

Title of Programme: BSc (Hons) Dietetics (Work-Based) Degree Apprenticeship

Programme Code: LMDADETWB

Programme Specification

This programme specification is relevant to apprentices entering:
12 May 2025

Associate Dean of School (Academic Quality Assurance):
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 apprentices to help them choose the right programme of study, to current apprentices on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

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

Programme Specification BSc (Hons) Dietetics (Work-Based) Degree Apprenticeship

This programme specification (PS) is designed for prospective apprentices, enrolled apprentices, 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 apprentice 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 Campus
Programme accredited by	HCPC (approval) and BDA (accreditation)
Final Qualification	BSc Hons
All Final Award titles	BSc (Hons) Dietetics (Work-Based)
(Qualification and Subject)	
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 and Care Professions Council (HCPC). A core practice of dietetics is to connect with members of the public around matters of nutrition and their health. This lends itself to the format of an apprenticeship route where learners can have active engagement with dietetic practice on a daily basis in their workplace while also growing their knowledge and skills through supportive learning practices. Apprenticeship entry routes to dietetics are supported by the British Dietetic Association (2021) as being able to increase access to dietetic training and encourage dietetics as a career path in a wider range of individuals.

The programme aims to utilise a learner-centred approach by involving the apprentice actively in their learning, teaching theory to inform practice but also using their practice to bring theoretical concepts to life. The online nature of the programme enables apprentices from a wide range of areas to access and contribute to the course experience. By incorporating apprentices' on-the-job experiences with teaching on contemporary topics and skills, apprentices are encouraged to grow in key dietetic skills such as problem solving and reflection, supporting their development towards being effective autonomous practitioners. Practice-based learning through placement will also ensure that apprentices are able to consolidate their learning through real-life experiences in a range of circumstances. The programme aims to progress apprentices into adaptable, responsible, compassionate and evidence-based practitioners of dietetics. The programme learning outcomes are designed to enable achievement of this goal by completion of the course of study, upon which apprentices can progress as dietitians in their career goals.

The programme has been specifically designed to meet the requirements of the Dietitian Apprenticeship Standard (IfATE) as well as the Health and Care Professions Council Standards of Education and Training and Standards of Proficiency for Dietitians, the British Dietetic Association Curriculum Framework for the Pre-registration Education and Training of Dietitians, and the Quality Assurance Agency Benchmark Statements for Health Care Programmes – Dietetics, taking account of the QAA Framework for Higher Education Qualifications.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all apprentices to engage meaningfully with the curriculum by being accessible and representative. We will support apprentices 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 apprentices to understand how they can enhance outcomes both for themselves and for others. All apprentices 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 apprentices 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 apprentices 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 the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical apprentice. 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 organisational 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 online and in-person learning activities. Activities may include lectures, tutorials, group work, worksheets, guided research, reflections, simulations, and practice-based learning. A feature of the programme is an integrated scenario-based approach, which enables apprentices to understand the relevance of the material studied and that theory informs practice as well as practice informing theory. Interactive 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 apprentices' progress through the programme. The virtual learning environment (Canvas) is fundamental in supporting apprentices' learning and gives apprentices access to a range of electronic resources and communication tools. See Programme-specific assessment regulations for further information. Additional support is available through the apprentices' employer liaison tutor, module lead or programme lead.</p>	<p>Knowledge and understanding are assessed through a combination of assessment types to reflect the broad nature of the knowledge base covered. This includes online examinations, written assignments, vivas, observed structured clinical examination, data reports, presentations and reflections. Practice-based assessment also incorporates the assessment of knowledge and understanding in a practical way relevant to dietetic practice.</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, discussion groups, and interprofessional education sessions where possible. Practice-based learning is a key</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 assignments, reflective essay, case studies, data reports and portfolio-based workbooks including reflections while on</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>part of showing intellectual skills in a practical way.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>placement. Self-assessment is encouraged throughout the programme. 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>Development of practical skills is facilitated through a range of learning opportunities, such as utilising a scenario-based approach in learning sessions, skills workshops, guided learning material, tutorials and discussions. Learners are also encouraged to reflect and create action plans for their personal skill development, particularly during practice-based learning opportunities. Practical skills are developed, re-enforced and consolidated during periods of practice-based learning. Placements are timed in the programme to allow natural progression of practical skills from university-based study to placement practice. This facilitates the integration of theory and practice, maintains apprentice motivation and aids 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 range of written assignments, vivas, observed structured clinical examination, presentations, reflections and the practice-based learning assessment tool.</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>D4- demonstrate appropriate people management skills</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, such as through their inclusions into case-scenarios, assignments, group and project work. Apprentices carry out projects / tasks in small groups which grow in complexity</p>	<p>Transferable skills are assessed through a range of written assignments, vivas, observed structured clinical examination, presentations, reflections and the practice-based learning assessment tool.</p>

D5- identify and access information utilising a range of resources	from level 4 to level 6 and which include interprofessional education alongside other learners from the multidisciplinary team. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.
D6- demonstrate skills of analysis and enquiry	
D7- initiate and complete projects/tasks	
D8- learn effectively and independently in preparation for life-long learning	

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

The programme is offered in full-time (3 years) mode and leads to the award of a BSc (Hons) Dietetics (Work-Based). Intake is normally Semester C (May).

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.

Work-Based Learning, including Sandwich Programmes

Apprentices will be employed within the health care setting for a minimum 30-hour contract and clinical based placements are an integral part of completion of the programme. An award of BSc (Hons) Dietetics (Work-Based) is subject to successful completion of all modules as well as the completion of mandatory placement and simulation activities of 1000 hours in total across three years.

Student Exchange programme

Incoming Exchange

N/A

Study Abroad

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full Time

Entry point Semester C

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	%Test	% Examination	% Coursework	% Practical	Semesters
Transition to Dietetic Degree Apprenticeship	4LMS2144	15	0	0	100	0	C
Foundations in Human Nutrition (Apprenticeship)	4LMS2139	30	0	0	100	0	C

Food Science, Safety and Systems (Apprenticeship)	4LMS2140	15	0	0	100+ P/F	0	A
Dietetic Skills and Practice-based Learning 1 (Apprenticeship)	4LMS2141	15	0	0	50	50 + P/F	A
Health, Society and Behaviour (Apprenticeship)	4LMS2142	15	0	0	100	0	A
Fundamentals of Bioscience (Apprenticeship)	4LMS2143	30	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

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Nutritional Biochemistry and Metabolism (Apprenticeship)	5LMS2091	15	0	0	100	0	C
Pathophysiology, Pharmacology, Immunology (Apprenticeship)	5LMS2092	30	100	0	0	0	C
Research Methods for Dietitians (Apprenticeship)	5LMS2093	15	0	0	0	100	A
Nutrition, Health and Disease (Apprenticeship)	5LMS2094	30	50	0	0	50	A
Dietetic Skills and Practice-based Learning 2 (Apprenticeship)	5LMS2095	30	0	0	50	50 + P/F	AB

Progression to level 6 requires a minimum of 120 credits and passes in all designated level 4 modules listed above.

Level 6

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Clinical Dietetics (Apprenticeship)	6LMS2104	15	0	0	100	0	C
Behaviour Change for Dietitians (Apprenticeship)	6LMS2105	15	0	0	0	100	C
Contemporary Dietetics (Apprenticeship)	6LMS2107	15	0	0	100	0	B
Public Health Dietetics (Apprenticeship)	6LMS2108	15	0	0	100	0	B
Dietetic Research (Apprenticeship)	6LMS2103	30	0	0	100	0	CAB
Dietetic Skills and Practice-based Learning 3 (Apprenticeship)	6LMS2106	30	0	0	50	50 + P/F	CAB

The award of an Honours Degree requires 360 credit points with a minimum of 120 credits at levels 4,5 and 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 (Work-Based)	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	Health and Nutrition Science (Work-Based)	120 credit points at level 4	4, 5	A1, A2, A4, B2, D2, D5, D6
*Diploma of Higher Education	Health and Nutrition Science (Work-Based)	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 (Work-Based)	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

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.
- 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, but there is flexibility within this as needed by the employer provided placement takes place in that academic year.
- In line with professional requirements, apprentices are not able to re-enrol on the placement component of a module; placement hours on a module may usually only be repeated once.
- Apprentices may only repeat the level 4 placement and either the level 5 OR level 6 placement component of the modules Dietetic Skills and Practice Based Learning 2 and 3 respectively.

Apprentices 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 apprentice registration is a maximum of five years on the BSc (Hons) Dietetics (Work-Based) programme (this includes any years which apprentices remain dormant).
- All compulsory modules and their individual assessment components must be passed.
- In order to meet module requirements, the 30-credit module Dietetic Research is taught over 3 semesters.

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

- Apprentices are expected to record a minimum of 1000 hours of clinical placement that have been successfully accomplished prior to completion of the programme. Where students do not have 1000 hours that have been successfully accomplished as they are out of time or if they have repeated the maximum number of hours, they must leave the programme.
- 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 site on the virtual learning environment (Canvas) and referred to in the programme handbook (UPR SA15).
- In order to pass modules apprentices normally have to 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.
- Apprentices are expected to attend all taught sessions of each module undertaken, which is monitored through Aptem.
- A satisfactory enhanced Disclosure and Barring Service check is required at commencement of the programme. Apprentices should complete a self-disclosure form for subsequent years of study. 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 apprentice 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 apprentice 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:

- A Programme Leader who is a registered Dietitian with the HCPC who has overall management responsibility and is normally supported by other team members.
- Employer Liaison Tutor and Employer/work-based Mentor who work together to monitor the progress of the apprentice and co-ordinate work-based learning.
- Module leaders to support apprentices to understand the individual modules and their components.
- An Admissions Tutor (normally the programme leader) who takes responsibility for the selection process and admissions marketing events.
- Apprentice representatives on Programme Committees and the Advisory Group (comprising members of the programme team, employers, service users, and apprentice representatives).
- An administrative team dealing with the day-to-day administration associated with the programme.

- A Clinical Practice Lead who advises on clinical placement requirements and supports the programme leader in ensuring placement requirements are met.
- The Dean of School.
- The Associate Dean Education and Student Success,

Support

Apprentices are supported by:

- An induction week at the beginning of each new academic session.
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- 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, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile online interactive intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment Service
- Hertfordshire Student's Union
- Dedicated programme site
- School of Life and Medical Sciences Academic Support Unit

F. Other sources of information

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

- A dedicated programme site
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) 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:

Level 2 Qualifications

Essential requirement for entry:

Applicants should have at least a minimum of English Language Grade 4 (C grade); Maths Grade 4 (C grade).

Functional Skills Level 2 in English & Maths are acceptable as equivalents.

6 credits in English and Maths at a minimum of level 2 as part of an Access diploma are acceptable as equivalents.

Plus

Normally five grade 9-4 including Maths, English and Science at grade 4 or above (Grade C or above under the old grading structure).

Level 3 Qualifications

Applications to the Dietetic Degree Apprenticeship are considered on an individual basis and we welcome applications from people with a range of educational and work-based experiences, such as working in a healthcare or dietetic setting. Each application is viewed holistically, taking account of the expertise that a person may have acquired outside of educational establishments alongside the applicant being able to manage the academic side of the course. We view our entry requirements as flexible and encourage employers and applicants to discuss their qualifications with us in the first instance. The entry requirements below indicate a starting point alongside discussion of a person's individual experiences.

128-136 UCAS tariffs points to include one of the following:

- **A Level:** Overall: ABB-AAB with 3 A Levels. To include Biology or Chemistry at grade B or above.
- **BTEC:** Overall: DDM-DDD Extended Diploma in Applied Science. Required subjects: Distinctions in Biological and Physiological units 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
- **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.
- **Foundation Year in Science:** Overall: 60% overall. Required subjects: Biology (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%).

Science Graduate – minimum of a Pass in a Science Degree (i.e. Nutrition, Biology, Biosciences, Chemistry, Sports Science, Healthcare degrees, Psychology) as an alternative to level 3 qualification.

Plus

Apprentices 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.

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

In addition,

Apprentices are expected to:

- be nominated by their employer and have a permanent or fixed-term contract of employment for a minimum of 30 hours per week or more. Fixed term contracts must be long enough for apprentices to successfully complete the apprenticeship. Placement takes place full-time (37.5hrs/week) as a requirement of the course and working hours should be agreed between the employer and apprentice with this in mind.
- demonstrate an up-to-date record of mandatory training suitable for working in the clinical environment.
- show an understanding of the demands of completing a degree alongside their existing post in the health or social care sector and the resilience to work in health and social care.
- demonstrate basic IT skills. For example, applicants will need to be confident using an internet browser, communicating via email and using Microsoft Office tools (e.g. Word, Excel) or

equivalent. An ability to learn and adapt to new technologies is also important, for example, they may be asked to participate in a virtual classroom session, contribute to a discussion forum and will be expected to upload assignments to an online portal.

- understand that annual leave must be arranged outside of scheduled assessment periods and that other forms of leave which impact on learning opportunities should be discussed with employer and employer liaison tutor.
- comply with the 'Rehabilitation of Offenders Act' 1974 and 'Rehabilitation of Offenders Act 1974 (exceptions) order' 1975 and have a satisfactory Disclosure and Barring Service (DBS) clearance.
- be medically fit to undertake the programme and learners will therefore need satisfactory health assessment and clearance and have received the relevant immunisations to work in the NHS (ST0619 S109).
- 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.
- All apprentices will be provided with pre-course learning support materials to facilitate their transition into learning.

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 (Work-Based) Degree Apprenticeship

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 apprentices 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	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Transition to Dietetic Degree Apprenticeship	4LMS2144		X							X	X	X							X	X			X	X	X		X	X		
	Foundations in Human Nutrition (Apprenticeship)	4LMS2139				X	X																				X	X			
	Food Science, Safety and Systems (Apprenticeship)	4LMS2140					X	X															X								
	Dietetic Skills and Practice-based Learning 1 (Apprenticeship)	4LMS2141		X			X				X		X		X			X	X	X	X			X	X	X					
	Health, Society and Behaviour (Apprenticeship)	4LMS2142	X																X	X	X	X									
	Fundamentals of Bioscience (Apprenticeship)	4LMS2143			X																							X	X		
Level 5	Nutritional Biochemistry and Metabolism (Apprenticeship)	5LMS2091				X																						X	X		
	Pathophysiology, Pharmacology, Immunology (Apprenticeship)	5LMS2092			X																							X	X		
	Research Methods for Dietitians (Apprenticeship)	5LMS2093												X																	
	Nutrition, Health and Disease (Apprenticeship)	5LMS2094				X	X																	X				X	X		
	Dietetic Skills and Practice-based Learning 2 (Apprenticeship)	5LMS2095		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Level 6	Dietetic Research (Apprenticeship)	6LMS2103								X	X		X	X				X		X	X		X			X		X	X	X	X
	Clinical Dietetics (Apprenticeship)	6LMS2104			X	X	X																				X	X			
	Behaviour Change for Dietitians (Apprenticeship)	6LMS2105	X						X								X					X		X							
	Dietetic Skills and Practice-based Learning 3 (Apprenticeship)	6LMS2106		X					X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X		X	X	
	Contemporary Dietetics (Apprenticeship)	6LMS2107			X	X	X	X						X	X			X										X	X		

Module Title	Module Code	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
Public Health Dietetics (Apprenticeship)	6LMS2108	X			X		X					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

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

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

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

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 apprentices 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]

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	Transition to Dietetic Degree Apprenticeship	4LMS2144	D	D		D	D	D
	Foundations in Human Nutrition (Apprenticeship)	4LMS2139		D	D	D	D	D
	Food Science, Safety and Systems (Apprenticeship)	4LMS2140		D	D	D	D	D
	Dietetic Skills and Practice-based Learning 1 (Apprenticeship)	4LMS2141	D			D	D	D
	Health, Society and Behaviour (Apprenticeship)	4LMS2142				D		D
	Fundamentals of Bioscience (Apprenticeship)	4LMS2143				D	D	D
Level 5	Nutritional Biochemistry and Metabolism (Apprenticeship)	5LMS2091		D		D	D	D
	Pathophysiology, Pharmacology, Immunology (Apprenticeship)	5LMS2092		D		D	D	D
	Research Methods for Dietitians (Apprenticeship)	5LMS2093				D	D	D
	Nutrition, Health and Disease (Apprenticeship)	5LMS2094	D	D	D	D	D	D
	Dietetic Skills and Practice-based Learning 2 (Apprenticeship)	5LMS2095	D		D	D	D	D
Level 6	Dietetic Research (Apprenticeship)	6LMS2103			D	D	D	D
	Clinical Dietetics (Apprenticeship)	6LMS2104		D	D		D	D
	Behaviour Change for Dietitians (Apprenticeship)	6LMS2105		D	D		D	D
	Dietetic Skills and Practice-based Learning 3 (Apprenticeship)	6LMS2106	D		D	D	D	D

	Contemporary Dietetics (Apprenticeship)	6LMS2107		D	D		D	D
	Public Health Dietetics (Apprenticeship)	6LMS2108		D	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

November 24

November 2024

Level 4 entering May 2025

School of Life and Medical Sciences

English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
LMDAETWB	BSc (Hons) Dietetics (Work-Based) Degree Apprenticeship	100744	UCAS Code(s) N/A