

Faculty: Health and Human Sciences

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

Programme Code: **HHDIET**

# Programme Specification

Start Date: **2011** (2011 cohort)

Date of Approval: April 2011

Associate Dean (Academic Quality):

Signature



# 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

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	UH
<b>University/partner campuses</b>	College Lane
<b>Programme accredited by</b>	HPC
<b>Final Award</b>	BSc (Hons)
<b>All Final Award titles</b>	Dietetics
<b>FHEQ level of award</b>	Honours
<b>UCAS code(s)</b>	B410

---

### A. Programme Rationale

The primary aim of this programme is to produce graduates who are equipped with the skills, knowledge and competencies to register as dietitians with the Health Professions Council (HPC). The programme has been specifically designed to meet the HPC Standards of Education and Training, 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 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.

A distinctive feature of the programme is the pattern of practice-based education and the acknowledgement that practice is a site of primary learning and that placements carry equal value to university-based study. Practice-based placements are considered to be instrumental in facilitating within the student the integration of theoretical knowledge with its application in practice. The relationship between university and practice is viewed as being reciprocal, interdependent and complementary.

---

### B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

**Additionally this programme aims to produce students who are:**

- eligible to apply for registration as dietitians with the Health Professions Council
- 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

### 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 - Dietetics and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

Knowledge and understanding of:	Teaching/learning methods & strategies	Assessment
<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;</p> <p>A2. the ethical, legal, organisational and professional framework within which dietitians operate;</p> <p>A3. biochemical sciences that act as a platform for problem-solving, recognising the abnormal from the normal;</p> <p>A4. 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>A5. nutritional sciences as applied to dietetic practice in relation to food analysis, food choice and appropriate</p>	<p>Acquisition of A1-6 is through 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 facilitated 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. At level 1 there is more structured guidance, which decreases as students progress through the programme. StudyNet 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 tutor.</p>	<p>Testing of knowledge and understanding through a combination of written examinations (A4-A6) and assessed in-course assessments (A1-A6), in the form of laboratory reports (A4, A5), essay assignments (A1-A3), scenario-based case studies (A1-A6) and presentations (A1, A3, A6). Practice-based assessment also incorporates the assessment of knowledge and understanding.</p>

<p>A6. modification of diet; nutritional health promotion and education;</p>		
<p>Intellectual skills – able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p>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</p>	<p>Intellectual skills, B1-6, 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.</p> <p>Throughout, the learner is encouraged to further develop intellectual skills by independent study, which at level 4 is more structured and directed than at level 6. Students are introduced to reflective practice at level 4 and this is enhanced and supported as they progress through the programme with practice orientated reflection sessions at the end of each placement.</p>	<p>Learning outcomes B1-6 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.</p>
<p>Practical skills – able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p>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;</p>	<p>Practical skills, C1-8, are developed throughout the programme by the methods and strategies outlines 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.</p> <p>The timing of practice-based placements has been chosen</p>	<p>Practical skills, C1-8, 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.</p>

C5. keep accurate professional records;	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.	
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;		
<b>Transferable skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
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, D1-8, 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 student is encouraged to develop transferable skills by keeping a record of evidence, which is integrated into a portfolio of continuing professional development that is introduced at level 4 and will be used throughout their career as a dietitian.	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 full-time (3 years) mode only and leads to the award of a BSc (Hons) Dietetics. Entry is normally at Level 4 (with A level or equivalent qualification). Intake is normally in Semester A (September).

### Professional and Statutory Regulatory Bodies – Health Professions Council

Successful completion of **all** the modules listed below is required for a graduate to be eligible to apply for registration with the Health 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.

### 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 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Level 4

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Human Physiology*	4LFS0003	15	50	50	A
Introduction to Biochemistry and Metabolism*	4LFS0006	15	50	50	B
An Introduction to Inter-professional Education	4NMH1027	15	0	100	A
Cell Biology*	4LFS0004	15	25	75	AB
Nutrition and Diet in Health	4AHP0042	30	25	75	AB
Food Preparation and Food Hygiene	4AHP0043	15	25	75	AB
Behavioural Sciences 1	4AHP0044	15	0	100	B
Clinical Education Placement 1	4AHP0045	0	0	100	B

**Progression to Level 5 requires a minimum of 120 credits and passes in all designated Level 4 modules**

Level 5

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Clinical Education 2a – Effective Communication	5AHP0032	15	0	100	A
Clinical Education 2b – Integrating Theory and Practice	5AHP0033	15	0	100	B
Pathophysiology and Pharmacology 1	5LFS1008	15	50	50	AB
Nutrition and Diet in Ill Health	5AHP1007	30	25	75	AB
Biochemistry and Metabolism 2	5AHP0036	15	50	50	B
Behavioural Sciences 2	5AHP0037	15	0	100	AB
Research Methods	5AHP0048	15	50	50	A

**Progression to Level 6 requires a minimum of 120 credits and passes in all designated Level 5 modules**

Level 6

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Applied Nutrition Research	6AHP0047	30	0	100	AB
Clinical Education 3a – Decision Making	6AHP0042	15	0	100	A
Clinical Education 3b – Patient Centred Practice	6AHP0043	15	0	100	B
Clinical Education 3c – Clinical Effectiveness	6AHP0044	15	0	100	B
Nutrition Healthcare Provision	6AHP1020	15	0	100	AB
Nutritional Medicine and Methods	6AHP1019	15	0	100	A
Applied Nutrition and Dietary Management	6AHP1018	15	50	50	A

\*APCL possible, see explanation above

The award of BSc (Hons) Dietetics 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. The honours classification is determined from a combined average of the best 90 credits at Level 6 plus the best remaining 30 credits at Levels 5 or 6. Full details are provided in UPR AS14.

Table 1b Interim awards available

The programme provides the following interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education in Health and Nutrition Studies	120 credit points at level 4	4, 5
University Diploma in Health and Nutrition Studies	180 credit points including at least 60 at level 5	5, 6
Diploma of Higher Education in Health and Nutrition Studies	240 credit points including at least 120 at level 5	5, 6
BSc in Health and Nutrition Studies <i>This award does <b>not</b> entitle the recipient to register with the HPC</i>	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6

## E. Support for students and their learning

Students are supported by;

- an induction week at the beginning of the programme
- the programme tutor to help students understand the programme structure
- personal tutors to provide academic and pastoral support
- tutors who co-ordinate practice education and visit during placements
- lead placement educator for each placement
- student representatives on programme committees
- a substantial Student Centre that provides an integrated frontline service and advice on issues such as finance, accommodation, University regulations, legal matters etc
- the Students' Union
- the sports village

## F. Entry requirements

The normal entry requirements for the programme are:

GCE A level 280 points including Chemistry at grade B or above, Biology at grade C or above plus 100 points from other studies excluding General Studies

**or**

AVCE Double Award or two VCE A levels at BC or above in science plus 100 points from other studies including key skills. To include at least one relevant A level

**or**

BTEC ND/NC with distinction in first and second year units in science

**plus**

minimum of five GCSEs taken at one sitting including English, mathematics and science (chemistry or dual award science) at grade C or above.

### In addition

- students must be medically fit to undertake the programme and students will therefore undergo an occupational health assessment
- in order to comply with the 'rehabilitation of offenders act 1974 (exceptions) order 1975, students will undergo enhanced clearance checks by the Criminal Records Bureau
- 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.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior learning (APL) and accredited prior experiential learning (APEL).

## Section 2

### Programme management

<b>JACS code(s)</b>	B140
<b>Modes of study</b>	Full time
<b>Intakes</b>	Semester A
<b>Relevant QAA subject benchmarking group</b>	Health Care Programme – Dietetics
<b>Date of validation/last periodic review</b>	August 2006
<b>Date of production/ last revision of PS</b>	April 2010
<b>Relevant cohorts</b>	Level 4 students entering September 2008
<b>Faculty</b>	Health and Human Sciences
<b>Administrative School(s)/Departments</b>	School of Health and Emergency Professions

#### Course (i.e. pathway) details

##### Course (i.e. Pathway Point) Titles

BSc (Hons) Dietetics

##### Course (i.e. Pathway Point) Codes

DIET1  
DIET2  
DIET3

The programme is managed by;

- the Head of School and the Associate Heads of School who have overall responsibility for programmes in the School
- a programme tutor who is responsible for the day to day management
- an admissions tutor, with specific responsibility for open days and selection
- a placements tutor 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 committees; membership includes the Head of School, Associate Heads of School, all academic staff who teach on the programme, the Faculty Information Consultant, practice representatives from local provider units and student representatives. The programme committee meets at least once each semester and is chaired by the programme tutor.

### Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of the need to pass all modules in order to graduate as a dietitian and points listed below, which have been specifically approved by the University:

- as specified by the external validating body no compensation for referred modules is permitted
- specific assessment regulations pertaining to practice placements are included in the students' handbook
- students are permitted, subject to the Board of Examiners' decision, 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
- the programme includes a significant amount of group working, as a consequence specific regulations governing cheating and plagiarism are provided in the student handbook
- students must achieve a minimum of 45 credits to be considered for reassessment at levels 4 and 5
- a successfully accomplished period of supervised practice-based education, of not less than 1050 hours, is mandatory for receipt of the award
- length of student registration is a maximum of **six** years
- students are required to attend at least five out of six weeks of practice-based education placement in order to be assessed

- professional suitability and respect of confidentiality are requirements of the programme and breaches of either will be subject to investigation following the faculty policies. These policies are included on the programme point on StudyNet and referred to in the students handbook
- in order to pass modules which include an examination, students should normally pass the examination and pass the coursework on aggregate, unless stated otherwise in the definitive module document.
- intramodular compensation between coursework components is permitted providing that each component attains a minimum mark of 35% and that a 40% overall mark is achieved for the module.
- an aegrotat award is not a permissible award for registration as a dietitian.

---

## Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Programme Specification website: <http://www.herts.ac.uk/courses/> or (StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
- University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditlevel descriptors2003.pdf>
- External Quality Review report website: [http://www.qaa.ac.uk/revreps/inst\\_reports.asp?instID=H-0060](http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060)
- UNISTATS website: <http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website: (StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://www.sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and General Educational Aims, UPR TL01: <http://www.sitem/secreg/upr/TL01.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://www.sitem/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17: <http://www.sitem.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students: [http://www.sitem.ac.uk/secreg/upr/upr\\_azlist\\_student\\_info.htm](http://www.sitem.ac.uk/secreg/upr/upr_azlist_student_info.htm)
- 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](http://www.qaa.ac.uk)
- British Dietetic Association Curriculum Framework, [www.bda.uk.com](http://www.bda.uk.com)
- Health Professions Council – Standards of Education and Training, [www.hpc-uk.org](http://www.hpc-uk.org)
- Health Professions Council – Standards of Proficiency, [www.hpc-uk.org](http://www.hpc-uk.org)
- Health Professions Council – Standards of Conduct, Performance and Ethics – [www.hpc-uk.org](http://www.hpc-uk.org)

---

## Other information relevant to the programme

The design and structure of the programme requires students to use StudyNet to facilitate and enhance their learning. Academic staff can post news items, web links and data files (for example Word, PowerPoint, Excel, MPEG files) directly to a module level database. Formative assessments such as quizzes can also be posted. StudyNet links to the electronic resources of the University's Learning Resources Centres. Students can and are encouraged to participate in the discussion facility

as well as post material they produce for seminars and they can access StudyNet via any internet connection. StudyNet is a key resource for student whilst on practice-based placement and interprofessional group work is facilitated through this medium.

---

## University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed ... .. Date.....09/05/2011.....  
Chair of Faculty Academic Quality Enhancement Committee

---

## BSc (Hons) Dietetics

**Table 2: Development of 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	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	
Level 1	Nutrition and diet in health	4AHP0042					✓	✓						✓				✓						✓	✓				✓	✓	
	Food preparation and food hygiene	4AHP0043			✓	✓																									
	Behavioural sciences 1	4AHP0044	✓						✓			✓				✓											✓	✓		✓	
	Clinical education 1	4AHP0045	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓
	Core knowledge & values for professional p	4NMH1027		✓							✓				✓								✓	✓		✓					
	Human physiology	4LFS0003			✓	✓								✓														✓	✓		
	Cell biology	4LFS0004			✓	✓																	✓				✓				
	Introduction to biochemistry & metabolism	4LFS0006			✓	✓																	✓				✓	✓			
Level 2	Clinical education 2a	5AHP0032	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Clinical education 2b	5AHP0033	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Pathophysiology and pharmacology	5LFS1008			✓	✓							✓			✓											✓	✓		✓	
	Nutrition and diet in ill health	5AHP1007	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	
	Biochemistry and metabolism 2	5AHP0036			✓	✓							✓			✓							✓	✓		✓	✓		✓		
	Behavioural sciences 2	5AHP0037	✓									✓			✓	✓							✓	✓		✓				✓	
	Research methods	5AHP0048		✓									✓													✓	✓	✓	✓		
Level 3	Clinical education 3a	6AHP0042	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Clinical education 3b	6AHP0043	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Clinical education 3c	6AHP0044	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Nutritional medicine and methods	6AHP1019			✓	✓	✓							✓			✓							✓				✓	✓		
	Applied nutrition and dietary management	6AHP1018	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	
	Applied nutrition research	6AHP0047		✓									✓										✓	✓		✓	✓	✓	✓		
	Nutrition healthcare provision	6AHP1020	✓	✓									✓	✓			✓							✓	✓		✓	✓		✓	

**Key:** Learning Outcome which is assessed as part of the module ✓

## 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 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