | College Lane |
| Programme accredited by | HPCP |
| Final Qualification | BSc (Hons) |
| All Final Award titles | Dietetics |
| FHEQ level of award | 6 |
| UCAS code(s) | B410 |
| Language of Delivery | English |

A. Programme Rationale

The primary aim of this programme is to produce graduates who are equipped with the skills, knowledge and competencies to be eligible to apply for registration as dietitians with the Health Professions Council (HCPC), that is students who are adaptable and reflective practitioners ready to work in a complex environment. The programme has been specifically designed to meet the HCPC Standards of Education and Training, the British Dietetic Association Curriculum Framework for the Pre-registration Education and Training of Dietitians (BDA, 2013), the Standards of Proficiency - Dietitians and the Quality Assurance Agency (QAA) Benchmark Statements for Health Care Programmes – Dietetics, as well as taking account of the QAA Framework for Higher Education Qualifications. The rationale is for an integrated programme whereby theory informs practice and practice informs theory. The programme's philosophy is to utilise a learner-centred approach that involves the student actively in their learning, which facilitates deep learning. It also recognises students' past experiences and their value and contribution to the learning process. The programme's learning and teaching philosophy is to incorporate case-based scenarios comprising inter-related contemporary subjects and act as a trigger for students to discuss the intended learning outcomes and plan their strategy for achieving them. This integrated approach encourages synthesis of knowledge, facilitates both problem solving skills and reflective skills, which lead to the development of students' ability to become autonomous practitioners. The programme is designed to enable the graduate dietitian to be adaptable, manage and be responsive to change in healthcare provision and be able to work as part of a multidisciplinary team. It also encourages from the outset continuing professional development. The acquisition of the core dietetic knowledge and skills is facilitated through empowering the student to be responsible for their learning. Another key aspect of the programme is the placement assessment contributing to academic credit. This process ensures that the learning outcomes align closely with what is needed in the workplace and encourages student engagement. Students are aware of what they need to do to improve and practitioners are facilitated to support them. This process helps to ensure that students are able to demonstrate their ability to work in an increasingly complex healthcare environment.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- produce students who are eligible to apply for registration as dietitians with the Health and Care Professions Council
- produce students who are reflective dietetic practitioners with the requisite skills, knowledge and professional attributes consistent with those expected from newly qualified staff
- produce students who are equipped with the graduate skills and attitudes that are necessary to enable them to function effectively in the complex, changing environment of the modern workplace
- produce students who are committed to the enhancement of health and social care through inter-professional collaboration and service improvement

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Health Care Programmes and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

| Knowledge and Understanding | Teaching and learning methods | Assessment strategy |
|--|---|---|
| <p>A1-behavioural sciences that aid understanding of the dynamics of health, illness and healthcare and the impact these factors can have on patients'/clients' response to and management of their health status and related treatment; the ethical, legal, organisational and professional framework within which dietitians operate;</p> <p>A2.biochemical sciences that act as a platform for problem-solving, recognising the abnormal from the normal;</p> <p>A3.clinical sciences that aid the understanding of pathophysiology and resulting clinical features of conditions usually encountered in dietetic practice that also underpin effective clinical reasoning and diet therapy;</p> <p>A4.nutritional sciences as applied to dietetic practice in relation to food</p> | <p>Acquisition of knowledge and understanding is through A1-5, a combination of lectures, small group tutorials, student lead small discussion groups, practical laboratory work, worksheets and clinical education. A feature of the programme is the integrated scenario-based approach, which enables students to understand the relevance of the material studied and that theory informs practice as well as practice informing theory. Inter-active learning in multi-professional groups is incorporated as appropriate into the programme. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>At level 4 there is more structured guidance, which decreases as students progress through the programme. The virtual learning environment (Studynet) is fundamental in supporting students' learning and gives students access to a range of</p> | <p>Knowledge and understanding are assessed through a combination of written examinations (A4-A5) and assessed in-course assessments (A1-A5), in the form of laboratory reports (A4, A5), essay assignments (A1-A3), scenario-based case studies (A1-A5) and presentations (A1, A3, A5). Practice-based assessment also incorporates the assessment of knowledge and understanding.</p> |

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| analysis, food choice and appropriate modification of diet; A5.nutritional health promotion and education; | electronic resources and communication tools. See Programme-specific assessment regulations for further information. Additional support is available through the students' personal tutor, module lead or programme lead. | |
| Intellectual skills | Teaching and learning methods | Assessment strategy |
| B1- demonstrate professional autonomy, adopting the ethical code of dietetic practice ; B2.understand professional accountability and work within the framework set out in the standards of conduct; B3.establish appropriate professional relationships within wider health care teams; B4.reflect critically on their performance and practice; B5.synthesise knowledge and evaluate research to support practice in the clinical setting; B6.demonstrate an understanding of contemporary health care provision in respect of dietetic practice | Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, problem solving and clinical reasoning skills are introduced through case-scenarios and are further developed through tutorial work, laboratory work and practice placements. Throughout, the learner is encouraged to develop intellectual skills further by independent study | Intellectual skills are assessed following the programme's philosophy of employing a variety of assessment tools. These include written and practical examinations, vivas, group seminars, reflective essays, analytical case studies, laboratory reports as well as self and peer assessment. Practice-based assessment also incorporates the assessment of B1-6. |
| Practical skills | Teaching and learning methods | Assessment strategy |
| C1- utilise an holistic approach to patient/client assessment; C2.show an awareness of individual social and cultural factors that may impact on the interaction between dietitian and client; C3.relate theory to practice using decision- making skills; C4.plan, implement and evaluate appropriate diet therapy for their clients; C5.keep accurate professional records; C6.demonstrate safe practice; C7.apply knowledge of behavioural sciences to support and motivate | Practical skills are developed throughout the programme by the methods and strategies outlined in section A. These are facilitated through scenario-based approach to learning and teaching, supported by practical laboratory sessions, small group workshops, tutorials, seminars and discussions. These skills (C1-8) are also developed, re-enforced and consolidated during periods of clinical education, together with opportunities for inter-professional learning. The timing of practice-based placements has been chosen purposefully to include a placement relatively early in the programme. The placement | Practical skills are assessed through a combination of the following methods: analytical case studies, reflective writing, vivas, interactive practical examinations and through a criterion-referenced practice-based education assessment tool for each level of study. |

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| clients to change their behaviour; C8.evaluate dietetic interventions and practice; | periods dovetail with periods of university-based study. This is in order to facilitate the integration of theory and practice, maintain student motivation and aid the development of reflective practitioners. Through alternating learning in this manner, practice informs theory and theory informs practice. | |
| Transferable skills | Teaching and learning methods | Assessment strategy |
| D1- communicate effectively with a range of audiences; D2.work as an effective team member; D3.demonstrate effective time management and self management skills including priority-setting; D4.demonstrate appropriate people management skills; D5.identify and access information utilising a range of resources; D6.demonstrate skills of analysis and enquiry; D7.initiate and complete projects/tasks; D8.learn effectively and independently in preparation for life-long learning. | Transferable skills are developed throughout the programme by the methods and strategies outlined in section A. Certain parts of the programme emphasises the development of one or more of these transferable skills through their inclusions into particular case-scenarios. Students carry out projects / tasks in small groups which are less complex at level 4 than level 6. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. | Transferable skills are assessed through a range of written assignments, vivas, practical examinations / presentations and the practice-based education assessment tool. |

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years) mode only and leads to the award of a BSc (Hons) Dietetics. Intake is normally in Semester A (September).

Entry is normally at level 4 (with A-level or equivalent qualifications)

Professional and Statutory Regulatory Bodies

Successful completion of **all** the modules listed below is required for a graduate to be eligible to apply for registration with the Health and Care Professions Council as a Dietitian. Students entering the programme with degree-level biochemistry (or equivalent) may be considered for APCL for Level 4 modules asterisked in Table 1a.

Work-Based Learning, including Sandwich Programmes

The programme includes mandatory placements across the three years.

Erasmus Exchange programme

N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 1) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 4

| Module Title | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|--|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| *Human Physiology (Nutrition and Dietetics) | 4LMS0118 | 15 | English | 50 | 50 | 0 | A |
| *Introduction to Biochemistry and Metabolism (Nutrition and Dietetics) | 4LMS0051 | 15 | English | 50 | 50 | 0 | B |
| An Introduction to Inter-Professional Education | 4HSK0013 | 15 | English | 0 | 100 | 0 | A |
| Cell Biology | 4LMS0143 | 15 | English | 50 | 50 | 0 | A |
| Foundations in Human Nutrition | 4AHP1006 | 30 | English | 40 | 40 | 20 | AB |
| Food-Science, Safety and Systems | 4LMS0144 | 15 | English | 70 | 30 | 0 | AB |
| Psychology and Sociology | 4LMS0145 | 15 | English | 0 | 75 | 25 | B |
| Practice Education 4 | 4LMS0146 | 0 | English | 0 | P/F | 100 | ABC |

Progression to level 5 requires a minimum of 120 credits and passes in all designated level 4 modules listed above.

| Module Title | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|----------------------------------|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| Practice Education 5 | 5LMS0077 | 30 | English | 0 | 80 | 20 | BC |
| Pathophysiology and Pharmacology | 5LFS1015 | 15 | English | 50 | 50 | 0 | A |
| Nutrition Medicine and Methods | 5LMS0079 | 15 | English | 0 | 100 | 0 | B |
| Biochemistry and Metabolism 2 | 5LMS0078 | 15 | English | 50 | 50 | 0 | A |
| Nutrition, Health and Disease | 5LMS0076 | 30 | English | 40 | 40 | 20 | AB |
| Research Methods for Nutrition | 5AHP1034 | 15 | English | 0 | 100 | 0 | A |

Progression to level 6 requires a minimum of 120 credits and passes in all designated level 5 modules listed above.

| Module Title | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|--------------------|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| Nutrition Research | 6AHP1040 | 30 | English | 0 | 100 | 0 | AB |

| | | | | | | | |
|---|----------|----|---------|----|-----|----|-----|
| Practice Education 6 | 6LMS0118 | 30 | English | 0 | 20 | 80 | ABC |
| Behaviour Change | 6LMS0117 | 15 | English | | 100 | | B |
| Enhancing Health and Social Care through Inter-Professional Education | 6AHP1016 | 15 | English | 0 | 100 | 0 | A |
| Public Health Nutrition | 6LMS0066 | 15 | English | 0 | 50 | 50 | B |
| Diet Therapy | 6LMS0119 | 15 | English | 50 | 50 | 0 | A |

† Optional Modules

Module Title

| | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|-----------------------------------|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| †Sport and Performance Nutrition | 6LMS0044 | 15 | English | 50 | 50 | 0 | A |
| †Contemporary Topics in Nutrition | 6LFS1010 | 15 | English | 50 | 50 | 0 | B |
| †Work Experience in Nutrition | 6AHP1010 | 15 | English | 0 | 100 | 0 | CA or B |

*APCL Possible

†Optional modules are only available with interim awards which require level 6 credits i.e. BSc in Health and Nutrition Studies and BSc (Hons) in Health and Nutrition Studies

The award of an Honours Degree requires 360 credits with at least 120 credits at level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

| Final Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|-------------|-------------|--|---------------------------|---|
| BSc (Hons) | Dietetics | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6 | All programme learning outcomes (see Table 2) |

| Interim Award | Award Title | Minimum requirements | Available at end of Level | Programme Learning Outcomes developed (see above) |
|-------------------------------------|------------------------------|---|---------------------------|---|
| *University Certificate | | 45 credit points at level 4 | 4 | See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm |
| *Certificate of Higher Education in | Health and Nutrition Studies | 120 credit points at level 4 | 4, 5 | A1, A2, A4, B2, D2, D5, D6, |
| *Diploma of Higher Education | Health and Nutrition Studies | 240 credit points including at least 120 at level 5 | 5, 6 | A1, A2, A3, A4, A5, B2, B3, B4, B5, C3, C4, C7, C8, D1, D2, D5, D6, |
| *† BSc | Health and Nutrition Studies | 300 credit points including 180 at level 6/5 of which 60 must be at level 6 | 6 | A1, A2, A3, A4, A5, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C7, C8, D1, D2, D3, D4, D5, D6, |

| | | | |
|--------------|------------------------------|--|--|
| *†BSc (Hons) | Health and Nutrition Studies | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | A1, A2, A3, A4, A5, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C7, C8, D1, D2, D3, D4, D5, D6, D7, D8 |
|--------------|------------------------------|--|--|

*none of these awards provide eligibility to apply for registration with the HCPC

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- As specified by the external validating body no compensation for failed modules is permitted
- Students are permitted, subject to the Module Board of Examiners' decision, normally a maximum of two referrals in practice-based education. If more than two practice-based placements are referred the student is required to withdraw from the programme
- In line with professional body requirements placement hours on a module may usually only be repeated once.
- In line with the professional body requirements (BDA, 2013 curriculum guidelines) the length of student registration is a maximum of **six** years

Further programme-specific regulations (requiring School-level approval) are given below:

- A successfully accomplished period of supervised practice-based education, of not less than 1000 hours, is normally mandatory for receipt of the award
- Fitness to practise and respect of confidentiality are requirements of the programme and breaches of either will be subject to investigation. These policies are included on the programme point on the virtual learning environment (Studynet) and referred to in the programme handbook (UPR SA15)
- In order to pass modules students should normally pass the examination and pass each component of coursework at 40%, unless stated otherwise in the Definitive Module Document.
- Progression through the programme requires a minimum of 120 credits and passes in all designated modules for each level as listed in table 1a above.
- An aegrotat award is not a permissible award for registration as a dietitian.
- Attendance is monitored. Students are expected to attend all timetabled sessions and failure to do so will be brought to the attention of the Module Board of Examiners and may result in referral to Fitness to Practise and may affect reassessment (UPR SA15)
- A satisfactory enhanced Disclosure and Barring Service check is required for each year on the programme. Failure to attend and/or provide evidence will normally result in a referral of the placement module and/or referral to Fitness to Practise investigation and will prevent the student from being able to go out on placement (UPR SA15)
- In addition to a satisfactory occupational health clearance at the start of the programme, occupational health clearance may be requested prior to placement. Failure to attend and/or provide evidence will normally result in a referral of the placement module and/or referral to Fitness to Practise investigation and will prevent the student from being able to go out on placement (UPR SA15)
- The external examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs) 6.11. Where the programme has more than one external examiner, at least one must be from the relevant part of the HCPC Register.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Dean of School
- Associate Dean of School (AQA) who has overall responsibility for programmes in the School
- A programme leader who is registered with the HCPC as a dietitian and who is responsible for the day to day management
- An admissions tutor, with specific responsibility for open days and selection
- A clinical placement lead who co-ordinates practice-based education and develops new placement sites
- A designated administrator to deal with day to day administration associated with the programme
- Module leaders who are responsible for individual modules
- The programme committee; membership includes the Head of Department, all academic staff who teach on the programme, the Department Information manager, practice representatives from local provider units and student representatives. The programme committee meets at least once each semester and is chaired by the programme leader.

Support

Students are supported by:

- An induction week at the beginning of the programme
- Personal tutors to provide academic and pastoral support
- A substantial Student Centre that provides an integrated frontline service and advice on issues such as finance, accommodation, University regulations, legal matters etc
- Office of Dean of Students, incorporating Chaplaincy, Counseling and nursery
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 learning Resources Centres
- A Mathematics Drop-in Centre
- Medical Centre
- University Disability advisers
- An Equality Office
- Careers Enterprise and Employment Services
- The Students Union
- The programme leader to help students understand the programme structure
- Trust links who co-ordinate practice education and visit during placements
- A lead placement educator for each placement
- Student representatives on programme committees

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Student Programme Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

Additional Information

- School Specific Policies: Disclosure and Barring Service Procedure, Confidentiality Policy, Rules of Procedure and Proceedings with respect to a Student's Complaint regarding the Quality of the Learning Experience on Practice and Work Placements:
<http://sitem.herts.ac.uk/secreg/LMS%20School%20Specific%20UPRs.htm>
- SEEC Credit Level Descriptors for Further and Higher Education (2016): <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

- Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>
- Benchmark Statement Academic Standards Health Care Programmes – Dietitians,
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/Dietetics.pdf>
- Code of Practice Section 9 – Placement Learning, www.qaa.ac.uk
- British Dietetic Association Curriculum Framework, www.bda.uk.com
- Health and Care Professions Council – Standards of Education and Training, www.hpc-uk.org
- Health and Care Professions Council – Standards of Proficiency, www.hpc-uk.org
- Health and Care Professions Council – Standards of Conduct, Performance and Ethics – www.hpc-uk.org
- British Dietetic Association Curriculum Framework for the Pre-registration Education and Training of Dietitians (BDA, 2013) <https://www.bda.uk.com/training/practice/preregcurriculum>

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXyOnE>

G. Entry requirements –

The normal entry requirements for the programme are:

120 UCAS points

GCSE – normally 5 grade 9-4 including Maths, English and Science at grade 4 or above (Grade C or above under the old grading structure).
and

- **Standard A Level offer** –to include Chemistry at grade B and Biology at grade B and a further 40 UCAS points from other AS and/or A2 subjects excluding General Studies and Critical Thinking. A pass in the practical element of the science A Level is required.
- **Standard IB offer** - 120 points with a minimum of 2 Higher Level (HL) subjects at grade 5 or above to include biology and chemistry (with remaining points to be made up from HL, Standard Level (SL) and Core).
- **Standard Access Diploma to Science** – Pass access diploma with a minimum of 60 credits to include 15 L3 credits in chemistry at Distinction, 15 L3 credits in biology at Distinction, 15 L3 credits in one other science subject at merit and 15 ungraded credits at L2. Standard Science Foundation / Extended Degree – A pass of 60% in all individual subjects and a pass of 70% in biology and 70% in chemistry.

- **Standard BTEC offer** – one of the following:

BTEC National Extended Diploma in a science subject DDD and grade B in GCE A2 chemistry
 BTEC National Diploma in a science subject DD and a grade B in GCE A2 chemistry
 BTEC national Subsidiary Diploma D and a grade B in GCE A2 Biology and grade B in GCE A2 Chemistry

- **Standard Irish Leaving Certificate (Higher Level)** – 5 subjects at higher level to include chemistry and biology at a minimum of B grades
- **Relevant science undergraduate / postgraduate qualifications** – Typically a 2.2 level of achievement in a relevant subject i.e science, nutrition, health or sports science
- **International qualifications** are judged on a case by case basis

In addition

- Students will be subject to Enhanced Disclosure and Barring Service (DBS) checks and Occupational Health (OH) Screening (see below).
- Non-disclosure of any criminal activity prior to or during their studies may lead to being withdrawn from the programme, as outlined in the School of Life and Medical Sciences' Disclosure and Barring Service Procedure;
- OH Screening will assess their ability to meet the programme requirements as set out in accordance with the Professional Statutory and Regulatory Bodies (or equivalent bodies). OH clearance will be required prior to attendance on placement (or other specified activity). If for any reason a student should fail to get OH clearance this will prevent them from meeting the programme requirements and may lead to being withdrawn from the programme.
- Student will also be expected to adhere to the 'Principles of Professional Behaviour expected of Students' as outlined in the Fitness to Practise Policy UPR or any successor document, policy or procedures.
- For the current versions of the School's Disclosure and Barring Service Procedure and Fitness to Practise Policy UPR (together with other School-specific policies and regulations) Please see this link <http://www.herts.ac.uk/about-us/corporate-governance>
- Students who do not have English as their first language are required to demonstrate an overall IELTS (International English Language Testing) score of 7.0 with no individual components scoring less than 6.5.
- Students must have a successful interview. This will normally consist of a demonstration of communication skills, an understanding of the remit of the dietitian, a caring attitude and empathy, an ability to work in a team and a demonstration of knowledge of the course, placements and the profession. The selection process process will also include a numeracy assessment.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Helen Bristow, Student Administrator

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BSc (Hons) Dietetics

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

| | | Programme Learning Outcomes (as identified in section 1 and the following page) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---|---|----|----|----|----|---------------------|----|----|----|----|------------------|----|----|----|----|---------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | Knowledge & Understanding | | | | | Intellectual Skills | | | | | Practical Skills | | | | | Transferable Skills | | | | | | | | | | | | |
| Module Title | | Module Code | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| Level 4 | Foundations in Human Nutrition | 4AHP1006 | | | | ✓ | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | Food Science Safety and Systems | 4LMS0114 | | | | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| | Psychology and Sociology | 4LMS0145 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Practice Education 4 | 4LMS0146 | | | | | | ✓ | | | | | | | | | | | | | | ✓ | | | | | | | |
| | An Introduction to Inter-professional Education | 4HSK0013 | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| | Human Physiology (Nutrition and Dietetics) | 4LMS0118 | | ✓ | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | Cell Biology | 4LMS0143 | | ✓ | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | Introduction to Biochemistry & Metabolism (Nutrition and Dietetics) | 4LMS0051 | | ✓ | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| Level 5 | Practice Education 5 | 5LMS0077 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | Nutrition Health and Disease | 5LMS0076 | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Pathophysiology and Pharmacology 1 | 5LFS1015 | | | ✓ | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Biochemistry and Metabolism 2 | 5LMS0078 | | ✓ | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Nutrition Medicine and Methods | 5LMS0079 | | | ✓ | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Research Methods for Nutrition | 5AHP1034 | | | | | | | ✓ | | ✓ | | | | | | | | | | | | | | ✓ | ✓ | | | |
| Level 6 | Practice Education 6 | 6LMS0118 | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Behaviour Change | 6LMS0117 | ✓ | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | | | | |
| | Public Health Nutrition | 6LMS0066 | | | | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | | |
| | Diet Therapy | 6LMS0119 | | | | ✓ | | | | | | ✓ | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Nutrition Research | 6AHP1040 | | | | | | | | | | ✓ | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | |
| | Enhancing Health and Social Care through Inter-professional Education | 6AHP1016 | | | | | | | | | ✓ | | ✓ | | | | | | | | | | | | | | | | ✓ |
| | Work Experience in Nutrition | 6AHP1010 | | | | | | ✓ | | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | Sport and Performance Nutrition | 6LMS0044 | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |
| | Contemporary Topics in Nutrition | 6LFS1010 | | | | | | | | | | | | | | | | | | | | | | | ✓ | ✓ | | | |

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Behavioural sciences
- A2. Ethical, legal and organizational framework
- A3. Biochemical sciences
- A4. Clinical sciences
- A5. Nutritional sciences
- A6. Nutritional health promotion and education
- A1. Behavioural sciences
- A2. Ethical, legal and organizational framework

Intellectual Skills

- B1. Professional autonomy
- B2. Professional accountability and work within the Standards of Conduct
- B3. Professional relationships and working in teams
- B4. Reflect on performance
- B5. Evaluate research to support practice (evidence-based practice)
- B6. Contemporary health care provision in respect of dietetic practice
- B1. Professional autonomy

Practical Skills

- C1. Holistic approach
- C2. Individual, social and cultural factors
- C3. Relate theory to practice
- C4. Plan, implant and evaluate appropriate diet therapy
- C5. Keep accurate professional records
- C6. Demonstrate safe practice
- C7. Apply knowledge of behavioural sciences to support and motivate clients to change their behaviour
- C8. Evaluate dietetic interventions and practice

Transferable Skills

- D1. Communicate effectively with a range of audiences
- D2. Work as an effective team member
- D3. Effective time management
- D4. People management
- D5. Identify and access information
- D6. Analysis and enquiry
- D7. Initiate and complete project tasks
- D8. Learn effectively and independently

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Health Care Programme -Dietetics

Undergraduate

December 11

May 2017

Level 4 entering September 2018

School of Life and Medical Sciences

Table 3 Course structure

| Course details | | | | | |
|------------------|--------|----------------------|----------------|------------|---------------|
| Course code | | Course description | | | JACS |
| HHDIET | | BSc (Hons) Dietetics | | | B410 |
| Course Instances | | | | | |
| Instances code | Intake | Stream | Instances Year | Location : | Mode of study |
| DIET1F-1 | A | Dietetics | 1 | Hatfield | Full-time |
| DIET1F-2 | A | Dietetics | 1 | Hatfield | Full-time |
| DIET2F | A | Dietetics | 2 | Hatfield | Full-time |
| DIET3F | A | Dietetics | 3 | Hatfield | Full-time |