

Title of Programme: BSc (Hons) Dietetics

Programme Code: LMDIET

Programme Specification

This programme specification is relevant to students entering:
23 September 2024

Associate Dean of School (Academic Quality Assurance):
Choose an item.



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:

Section	Amendment
Cover page	Programme Code

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).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	HCPC
Final Qualification	BSc (Hons)
All Final Award titles	BSc (Hons) Dietetics
(Qualification and Subject)	BSc (Hons) Dietetics with a Year Abroad
FHEQ level of award	6

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, 2020), 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 practice-based learning including placements and simulation. This 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 can demonstrate their ability to work in an increasingly complex healthcare environment.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and

assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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 enable students to be:

- eligible to apply for registration as dietitians with the Health and Care Professions Council (HCPC)
- reflective dietetic practitioners with the requisite skills, knowledge, and professional attributes consistent with those expected from newly qualified staff
- 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
- committed to the enhancement of health and social care through inter-professional collaboration and service improvement

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 BSc & PgDip/MSc Dietetics (pre-registration) November 2019 and 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 (2021) 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- Ethical, legal and organizational framework</p> <p>A3- Biochemical 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- Clinical sciences as applied to dietetic practice in relation to food analysis, food choice and appropriate modification of diet;</p> <p>A5- Nutritional sciences</p> <p>A6- Nutritional health promotion and education</p>	<p>Acquisition of knowledge and understanding is through A1-6, a combination of lectures, small group tutorials, student lead small discussion groups, practical laboratory work, worksheets and practice-based learning. 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.</p> <p>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 (Canvas) is fundamental in supporting students' learning and gives students access to a range of 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.</p>	<p>Knowledge and understanding are assessed through a combination of written examinations (A3-A5) and assessed in-course assessments (A1-A6), in the form of laboratory reports (A3) essay assignments (A1-A6), scenario-based case studies (A1-A6) and presentations (A1,A6). Practice-based assessment also incorporates the assessment of knowledge and understanding.</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- demonstrate professional autonomy, adopting the ethical code of dietetic practice;</p> <p>B2- understand professional accountability and work within the framework set out in the HCPC standards of conduct;</p> <p>B3- establish appropriate professional relationships</p>	<p>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, interprofessional education sessions and practice-based learning.</p>	<p>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, portfolio based workbooks including reflections as well as self</p>

<p>within wider health care teams;</p> <p>B4- reflect critically on their performance and practice;</p> <p>B5- synthesise knowledge and evaluate research to support practice in the clinical setting;</p> <p>B6- demonstrate an understanding of contemporary health care provision in respect of dietetic practice</p>	<p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>and peer assessment. Practice-based assessment also incorporates the assessment of B1-6.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- utilise a holistic approach to patient/client assessment;</p> <p>C2- show an awareness of individual social and cultural factors that may impact on the interaction between dietitian and client;</p> <p>C3- relate theory to practice using decision- making skills;</p> <p>C4- plan, implement and evaluate appropriate diet therapy for their clients;</p> <p>C5- keep accurate professional records;</p> <p>C6- demonstrate safe practice;</p> <p>C7- apply knowledge of behavioural sciences to support and motivate clients to change their behaviour;</p> <p>C8- evaluate dietetic interventions and practice;</p>	<p>Practical skills are developed throughout the programme by the methods and strategies outlined in section A.</p> <p>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 practice-based learning, together with opportunities for inter-professional learning.</p> <p>The timing of practice-based placements has been chosen purposefully to include a placement relatively early in the programme. The placement 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.</p>	<p>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 learning assessment tool for each level of study.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1- communicate effectively with a range of audiences;</p> <p>D2- work as an effective team member;</p> <p>D3- demonstrate effective time management and self-management skills including priority-setting;</p>	<p>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 case-scenarios. Students carry out</p>	<p>Transferable skills are assessed through a range of written assignments, vivas, practical examinations / presentations, reflections and the practice-based learning assessment tool.</p>

D4- demonstrate appropriate people management skills;	projects / tasks in small groups which are less complex at level 4 than level 6 and which include interprofessional education alongside other students from the multidisciplinary team.
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;	
D9- demonstrate independent learning in an unfamiliar overseas context.	Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

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

The programme is offered in full-time (3 years) mode and with year abroad (4 years) and leads to the award of a BSc (Hons) Dietetics or BSc (Hons) Dietetics with a Year Abroad respectively.

Entry is normally at level 4 (with A-level or equivalent qualifications).
Intake is normally in Semester A (September).

Professional and Statutory Regulatory Bodies

Successful completion of **all** the Compulsory modules listed below is required for a graduate to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Dietitian. Students entering the programme with a prior science degree may be considered for APCL. For example, students entering 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

An award of BSc (Hons) Hons Dietetics is subject to the completion of mandatory placement and simulation activities of 1000 hours in total across three years.

Student Exchange programme

Incoming Exchange

This opportunity is only available to students who are undertaking the Year Abroad, subject to competency in the teaching language, which is typically not English.

Study Abroad

There is an option to study abroad at one of the School of Life and Medical Sciences academic partner institutions outside the UK. Students on a Year Abroad will be registered on the 6LMS0074 Nutrition Year Study Abroad module.

Students who pass the zero-credit rated level 6 Year Abroad module are eligible for the award of a BSc (Hons) Dietetics with a Year Abroad. The assessments completed at the partner institution will not contribute to the Honours classification. To be eligible for the BSc (Hons) Dietetics with a Year Abroad award, at least two (2) semesters of study must be completed and at least 90 credit points accumulated. One (1) semester could be a semester of placement activity abroad (typically, at least 12 weeks), in which case at least 45 credit points must be accumulated.

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Cell Biology and Microbiology	4LMS2112	15	0	50	50	P/F	A
*Human Physiology and Metabolism	4LMS2111	30	0	50	50	P/F	AB
Foundations in Human Nutrition	4LMS2113	30	0	50	25	25	AB
Food-Science, Safety and Systems	4LMS2114	15	0	0	100	P/F	AB
Dietetic Skills and Practice-Based Learning 1	4LMS2116	15	0	0	50 + P/F	50 + P/F	ABC
Health, Society and Behaviour	4LMS2115	15	50	0	50	0	B

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

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Nutritional Biochemistry and Metabolism	5LMS2077	15	0	50	50	0	A
Pathophysiology, Pharmacology and Immunology	5LMS2076	30	0	50	50	0	AB
Nutrition, Health and Disease	5LMS2075	30	0	50	25	25	AB
Dietetics Skills and Practice-Based Learning 2	5LMS2078	30	0	0	50 + P/F	50 + P/F	ABC
Research Methods for Nutrition	5LMS2079	15	50	0	0	50	B

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

Optional - Year 3 – Year Abroad

Optional Module Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Nutrition Year Study Abroad	6LMS0074	0	0	0	P/F	0	AB

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Nutrition Research	6LMS2086	30	0	0	100 + P/F	0	AB
Food and Nutrition Policy and Behaviour Change	6LMS2087	30	0	0	70	30	AB
Clinical and Contemporary Dietetics	6LMS2088	30	0	50	50	0	AB
Dietetics Skills and Practice-Based Learning 3	6LMS2089	30	0	0	60 + P/F	40 + P/F	ABC

*APCL Possible

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 with the exception of D9 (see Table 2)
BSc (Hons)	Dietetics with a Year Abroad	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)
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*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	Health and Nutrition Science	120 credit points at level 4	4, 5	A1, A2, A4, B2, D2, D5, D6
*Diploma of Higher Education	Health and Nutrition Science	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A4, A5, A6, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C7, C8, D1, D2, D5, D6
*†BSc	Health and Nutrition Science	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5, A6, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C7, C8, D1, D2, D3, D5, D6, D7

*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](#) 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.
- Referral opportunities for the 10-week placements at levels 5 and 6 on the modules Dietetic Skills and Practice Based Learning 2 and 3 are normally rescheduled to the same slot in the next academic year due to placement capacity.
- In line with professional requirements: Students are not able to re-enrol on the placement component of a module; placement hours on a module may usually only be repeated once.
- Students may only repeat the level 4 placement and either the level 5 OR level 6 placement component of the module. Students who have repeated the level 5 placement (whether they have repeated the level 4 placement or not) are not able to repeat the level 6 placement.
- In line with the professional body requirements (BDA, 2020 Curriculum Guidance) the length of student registration is a maximum of **five** years on the BSc (Hons) Dietetics programme and **seven** years on the BSc (Hons) Dietetics with a year abroad (this includes any years which students remain dormant).
- As specified by the external validating body no compensation for failed modules is permitted.
- All compulsory modules and their individual assessment components must be passed.

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

- A successfully accomplished period of supervised practice-based learning, 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 (Canvas) and referred to in the programme handbook (UPR SA15).
- In order to pass modules students normally have to 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 investigation 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.
- Any placement hours accrued whilst on the Year Study Abroad are not eligible for inclusion in the 1000 hours of supervised practice-based learning.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- A programme leader to help students understand the programme structure who is registered with the HCPC as a dietitian and who is responsible for the day-to-day management.
- A clinical placement lead who co-ordinates practice-based learning and develops and monitors the quality of new placement sites.
- Year tutors to help students understand the programme structure at year level
- Student representatives on programme committees
- Practice-based learning representatives on the programme committees
- A programme administration team
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction week at the beginning of the programme
- Overseas Orientation
- Personal tutors to provide academic and pastoral support
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Canvas, a versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- School of Life and Medical Sciences Academic Support Unit
- 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 and Employment
- The Students Union
- The programme leader to help students understand the programme structure
- Trust links who co-ordinate practice-based learning and visit during placements
- A lead placement educator for each placement
- Student representatives on programme committees
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Dedicated programme site

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

- A placement handbook detailing the requirements on placement

Additional Information

- Fitness to Practise policy (found in UPR SA 15), 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>
- 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.hcpc-uk.org
- Health and Care Professions Council – Standards of Conduct, Performance and Ethics – www.hcpc-uk.org

The [Ask Herts](http://www.herts.ac.uk) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

128-136 UCAS points, which may be achieved by one of the following:

- **A Level:** Overall: ABB-AAB with 3 A Levels. Required subjects: Biology or Chemistry at grade B or above and one other applied science.
- **BTEC:** Overall: DDM-DDD Extended Diploma in Applied Science. Required subjects: Distinctions in Biological and Physiological units and/or units related to Chemistry.
- **International Baccalaureate:** Overall: 33 points. Required subjects: Biology or chemistry HL5/ SL6 and a second science or mathematics HL5/ SL6.
- **European Baccalaureate:** Overall: 78%. Required subjects: Biology or chemistry 7.5 and a second science or mathematics 7.5.
- **T Level:** Overall: Distinction. Required subject: Science.
- **Access to Science Course:** Overall: 30 level 3 credits at distinction and 15 level 3 credits at merit. Required subjects: This must include 15 level 3 credits in biology or chemistry and 15 level 3 credits in a second science or mathematics.
- **Foundation Year in Science:** Overall: 60% overall. Required subjects: Biology (60%) and another science (60%).
- **Extended Degree in Science (EDS)** at University of Hertfordshire: Overall: 60% overall. Required subjects: Mammalian Physiology (60%), Chemistry (60%), Maths (50%) and normally Genes and Ecology (60%).
- **Standard Irish Leaving Certificate (Higher Level)** Overall: 5 subjects at higher level to include at grade B biology or chemistry plus another science.
- **International qualifications** are judged on a case-by-case basis.

In addition

- **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).
- 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 will also include a numeracy assessment.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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:
icaq@herts.ac.uk

If you wish to receive a copy of the latest 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 delivered and 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									
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	
Module Title		Module Code																															
Level 4	*Human Physiology and Metabolism	4LMS2111				X																						X	X				
	Cell Biology and Microbiology	4LMS2112				X																						X	X				
	Foundations in Human Nutrition	4LMS2113					X																					X	X				
	Food-Science, Safety and Systems	4LMS2114					X																										
	Health, Society and Behaviour	4LMS2115		X																													
	Dietetic Skills and Practice-Based Learning 1	4LMS2116			X			X			X		X		X				X						X	X							
Level 5	Dietetic Skills and Practice-Based Learning 2	5LMS2078		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
	Pathophysiology, Pharmacology, and Immunology	5LMS2076				X																						X	X				
	Nutritional Biochemistry and Metabolism	5LMS2077			X																							X	X				
	Nutrition, Health and Disease	5LMS2075					X	X																				X	X				
	Research Methods for Nutrition	5LMS2079										X		X																			
Placement Year																																	
Level 6	Nutrition Year Study Abroad	6LMS0074																															
	Nutrition Research	6LMS2086																															
	Dietetics Skills and Practice-Based Learning 3	6LMS2089								X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X				X		
	Food and Nutrition Policy & Behaviour Change	6LMS2087		X			X		X					X										X	X			X	X	X			
	Clinical and Contemporary Dietetics	6LMS2088				X	X	X						X														X	X				

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

Intellectual Skills

- B1. Professional autonomy
- B2. Professional accountability and work within the HCPC 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

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
- D9. Demonstrate independent learning in an unfamiliar overseas context

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	Human Physiology and Metabolism	4LMS2111				D	D	D
	Cell Biology and Microbiology	4LMS2112				D	D	D
	Foundations in Human Nutrition	4LMS2113		D	D	D	D	D
	Food-Science, Safety and Systems	4LMS2114		D	D	D	D	D
	Health, Society and Behaviour	4LMS2115				D		D
	Dietetic Skills and Practice-Based Learning 1	4LMS2116	D			D	D	D
Level 5	Dietetics Skills and Practice-Based Learning 2	5LMS2078	D		D	D	D	D
	Pathophysiology, Pharmacology, and Immunology	5LMS2076		D		D		D
	Nutritional Biochemistry and Metabolism	5LMS2077		D		D		D
	Nutrition, Health and Disease	5LMS2075	D	D	D	D	D	D
	Research Methods for Nutrition	5LMS2079				D		D
	Nutrition Year Study Abroad	6LMS0074		D				
Level 6	Nutrition Research	6LMS2086			D	D	D	D
	Dietetic Skills and Practice-Based Learning 3	6LMS2089	D		D	D	D	D
	Food and Nutrition Policy & Behaviour Change	6LMS2087		D	D		D	D
	Clinical and Contemporary Dietetics	6LMS2088		D	D			D

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

Language of Delivery

Health Care Programme Dietetics

Undergraduate

October 17

March 2023

All students entering September 2024

School of Life and Medical Sciences

English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
LMDIET	BSc (Hons) Dietetics (Revised 2024)	100744	B410