Faculty of Health and Social Sciences

Framework Specification

Health Sciences Framework

MSc Nutrition and Behaviour

BSc (Hons) Clinical Exercise Science (closed April 2018)
BSc (Hons) Nutrition (please see programme specification linked here for entry from September 2019 onwards)
MNutr (Hons) Nutrition (closed October 2018)

June 2019

v2.6-0920
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1. Basic Framework / Programmes Data

<table>
<thead>
<tr>
<th>Originating institution(s)</th>
<th>Bournemouth University</th>
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| Award(s) and title(s)         | BSc (Hons) Clinical Exercise Science *(closed)*  
Dip HE Clinical Exercise Science  
Cert HE Clinical Exercise Science |
| UCAS Programme Code(s) (where applicable and if known) | C600 |
| HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway | C600 |
Health Studies QAA subject benchmarks(2008)  
Register of Exercise Professionals |
| Professional, Statutory and Regulatory Body (PSRB) links | Register of Exercise Professionals |
| Place(s) of delivery          | BU and AECC |
| Mode(s) of delivery           | Full Time |
| Credit structure              | 120 credits at each level (ECTS 60 per level) |
| Duration                      | 3 years |
| Date of original approval(s)  | 2007 for BSc (Hons) Exercise Science (health & Rehabilitation) |
| Date of first intake          | Sept 2013 |
| Student numbers               | 30 |
| Placements                    | 20 hrs Level 4; 30 hrs Level 5; 40 hrs Level 6 compulsory Other placements may be added at the students and programme coordinator’s discretion. Optional minimum of 30 week placement (full time) (year 3) |
| Partner(s) and model(s)       | AECC |
| Date and version number of this Framework/Programme Specification | July 2017 v2.5-0918 |

The BSc (Hons) Clinical Exercise Science was previously named BSc (Hons) Exercise Science (Health & Rehabilitation)
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<td>* (as well as PGDip and PGCert)</td>
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<td>MSc Nutrition and Behavior: Full Time/Part-time</td>
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<td>MNutr (Hons) Nutrition 120/120/120/120 (60/60/60/60) Level 4,5,6 and 7 credits</td>
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<td>MNutr (Hons) 2015</td>
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<td></td>
<td>MSc Nutrition and Behaviour 2015</td>
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### Date of first intake

- BSc (Hons) Nutrition: Sept 2013
- MNutr: Sept 2015
- MSc: Sept 2016

### Student numbers

- BSc (Hons): 40 students
- MNutr Sept 2015: 5-10 students (starting)
- MSc Sept 2016: 5-10 students (starting)

### Placements

- **BSc (Hons)**
  - Compulsory minimum 20 day placement (between Level 5 and 6)
  - Optional minimum of 30 week placement (full time) (year 3)
- **MNutr (Hons)**
  - Compulsory minimum 20 day placement between level 5 and 6 and additional compulsory 12 day work-based learning in level 7 linked with the EPL unit
  - Optional minimum of 30 week placement (full time) (year 3)
- **MSc**
  - Compulsory minimum 12 day work-based learning linked with the EPL unit

### Partner(s) and model(s)

- None

### Date and version number of this Framework/Programme Specification

- June 2019
- v2.6-0920

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E1415082 – addition of MNutr (Hons) Nutrition to the Framework
E1415083 – addition of MSc Nutrition and Behaviour to the Framework
HSC141502 – Amendment to the level 4 Human Anatomy and Physiology Unit.
NM151607 – Addition of the agreed exceptions to the standard assessment regulations for BSc (Hons) Clinical Exercise Science.

FHSS 1516 14, approved 30/03/2016. Previously version 2.0
FHSS 1617 01/08, approved 23/11/2016. Previously version 2.1
**BU 1617 01**, approved 24/02/2017. Previously v2.2.0917

**HSS 1617 16** – accreditation added to MNutr (Hons) Nutrition and MSc Nutrition and Behaviour programmes following HSS FASC 18.1.17. Previously v2.3-0917.
FHSS 1617 20 - Removal of optional unit nutrition and the consumer following, approved HSS FASC 31.05.2017, previously v2.4.0917
E20171833, approved 24/04/2018 – closure of BSc (Hons) Clinical Exercise Science
E20181903, approved 31/10/2018 – closure of MNutr (Hons) Nutrition
**BU 1819 01**, approved 21/11/2018. Previous version 2.5-0918
Aim of the Document

The Health Sciences Framework consists of two undergraduate programmes – BSc (Hons) Clinical Exercise Science and BSc (Hons) Nutrition. Both programmes are ideally placed in the School of Health and Social Care (now Faculty of Health and Social Sciences) that function alongside other health-related programmes. As such the setting of the programmes provides valuable opportunities for multidisciplinary learning and the partnership with AECC for BSc (Hons) Clinical Exercise provides a further dimension for enriching the student learning experience.

This section provides more details on the structure of the programmes across the framework, their learning outcomes as well of the professional bodies that accredit or endorse the programmes.

In 2015, the framework gained approval from Academic Standards Committee to develop two new Masters Programmes as part of a new pathway for BSc (Hons) Nutrition. This document provides additional details for Integrated Masters MNutr (Hons) Nutrition and MSc Nutrition and Behaviour.

2. Academic and Professional Contexts

The personal and economic burden of leading unhealthy lifestyles is now evident. We are witnessing a worldwide epidemic encompassing diseases linked to poor diet and nutrition and physical activity including obesity, under nutrition and non-communicable diseases (including cardiovascular disease, cancer, diabetes, chronic respiratory disease) across both developed and developing nations. The challenge that lies ahead is to scale up evidence-based measures to reduce these problems to promote health and wellbeing.

There is a growing demand for appropriately trained professional individuals with expertise in this area to interpret scientifically evidence based information and engage nutrition and exercise in shaping healthy promoting initiatives across a wide range of settings across the wider community. The Health Sciences Framework is in a strong position to respond to this demand.

The Health Sciences framework embeds vocational pathways evidenced in Bournemouth University’s Mission statement. Students have valuable opportunities to engage with work based placements that enables them to compete effectively for employment and post graduate opportunities downstream.

The Health Sciences Framework provides a multidisciplinary insight into the science that underpins the role of nutrition and exercise in relation to the good health and the prevention and management of ill health alongside the public health agenda. As such the programmes responds to recent government initiatives and public concerns and national and international developments linked with nutrition and exercise for the maintenance and promotion of good health.

BSc (Hons) Clinical Exercise Science is unique in the UK in its scope and breadth that provides a formal, clinical and evidence-based programme that enables graduates to work in the exercise and rehabilitation setting as an effective and independent practitioner.
The BSc (Hons) Nutrition has a solid academic underpinning that covers all the key areas of nutrition, integrating the science with the social, behavioural and lifestyle issues affecting society today. 
*The role of transferable skills will be essential to these students and are emphasised throughout the programme.*

Nutrition and physical activity are inextricably linked and the delivery of core units is shared across the framework, a fusing combination that enhances the student experience through interdisciplinary working.

Both programmes across the framework have national course accreditation or endorsement which substantively enhances employability of our students by demonstrating key skills and competences that students need to stand out against other graduates in this field.

BSc (Hons) Clinical Exercise Science was endorsed by the Register of Exercise Professionals (REPs) at Levels 2, 3 and 4 categories (the first course in the UK to achieve level 4 category status).

BSc (Hons) Nutrition was accredited with the Association for Nutrition in 2011 which demonstrates that the programme has achieved the highest standards of professional education in nutrition and enable graduates to apply for direct entry as an Associate Nutritionist with the UK Voluntary Register of Nutritionists.

**Postgraduate**

The BSC (Hons) Nutrition programme, validated in 2013 was awarded accreditation in 2013. It is expected that both Masters programmes will follow a similar route and fulfil the requirement to be successfully accredited.

**MNutr (Hons) Nutrition**

Nutrition is now viewed as a profession that links aspects of health delivery and commercial and industrial interests, alongside the public health agenda. This integrated Masters programme will be the first of its kind in the UK to provide a depth of specialist knowledge at Masters level that is highly sought after by employers. It will provide an extension of the undergraduate BSc (Hons) programme in Nutrition with increased emphasis on work based learning and acquisition of advanced research skills for planning, conducting and compiling evidence based original research. The MNutr will be a four-year programme of study, integrating three years of study at undergraduate honours level (level 4, 5 and 6; 360 credits) with one year of study (level 7, 120 credits) at Masters level. The Nutrition students who study for the extra year will gain crucial work-based skills that will support students who wish to enter the work-place and gain recognition through their learning through the award of the Masters title.

MNutr (Hons) Nutrition was accredited with the Association for Nutrition in 2016 which demonstrates that the programme has achieved the highest standards of professional education in nutrition and enable graduates to apply for direct entry as an Associate Nutritionist with the UK Voluntary Register of Nutritionists.
MSc (Hons) Nutrition and Behaviour

The importance of the complex interaction between nutrition and behaviour is now beginning to be appreciated both scientifically and socially. This masters programme will consider not only the role of behaviour in guiding diet and nutrition, but also the effects of diet and nutrition on shaping behaviour. No other UK masters programme specifically focuses on these complex bi-directional interactions.

The MSc will consider the multifaceted interaction between diet, nutrition and behaviour, including biological, anthropological, economic, psychological and socio-cultural determinants. The programme will encompass the role of nutrition from preconception to old age and include topics such as, in utero programming, infant feeding practices (breast feeding and maternal diet), the development of food likes and dislikes in children, food promotion (television food advertisements, internet and viral marketing, and product branding), psychological factors contributing to the development of obesity including appetite and weight control, disordered eating behaviours, prevention of diet-related disease (intervention studies and community programmes), cognitive factors (e.g. dietary restraint, mood and stress), and the role of diet in normal ageing and age-related conditions. Due to the multifaceted nature of the programme it will appeal to a wide range of potential applicants including those working in healthcare, public health promotion and graduates from a broad range of life sciences, health and psychology-related undergraduate degrees. It will also provide an alternative route for our undergraduate BSc (Hons) Nutrition graduates who wish to gain advanced learning in aspects of diet, nutrition and behaviour together with extended work-based practice skills.

MSc Nutrition and Behaviour was accredited with the Association for Nutrition in 2016 which demonstrates that the programme has achieved the highest standards of professional education in nutrition and enable graduates to apply for direct entry as an Associate Nutritionist with the UK Voluntary Register of Nutritionists.

3.1. Target career paths

3.1.1 The BSc (Hons) Clinical Exercise Science programme are ideally placed to meet the demand to fulfil roles across an expansion of community health initiatives such as GP Exercise Referral Schemes and work-based initiatives. The main providers of such services, the NHS and community sport and leisure centres are seeing an increase in their role within the health arena and cater well for the general population, developing programmes to encourage people to be ‘fit and healthy’. However, to safely and competently promote exercise for those individuals who are in pain, injured, ill or disabled requires a specialised knowledge of musculoskeletal injuries and disease, an understanding of specific clinical syndromes that involve the musculoskeletal, cardiovascular and pulmonary systems, and the effects that exercise and age have upon them. Graduates with the practical and theoretical knowledge will design, manage and promote specific exercise strategies. As evidenced based recommendations about exercise and lifestyle are continually changing, the effective instructor in this field needs to be critical and responsive to change.

Target career paths include:
• Exercise Referral Schemes
• Public recreation facilities
• Physical rehabilitation clinics
• Hospital rehabilitation departments
• Sports clubs and Leisure centres
• Professional sports centres, clubs and teams
• Medical centres.

3.1.2 BSc (Hons) Nutrition: This programme seeks to equip students with a set of competence and values as befits a professional practitioner. Registered nutritionists are becoming increasingly employed to promote health and wellbeing and prevent nutrition-related illness in both the public and private sectors. Our graduates will be qualified to enter a variety of careers in this growing area of nutrition,

Target career paths include:
- Public health/health promotion (primary care, local government, charities, consumer groups)
- Industry (research, regulatory affairs, sales, new product development) eg food and nutrition companies
- Government/Policy (National/International)
- Public relations/freelance nutrition consultancy
- Academia – research/lecturing
- Activity and health – leisure industry
- Dietetics (postgraduate qualification)
- Teaching (postgraduate qualification)

Both programmes have a strong scientific foundation and cover a wide remit of human biological and clinical science, including anatomy, physiology, clinical exercise physiology, pathophysiology and clinical syndromes and the application of the science to promote health. Students also investigate the relationships between lifestyle, health and psychological and social aspects

3. Aims of the Framework / Programme(s)

4.1 BSC (Hons) Exercise Science aims to
- Develop exercise science practitioners who can design, instruct and manage safe and competent evidence-based exercise and rehabilitation programmes for the healthy, ill, disabled and sporting sub-populations.
- Provide a strong scientific background in exercise science to enable further progression to study at postgraduate level in health-related disciplines.

The programme aims to empower its graduates to gather and integrate information such that they may design and manage safe and competent evidence-based exercise programmes and to become critically reflective professionals who appreciate and embrace the importance of life-long learning in an ever-changing global healthcare environment.

Specifically the programme aims to:
- Meet students' needs for a vocationally relevant course in exercise and healthcare which meets the needs of regulatory bodies and promotes graduate employability
- Develop and enhance student communication and transferrable skills to produce effective and proficient practice professionals within the workplace.
• Provide graduates with safe and competent skills to meet the requirements for professional regulation and the rehabilitation needs of individuals within the community
• Meet the need for academic rigour and intellectual challenge at honours level;
• Develop a critical understanding of anatomical, physiological and behavioural aspects of health and illness and integrate appropriate exercise into health promotion.
• Facilitate relevant practical experience for students through intensive skills development, placement and research;
• To produce critically reflective practitioners capable of adaptation to advances and manage change in the knowledge base and changing patterns of health care provision.
• Instil an understanding of the need for life-long learning in the prescription of exercise as evidence changes.

Optional Placement Year
Students on the Exercise Science programme attend clinical placements throughout the course of their study. These sessions are timetabled for each student from Level 4 through to Level 6 and are an integral part of the students’ learning experience and assessment. Appendix 1 highlights the units that are linked with placements.

Students also have the opportunity to undertake a further minimum of 30 week placement if they should wish to, in addition to their other placements, taking place at the end of their second year of study, prior to their final year. This placement should be linked to the programme and will need the approval of the programme co-ordinator well in advance of the start of the placement.

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

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

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

4.3 MNutr (Hons) Nutrition

This pathway aims:
• To provide the students with a broad, generic education to the standard of Honours degree, with additional study at Masters level in the area of nutrition.
• To train students for a career in Nutrition drawing upon a science rooted degree that will provide graduates with a range of academic, practical and professional skills required for their profession.
• To provide students with a balanced educational experience that critically addresses the evidence based information at an advanced level in contemporary nutritional issues that affect society, extend research knowledge and its application and professional practice.
• To provide students with a working knowledge of nutrition-related issues and applying scientific knowledge to ensure understanding of the impact of food and diet on health and wellbeing of people and communities.
• To provide students with the ability and confidence to apply their knowledge and skills of nutrition-related problems, individually or in a group and also communicate effectively with both those working in the field of nutrition and the wider public.
• To further develop their knowledge and skills in research and project management provide a critical understanding of the application of the research process to inform evidence-based practice.
• To critically reflect on the evidence base and personal learning to enhance existing knowledge that can be applied in a professional context.

The MNutr (Hons) Nutrition programme will develop high calibre nutritionists who are able to provide evidence-based information and guidance. The programme has been designed to meet the core competencies for Registered Nutritionist RNutr (Public Health). As such graduates will be able to apply for entry onto the UK Voluntary Register of Nutritionists (UKVRN*) having demonstrated their knowledge and understanding and application of the core competencies in Public Health Nutrition.

*The UKVRN is an internationally accepted mark of professional status and competence in nutrition.

Students will have the valuable opportunity to complete a variety of work placements to observe the application of nutritional expertise in a range of settings, understand the role of the professional registered nutritionist in practice and reflect on their own learning and development in practice. Section 6 details the range of required and optional work placements that are available during their studies.
4.4 MSc Nutrition and Behaviour

The overall aim of the MSc Nutrition and Behaviour programme is to enable individuals from both undergraduate and professional backgrounds to expand their academic expertise and knowledge.

This MSc will share the core modules with the new Integrated Master in Nutrition (MNutr) (Total 120 credits) and will share the aims as presented above.

This programme will produce master’s level graduates who are able:

- To access, appraise, use and contribute to the development of knowledge relevant to nutrition and behaviour.
- To critically understand the multifaceted interaction between diet, nutrition and behaviour, including biological, anthropological, economic, psychological and socio-cultural determinants.
- To have a comprehensive understanding of the interaction between diet, nutrition, brain function and cognition in health and disease.
- To have an integrated overview of the role of diet and specific nutrients in the context of the molecular and cellular bases of brain function and dysfunction.
- To appreciate the interaction between psychological processes and dietary behaviour and current issues in nutrition research and their clinical and psycho-social ramifications.
- To have an advanced understanding of the principles and concepts in metabolism and physiology that are essential to maintain health for the prevention and management of nutrition-related diseases.

The MSc (Hons) Nutrition and Behaviour programme will develop high calibre academic focussing nutritionists who are able to provide evidence-based information and guidance focusing on both the specialism of Public Health Nutrition and Nutrition Science. This programme covers a broad area of study preparing student for careers and continuing professional development in the field of public health nutrition but also offers an in-depth understanding of the metabolic and physiological responses of foods and nutrients in the context of pathological and health processes and the complex interactions with behaviour.

The programme has been designed to meet the core competencies for Registered Nutritionist RNutr (Public Health) and RNutr (Nutrition Science). As such graduates will be able to apply for entry onto the UK Voluntary Register of Nutritionists (UKVRN*) having demonstrated their knowledge and understanding and application of the core competencies to meet either Public Health Nutrition or Nutrition Science.

*The UKVRN is an internationally accepted mark of professional status and competence in nutrition.
4. Framework Learning Outcomes

5.1 BSc (Hons) Clinical Exercise Science

Students should be expected to be confronted by scientific, clinical, psychosocial, moral and ethical questions and consider viewpoints other than their own, and to engage in critical assessment and intellectual argument. They will be expected to consider complex and unpredictable clinical situations and prescribe, deliver and manage appropriate exercise strategies.

The programme will provide opportunities for students to develop and demonstrate knowledge and understanding and skills as follows:-

A Subject Knowledge and Understanding

A1 Anatomical, physiological and pathophysiological factors underlying health and illness and the role of exercise and activity (or lack of) in their development and management

A2 Economic, political, social and psychosocial aspects of disease and the role of exercise in health promotion initiatives

A3 Psychosocial factors which impinge on human health and exercise management

A4 Principles underlying human nutritional requirements throughout life in the context of both healthy individuals and those with injuries and long-term diseases

A5 The basis of ethics and the law, business and management as it relates to the rehabilitation healthcare settings

A6 Scientific methodology as applied to health related issues.

Learning and Teaching Methods and Strategies

The object is to produce graduates who are competent in a range of knowledge, understanding, experience and skills appropriate to the prescription, delivery and management of exercise in healthy and unhealthy populations as well as healthy lifestyle promotion. The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence, critique and self-direction. This progression is reinforced through learning and teaching methods as well as assessment.

Core knowledge and understanding (A1-A6) is acquired via classroom based lectures and seminars, together with independent student directed learning (flexible study) using a variety of text and electronic sources. An understanding of scientific method as applied to health (A6) is built up via subject specific laboratory practical classes at Levels 4 and 5 and via the research skills unit and work at Levels 5 and 6.

Assessment

The assessment of knowledge and understanding in the various subject specific areas (A1-A6) is achieved via both coursework assignments, in-class tests and unseen examinations, viva voce and OSCE (observed structured clinical examination).

Understanding of scientific methodology as applied to health (A6) is assessed by practical reports/portfolios at Levels C and I and by the project proposal at Level 5 and project dissertation at Level 6.

B Intellectual Skills

Students will be able to:

B1 Critically appraise and review published work in exercise prescription and/or health related areas evaluating sometimes conflicting information, investigating and identifying reasons for conflict.
B2 Synthesise a coherent argument based on input from a range of different health related sources, both orally and in writing.
B3 Use appropriate judgement, information and technical skills to identify a research question. Plan and carry out a major project to answer the research question/hypothesis.
B4 Use appropriate techniques to analyse and evaluate research data generated by own project work in the light of previously published data
B5 Reflect upon their practice and recognise the need for lifelong learning
B6 Integrate practical skills with intellectual argument to solve problems and communicate solutions, based on current evidence based literature.

Learning and Teaching Methods and Strategies
These intellectual skills are largely acquired at Level 5 and Level 6, though they build on foundations laid at Level 4.
The principles of critical evaluation and appraisal (B1) and synthesis of a coherent argument (B2) are expounded in classroom sessions, but the development of these skills very largely relies on the students' own self-directed study often undertaken in preparation for coursework assignments.
The ability to plan and carry out a major piece of independent research (B3) and then evaluate research data (B4) is a primary purpose of the classroom based teaching in the Level 5 research skills unit, but is developed by students as they plan, undertake and evaluate the results of their Level 6 project work.
The ability to present a reasoned argument (B2) is an area stressed in all units of the course and is developed in assignment work in the theory units - including skills in oral presentation in some units. It is also developed in preparing practical reports and the project dissertation.
The skills of reflection (B5) will be encouraged and elicited in seminars, within students' personal development portfolio and assessments throughout the course of the programme.
Throughout the year a high degree of emphasis is placed on student centred workshops and seminars to challenge knowledge in the context of conflicting arguments and complex clinical scenarios (B6).

Assessment
B1 and B2 are assessed mainly by coursework assignments, but also to a degree by unseen examinations.
B3 and B4 are assessed by the project proposal at Level 5 and by project dissertation at Level 6 and the personal development portfolio.
B2 is assessed by written assignments and by oral presentations.
B5 is assessed by written assignments and by oral presentations, but in particular the personal development portfolio.
B6 is assessed by viva voce, objective structured clinical examination (OSCE) and formative feedback.

C Subject Specific Skills
Students will be able to:
C1 Conduct a physiological evaluation, interpret and act upon the results.
C2 Carry through to completion a substantive piece of independent research in a health related area.
C3 Contribute to the operation of a health and exercise related organisation.
C4 Understand common clinical disorders and consider them in exercise prescription.
C5 Devise safe and appropriate exercise rehabilitation and management strategies and continually monitor and manage those strategies.
C6 Develop sound, competent and safe clinical skills.
Learning and Teaching Methods and Strategies
Practical expertise (C1) is built up in laboratory based practical classes at level 4 and continued throughout levels 5 and 6 in the assessment and interpretation of general health parameters.
The ability to pursue independent research (C2) is introduced at Level 5 via the project proposal component of the Research Methodologies 2 unit and is developed further at Level 6 by the major final year project.
The placement at the start of Level H gives the opportunity to reflect upon their experience in a related organisation (C3 and C5).
C4 and C5 are inherent to all units and are specifically taught in practical workshops, lectures and seminar groups; with the emphasis becoming more student-centred as the programme proceeds.

Clinical skills acquisition begins in the Exercise Prescription 1 unit at Level 4 in clinical skills laboratory teaching sessions which is further developed with the practical skills units at Level 5 and Level 6 (C6).

Assessment
Laboratory practical reports and practical portfolios assess C1 and are continued throughout the exercise prescription units.
C2 is assessed at Level 5 by the project proposal and at Level 6 by the project dissertation.

C3 and C5 are assessed by the placement reflective essay and journal.
C4 and C5 and C6 are assessed by viva voce and OSCE and both formative and summative assessment.

D Transferable Skills
Students will be able to:
D1 Operate in complex and unpredictable contexts demanding the selection and application from a wide range of innovative or standard techniques.
D2 Work independently and reflectively to plan and manage work (eg time management) and manage change in an ever-changing healthcare environment.
D3 Work autonomously or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.
D4 Accept personal responsibility in relation to academic and/or professional codes of conduct and professional regulatory bodies.
D5 Demonstrate an awareness of the different methods of communication and to choose the most appropriate method for a given situation.
D6 Plan, design and execute a piece of research/investigational work, working independently.

Learning and Teaching Methods and Strategies
The ability to operate in complex and unpredictable contexts (D1) will be developed in the Research Methodologies 2 unit at level 5 for the project proposal and also placement preparation and in level 6 with the major research project.
The ability to work independently (D2) and accept responsibility for determining and achieving academic and personal outcomes (D2, D3 and D4) is to some extent inherent in all units, particularly at Levels 5 and 6, but is developed further by both formative and summative reflective activities, the personal development portfolio and the project proposal at Level 5 in the Research Methodologies 2 unit and in the Level 6 project. The placement experience and activities will also expect students to follow professional codes of conduct and elicit student reflection and the importance of lifelong learning. The use of group assignments and presentations at levels 4, 5 and 6 should develop team skills (D3).
Students throughout the programme will have to communicate in a variety of ways (D5) depending on the unit outcomes e.g. seminar presentations, group presentations, written reports, laboratory reports, essays etc. and it would be expected that at the end of the programme students should be able to recognise the different communication methods and choose the suitable for a given situation. The Research Methodologies units 1 and 2 at level 4 and I will lay the foundations for developing and writing a dissertation (D6). This may be followed up by a series of project workshops at level 6 and through project supervisors.

**Assessment**

D1 - D4 will be assessed through the dissertation and placement report at level 6.
D2 is assessed mainly by personal development portfolio and the Level I project proposal and the Level 6 project dissertation, but assignments in other units also contribute to the assessment of this skill.

D5 will be assessed through all units and at viva voce and OSCE.
D6 will be assessed through the dissertation at level 6.

**Level 4 Outcomes: Certification in Higher Education**

Level 4 of the programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills as follows:

**A  Subject Knowledge and Understanding**

A1 The molecular factors that underpin human life
A2 The principles of human bodily function from cell to systems level.
A3 The basis of anatomy of the human body and the principles of human physiology
A4 Biomechanics, anatomy and physiology applied in health and in clinical situations
A5 The physical principles to human movement
A6 Factors that impinge on human health
A7 The principles of laboratory practical work and of evaluation of practical data
A8 The principles of nutrition
A9 The principles of exercise prescription

**Learning and Teaching Methods and Strategies**

Core knowledge and understanding (A1-A8) is acquired via classroom based lectures and seminars, together with independent student directed learning (flexible study) using a variety of text and electronic sources. An understanding of practical methodology (A7) is built up via subject specific laboratory practical classes. A9 is developed in practical laboratory sessions in the Exercise Prescription 1 unit

**Assessment**

The assessment of knowledge and understanding in the various subject specific areas (A1-A8) is achieved via both coursework assignments and unseen examinations. The ability to undertake and interpret the results of laboratory practical work (A7) is assessed by laboratory practical reports/portfolio.

A9 is assessed by viva voce

**B  Intellectual Skills**

Students will be able to:

B1 Relate information from textbooks and other sources to that conveyed in taught sessions.
B2 Analyse and evaluate data and information obtained in practical classes and taught sessions drawing on information obtained from textbooks and other sources.
B3 Use basic statistics to evaluate data.
B4  Select, evaluate and use information from a variety of sources to plan, develop and construct an argument for presentation in written or oral format.

Learning and Teaching Methods and Strategies
The principles of integrating classroom teaching with outside learning (B1) are expounded in classroom sessions, but the development of these skills very largely relies on the students’ own self-directed study often undertaken in preparation for coursework assignments.

The ability to evaluate laboratory data (B2) is a primary purpose of the laboratory sessions run jointly by the Human Anatomy and Physiology, Clinical Exercise Physiology and the Principles of Food and Nutrition units.

The ability to use basic statistics to evaluate data (B3) is introduced in the Research Methodologies 2 unit and is developed in laboratory sessions.

The ability to present a reasoned argument (B4) is an area stressed in all units of the course and is developed in assignment work in the theory units - including skills in oral presentation in some units. It is also developed in preparing practical reports.

Assessment
B1 is assessed mainly by coursework assignments, but also to a degree by unseen examinations.
B2 - B3 is assessed by laboratory practical reports.
B4 is assessed by written assignments and by oral presentations.

C  Subject Specific Skills
Students will be able to:
C1  Develop basic practical skills in the biological sciences.
C2  Undertake basic physiological measurements
C3  Apply basic concepts of safe working practices.
C4  Develop report writing skills using experimental data
C5  Recognise anatomical structures and function
C6  Apply simple statistical tests to biological and psychological data.
C7  Apply the basic concepts of quality monitoring including controls and statistics.
C8  Develop basic skills in exercise prescription

Learning and Teaching Methods and Strategies
Practical expertise (C1, C2, C3, C5 and C6) is built up in laboratory based practical classes.

Statistical tests and report writing skills (C4 and C5) are developed during classroom sessions as well as being an implicit part of the laboratory sessions. C8 is acquired in practical skills laboratories.

Assessment
Laboratory practical report and practical portfolios assess C1-C4 and C6-C7. C5 is assessed by practical examinations. C8 is assessed by viva voce.

D  Transferable Skills
Students will be able to:
D1  Use information technology to locate, retrieve and present information.
D2  Work independently or as a member of a team to obtain and evaluate data and/or information and to manage own workload.
D3  Recognise and respect the views and opinions of team members and the ability to negotiate roles within a team.
D4  Present information orally or in written format and to take responsibility for meeting level 4 academic standards
D5  Operate in a range of contexts including biological laboratories, IT laboratories, library, practical workshops classrooms and in own environment
**Learning and Teaching Methods and Strategies**

Teaching in the effective use of information technology (D1) commences in the Understanding and Using Information unit and develops through experience in other units.

The use of group assignments and presentations should develop team skills (D2 and D3).

The ability to work independently (D2) is inherent in all units.

The use of written assignments and oral presentation (D4) should help develop the skills for meeting academic standards.

Students are encouraged to manage own workload (D2) in all units.

Students will become accustomed to a range of learning and teaching facilities (D5) throughout level 4 in all units. Laboratories will be used in Human Anatomy and Physiology, Anatomy of Human Movement, Principles of Food and Nutrition and Exercise Prescription units. The use of IT and library facilities will be covered in the Research Methodologies 1 unit. The remaining units will use classrooms for learning and teaching. All units will require that students work in their own environment, wherever the student chooses that to be.

**Assessment**

D1 to D4 are assessed by oral and printed assignments in the Research Methodologies 1 unit and in other units and in the personal development portfolio.

In respect of D5 the ability to work in the biological laboratories and practical classes will be assessed through laboratory reports and practical course work and viva voce. The ability to use the IT and library facilities will be assessed in the Research Methodologies 1 unit as well as in all other units as students will be required to undertake additional reading. Students will also be assessed in all units in their ability to work in their chosen environment.

**Outcomes: Diploma in Higher Education**

*Level 5 of the programme provides opportunities for students to apply knowledge and understanding from level 4 and develop it as follows:*

**A Subject Knowledge and Understanding**

A1 The range of investigations in biomedicine and their use in clinical situations

A2 The biological mechanisms underlying a range of diseases and other environmental factors in the development of disease

A3 The psychosocial factors involved with health and illness.

A4 Scientific methodology as applied to health

A5 Exercise physiology and application to common clinical conditions

A6 Practical skills and understanding in the design of exercise.

A7 Broad health promotion and public health strategies designed to promote behavioural change.

**Learning and Teaching Methods and Strategies**

*Core knowledge and understanding (A1-A7) is acquired via classroom based lectures and seminars, together with independent student directed learning (flexible study) using a variety of text and electronic sources. An understanding of scientific method as applied to health (A6) is built up via subject specific laboratory practical classes.*

**Assessment**

The assessment of knowledge and understanding in the various subject specific areas (A1-A7) is achieved via both coursework assignments and unseen examinations. A6 is also assessed in viva voce.

Understanding of scientific methodology as applied to health (A4) is assessed by laboratory reports/portfolios and by the project proposal.
B Intellectual Skills
Students will be able to:
B1 Demonstrate detailed knowledge of biological/biomedical aspects of health and illness and set them into a social and psychological context.
B2 Critically appraise published work, from different sources, in exercise prescription as it pertains to health and evaluate sometimes conflicting information.
B3 Use appropriate judgement to plan and design a research proposal, taking into consideration any ethical issues that may arise.
B4 Propose appropriate analysis and evaluation of research data.
B5 Construct and present a reasoned argument orally or in written format.
B6 Discuss ethical issues in current areas of health in relation to personal beliefs and values.

Learning and Teaching Methods and Strategies
The setting of biological principles into a psychosocial context (B1) will occur mainly through classroom and seminar sessions. Principles of critical evaluation and appraisal (B2) are expounded in classroom sessions, but the development of these skills largely relies on the students' own self-directed study often undertaken in preparation for coursework assignments. The ability to plan an independent piece of research (B3) as well as evaluate the research data (B4) is a primary purpose of the classroom based research and biomedical statistics unit. The ability to recognise ethical issues in health science (B6) is implicit in most units but will be covered in relation to Psychosocial Aspects of Health.
The ability to present a reasoned argument (B5) is an area stressed in all and is developed in assignment work in the theory units - including skills in oral presentation in some units. It is also developed in preparing practical reports.

Assessment
B1, B2 and B6 are assessed mainly by coursework assignments, but also to a degree by unseen examinations.
B3 and B4 are assessed by the project proposal.
B5 is also assessed by oral presentations.

C Subject Specific Skills
Students will be able to:
C1 Extend the knowledge of anatomy and physiology as it relates to disease, and to describe the presentation of common clinical disorders.
C2 Develop and apply manual skills to the prescription of exercise.
C3 Collect and analyse quantitative data from class based practical sessions
C4 Take into account safe working practices for the prescription of exercise in healthy and unhealthy populations
C5 Apply the principles of mechanics to exercise and human movement.

Learning and Teaching Methods and Strategies
The application of knowledge and manual skills to clinical situations (C1, C2, C4 and C5) will be developed in seminars and workshops and supported by classroom lectures and seminars. C3 is covered in the laboratory sessions. Practical expertise (C2 and C5) is practiced in workshops.

Assessment
Practical reports and practical portfolios will assess C2, C4 and C5. C1 and C3 will be assessed by the project proposal.
D Transferable Skills
Students will be able to:
D1 Use information technology, specifically specialised software for statistics, to evaluate data and present information
D2 Accept responsibility and accountability when working independently or as a member of a team to determine and achieve personal and/or group outcomes.
D3 Manage the organisation and implementation of the placement activity.
D4 Consider the wider social and public health implications of activity and exercise.
D5 Communicate appropriately and effectively.
D6 Understand and apply basic emergency life support.

Learning and Teaching Methods and Strategies
Development in the use of information technology (D1), specifically statistical packages will commence in the Research Methodologies 1 and develops through experience in other units as well as through student's own preparation and write-up for assignments. The use of group assignments and presentations develop team skills (D2 and D5). Students will be expected to work independently in all units for assignment work, unless specified otherwise. D3 the organisation of the placement activity will be facilitated through the taught sessions specifically for the placement activity and will be facilitated by the careers service. D4 and D5 will be inherent in all units in the programme at this level. D6 is practised on manikins until considered competent.

Assessment
D1 is assessed in the Research Methodologies 1.
D2, D4 and D5 will be assessed across all units.
D3 and D5 will be assessed by the placement learning and personal development portfolio.

5.2 BSc (Hons) Nutrition

Programme Intended Learning Outcomes – BSc (Hons) Nutrition
Students should be expected to be confronted by some of the scientific, moral and ethical questions raised by Nutrition and consider viewpoints other than their own, and to engage in critical assessment and intellectual argument. Personal and professional development will form a key element of the programme. This programme provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

A Subject Knowledge and Understanding
A1 Nutritional science as an integrated study of food and nutritional biochemistry and molecular biology.
A2 The physiological and pathophysiological factors underlying health and illness and the role of nutrition in their development and possible treatment.
A3 Nutritional, genetic and biochemical factors underlying health and illness.
A4 Psychological and social factors which impinge on nutrition and human health.
A5 The principles underlying human nutritional requirements throughout life.
A6 The professional, ethical and moral frameworks underpinning nutritional practice, and the law related to health and nutrition.
A7 Scientific methodology as applied to nutritional science.
Learning and Teaching Methods and Strategies
The object is to produce graduates who are competent in a range of knowledge, understanding, experience and skills appropriate to nutrition, and fit to practice as professional accredited nutritionists. The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. This progression is reinforced through learning and teaching methods as well as assessment.

Core knowledge and understanding (A1-A5) is acquired via classroom based lectures and seminars, together with independent student directed learning (flexible study) using a variety of text and electronic sources. Professionalism and competence as an autonomous practitioner (A6) are developed through the nutrition units with portfolios of evidence, group working and presentations, and through the placement experience. An understanding of scientific method as applied to nutrition and health (A7) is built up via subject specific laboratory practical classes at Levels 4 and 5 and via the research skills unit and independent project work at Levels 5 and 6.

Assessment
The assessment of knowledge and understanding in the various subject specific areas (A1-A5) is achieved via both coursework assignments and unseen examinations. Professional development (A6) will be assessed by group work, presentations, assignments and the placement portfolio of evidence at Level 6.

Understanding of scientific methodology as applied to health (A7) is assessed by laboratory reports/portfolios at Levels 4 and 5 and the project dissertation at Level 6.

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

Learning and Teaching Methods and Strategies
These intellectual skills are largely acquired at Level 5 and Level 6, though they build on foundations laid at Level 4.

The principles of critical evaluation and appraisal (B1) and synthesis of a coherent argument (B2) are expounded in classroom sessions, but the development of these skills very largely relies on the students’ own self-directed study often undertaken in preparation for coursework assignments.

The ability to plan and carry out a major piece of independent research (B3) and then evaluate research data (B4) is a primary purpose of the classroom based teaching in the Level 5 research skills unit, but is developed by students as they plan, undertake and evaluate the results of their Level 5 and Level 6 project work.

The ability to present a reasoned argument (B5) is an area stressed in all units of the programme and is developed in assignment work in the theory units - including skills in oral presentation in some units. It is also developed in preparing practical reports and the research project.
B6 will largely be developed through the nutrition units across all three levels, though this is supported through the Promoting Health and Wellbeing unit at Level 5.

**Assessment**

B1 and B2 are assessed mainly by coursework assignments, but also to a degree by unseen examinations.

B3 and B4 are assessed by the mini-project report at Level 5 and by the project dissertation at Level 6.

B5 is assessed by written assignments and by oral presentations.

B6 is assessed by written assignments and by oral presentations.

**C Subject Specific Skills**

C1 Undertake a range of biological laboratory based procedures in nutrition and related biochemistry, and evaluate the results.

C2 Set up and carry through to completion a substantive piece of independent research in a nutrition related area.

C3 Collect and analyse data from independent project work in nutrition, using the appropriate statistical tests or methodologies to evaluate the data collected.

C4 Take into account safe working practices and ethical considerations for all pieces of laboratory and independent work.

C5 Develop report writing skills including the reporting of substantive pieces work in nutrition and professional practice, as well as the project/dissertation.

C6 Develop professional skills in the evaluation and assessment of nutritional needs in a variety of healthcare and commercial settings.

C7 Develop a robust culture of professional conduct and ethical values aligned with the Association for Nutrition requirements for a registered nutritionist.

**Learning and Teaching Methods and Strategies**

Expertise in laboratory practical work and in the analysis and reporting of data obtained (C1, C4 and C5) is built up in laboratory based practical classes starting at Level 4 and developed further at Level 5.

The ability to pursue independent research and analyse and report its findings (C2, C3, C4 and C5) is introduced at Level 5 via the mini-project component of the Research Methodologies 1 unit and is developed further at Level 6 by the major final year research project.

Assessment skills (C6) will be developed throughout the programme, particularly in Level 5 and 6 nutrition units; C7 will be an implicit part of all nutrition units but will be brought together in the Placement unit at Level 6.

**Assessment**

C1, C4 and C5 are assessed by laboratory practical report and practical portfolios.

C2 – C5 are assessed at Level 5 by the mini-project report and at Level 6 by the research project.

C6 is assessed by assignments in Nutrition in Health and Disease, Nutritional Requirements Throughout Life and Contemporary Nutrition at Level 5 and Level 6. C7 is assessed primarily through the portfolio of evidence as part of the placement unit at Level 6.

**D Transferable Skills**

D1 Operate in complex and unpredictable contexts demanding the selection and application from a wide range of innovative or standard techniques.

D2 Work independently to plan and manage work.

D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.

D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.
D5  An awareness of the different methods of communication and an ability to choose the most appropriate method for a given situation
D6  Plan, design and execute a piece of research/investigational work, working independently.

**Learning and Teaching Methods and Strategies**

The ability to operate in complex and unpredictable contexts (D1) will be developed in the Research Methodologies 1 unit at level I for the mini-project and also throughout the final year programme in nutrition.

The ability to work independently (D2) and accept responsibility for determining and achieving academic and personal outcomes (D3 and D4) is to some extent implicit in all units, particularly at Levels I and H, but is developed further by the project work at Level I and in the Level H project. Professional and ethical codes of conduct will be addressed through Level I and Level H nutrition units.

The use of group assignments and presentations at levels C, I and H will develop team skills (D3).

Students throughout the programme will have to communicate in a variety of ways (D5) depending on the unit outcomes e.g. seminar presentations, group presentations, written reports, laboratory reports, essays etc. and it would be expected that at the end of the programme students should be able to recognise the different communication methods and choose the one most suitable for a given situation.

**Assessment**

D1 - D4 will be assessed throughout the programme but particularly through case studies and presentations in nutrition units at all levels, as well as the dissertation and placement report at level H.

D2 is assessed mainly by the Level I mini-project report and the Level H project dissertation, but assignments in other units also contribute to the assessment of this skill.

D3 will be assessed mainly by group assignments and presentations at all three levels of the programme but also by reports at levels C and I on laboratory practical exercises undertaken in groups.

D5 will be assessed through all units, particularly in nutrition. Level H work in particular will be targeted at assessing professionalism and fitness for registration.
Level Outcomes Level 5 – DipHE in Nutritional Science
This programme provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

A  Subject Knowledge and Understanding
A2  The relationships between pathophysiological processes and nutritional health.
A3  Human nutritional requirements and factors that determine them
A4  Psychological and social factors which impinge on diet, nutrition and human health
A5  The principles underlying human food production, safety and manufacture
A6  The professional context of evidence-based client management
A7  Nutritional science and its investigation.

Learning and Teaching Methods and Strategies
Core knowledge and understanding (A1-A5) is acquired via classroom based lectures and seminars, together with independent student directed learning (flexible study) using a variety of text and electronic sources. Psychosocial influences of nutrition, diet and health (A3) will be addressed through the Psychosocial Aspects of Health and Promoting Health and Wellbeing strands in Levels C and I. An understanding of scientific method as applied to nutrition and health (A7) is built up via subject specific laboratory practical classes (Biochemistry unit at Level I) and via the research methodologies unit.

Assessment
The assessment of knowledge and understanding in the various subject specific areas (A1-A5) is achieved via both coursework assignments and unseen examinations. Professional development (A6) will be assessed by group work, presentations, assignments and portfolios of evidence. Understanding of scientific methodology as applied to health (A7) is assessed by laboratory reports/portfolios.

B  Intellectual Skills
B1  Critically review published work in nutrition and/or health related areas
B2  Synthesise a coherent argument on the basis of input from a range of different health and nutrition related sources.
B3  Using appropriate information, technical skills and judgement identify a research question. Plan and carry out a small and limited project.
B4  Use appropriate techniques to analyse and evaluate research data generated by project work in the light of previously published data.
B5  Construct and present a reasoned argument orally or in written format.
B6  Apply knowledge and evidence to the assessment of client needs in a nutritional setting.

Learning and Teaching Methods and Strategies
The principles of critical evaluation and appraisal (B1) and synthesis of a coherent argument (B2) are expounded in classroom sessions, but the development of these skills very largely relies on the students’ own self-directed study often undertaken in preparation for coursework assignments. The ability to plan and carry independent research (B3) and then evaluate research data (B4) is a primary purpose of the classroom based teaching in the Level I research skills unit, but is developed by students as they plan, undertake and evaluate the results of their limited Level I project work. These skills are also developed through laboratory work where data on pathological and other processes is gathered and analysed. The ability to present a reasoned argument (B5) is an area stressed in all units of the programme and is developed in assignment work in the theory units - including skills in
oral presentation in some units. It is also developed in preparing practical reports and the project dissertation. B6 will largely be developed through the nutritional units at Levels I and H, supported by the Promoting Health and Wellbeing unit in terms of patient and client needs.

**Assessment**

B1 and B2 are assessed mainly by coursework assignments, but also to a degree by unseen examinations. B3 and B4 are assessed by the mini-project report at Level I. B5 is assessed by written assignments and by oral presentations. B6 is assessed by written assignments and by oral presentations.

**C Subject Specific Skills**

C1 Undertake a range of biological laboratory based procedures in nutrition and related biochemistry, and evaluate the results.

C2 Set up and carry through to completion a limited piece of project work in a nutrition related area.

C3 Develop an innovative product based on nutrition knowledge and knowledge of food production.

C4 Collect and analyse data from research and laboratory work in nutrition, using the appropriate statistical tests or methodologies to evaluate the data collected.

C5 Take into account safe working practices and ethical considerations for all pieces of laboratory and independent work.

C6 Develop report writing skills including the reporting of project and laboratory work in nutrition and skills for professional practice.

C7 Develop professional skills in the evaluation and assessment of nutritional needs in a variety of healthcare and commercial settings.

**Learning and Teaching Methods and Strategies**

Expertise in laboratory practical work, practical skills eg anthropometric and in the analysis and reporting of data obtained (C1, C4 and C5) is developed in laboratory based and simulated practical classes starting at Level C and further enhanced at Level I. The ability to pursue independent research and product development (C2, C3, C4 and C5) is introduced at Level I via the mini-project component of the Research Methodologies 1 and through simulation in Food Processing and Development units. Assessment skills (C6) will be developed in Level I through the nutrition units (Nutrition in Health and Disease) and through the Promoting Health and Wellbeing at Level I.

**Assessment**

C1, C4 and C5 are assessed by laboratory practical report and practical portfolios. C2 – C5 are assessed by the mini-project report and by a product development project. C6 is assessed by assignments in Nutrition in Health and Disease and Promoting Health and Wellbeing.

**D Transferable Skills**

D1 Operate in complex work environments demanding the selection and application from a wide range of innovative or standard techniques.

D2 Work independently to plan and manage work.

D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.

D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.

D5 An awareness of the different methods of communication and an ability to choose the most appropriate method for a given situation.
\textbf{Learning and Teaching Methods and Strategies}

The ability to operate in complex environments (D1) will be developed in the Research Methodologies 1 unit at level I for the mini-project and in most other units, though a combination of lectures, seminars, presentations and case studies. The ability to work independently (D2) and accept responsibility for determining and achieving academic and personal outcomes (D3 and D4) is to some extent implicit in all units but is developed further by the project work at Level I. Professional and ethical codes of conduct will be addressed through the Nutrition units.

The use of group assignment, laboratory work and presentations at levels C and I will develop team skills (D3).

Students throughout the programme will have to communicate in a variety of ways (D5) depending on the unit outcomes e.g. seminar presentations, group presentations, written reports, laboratory reports, essays etc. and students should be able to recognise the different communication methods and choose the one most suitable for a given situation.

\textbf{Assessment}

D1 - D4 will be assessed throughout the programme but particularly as part of the case studies and presentations in nutrition units.

D2 is assessed mainly by the Level I mini-project report, but assignments in other units also contribute to the assessment of this skill.

D3 will be assessed mainly by group assignments and presentations at all three levels of the programme but also by reports on laboratory practical exercises undertaken in groups.

D5 will be assessed through all units.

\textbf{Level Outcomes – Level 4C CertHE in Nutritional Sciences}

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, and skills, as follows.

\textbf{A Subject Knowledge and Understanding}

A1 The fundamentals of nutritional biochemistry and molecular biology
A2 A foundation of anatomy and physiology to underpin nutritional studies
A3 Psychological and social factors which impinge on nutrition and human health
A4 The principles of scientific methodology as applied to nutritional science.

\textbf{Learning and Teaching Methods and Strategies}

Core knowledge and understanding is acquired via classroom based lectures and seminars, together with independent student managed learning using a variety of text and electronic sources. An understanding of scientific method as applied to nutrition and health (A4) is built up via subject specific laboratory practical classes.

\textbf{Assessment}

The assessment of knowledge and understanding in the various subject specific areas (A1-A3) is achieved via both coursework assignments and unseen examinations. Professional development will be assessed by group work, presentations, assignments and portfolios of evidence. Understanding of scientific methodology as applied to health (A4) is assessed by laboratory reports/portfolios

\textbf{B Intellectual Skills}

B1 Review published work in nutrition and/or health related areas, and evaluate sometimes conflicting information
B2 Synthesise a coherent narrative on the basis of a range of different nutrition related sources.

B3 Use appropriate techniques to analyse and evaluate data generated by experimental or problem-based enquiry

B4 Construct and present a reasoned argument orally or in written format.

B5 Develop a critical, reflective and professional approach to practice as a nutritionist.

**Learning and Teaching Methods and Strategies**
The principles of review (B1) and synthesis of a coherent argument (B2) are expounded in classroom sessions, but the development of these skills very largely relies on the students' own self-directed study often undertaken in preparation for coursework assignments.
The ability to acquire and evaluate evidence (B3) and present it (B4) is developed through laboratory experimentation, and the preparation of coursework assignments B5 will largely be developed through the nutrition units

**Assessment**
B1, B2 and B4 are assessed mainly by coursework assignments, presentations and unseen examinations.
B3 is assessed via laboratory reports, as well as other forms of assessment
B5 is assessed by written assignments, by oral presentations and with portfolios of evidence.

C **Subject Specific Skills**
C1 Undertake a range of biological laboratory based procedures in physiology nutrition and related chemistry, and evaluate the results.
C2 Take into account safe working practices and ethical considerations for all pieces of laboratory and independent work.
C3 Develop report writing skills including the reporting of substantive pieces work in nutrition and portfolios of evidence for professional practice.
C4 Develop professional skills in dealing with clients and their nutritional needs

**Learning and Teaching Methods and Strategies**
Expertise in laboratory practical work and in the analysis and reporting of data obtained (C1 and C3) is built up in laboratory based practical classes. Similarly the importance of safe working within a laboratory setting will be emphasised through laboratory experience. Additionally student will learn through nutrition studies to meet client needs through taught sessions, role play and using a virtual simulated community.

**Assessment**
C1-C3 are assessed by laboratory practical reports and practical portfolios.
C2 and C4 are assessed through reports and through presentations related to client scenarios

D **Transferable Skills**
D1 Operate in a range of professional career contexts demanding the selection and application from a wide range of techniques.
D2 Work independently to plan and manage work.
D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.
D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.
D5 An awareness of the different methods of communication and an ability to choose the most appropriate method for a given situation
**Learning and Teaching Methods and Strategies**

The ability to operate in a variety of professional and career-focussed contexts will be developed through laboratory and interprofessional taught and student-led sessions. The ability to work independently (D2) and accept responsibility for determining and achieving academic and personal outcomes (D3 and D4) is to some extent implicit in all units. Professional and ethical codes of conduct will be addressed in Principles of Food and Nutrition. The use of group assignments and presentations will develop team skills (D3). Students throughout the programme will have to communicate in a variety of ways (D5) depending on the unit outcomes e.g. seminar presentations, group presentations, written reports, laboratory reports, essays etc. and it would be expected that at the end of the programme students should be able to recognise the different communication methods and choose the one most suitable for a given situation. Clearly at Level C the emphasis will be on fundamental written communication skills, communicating with clients and professional responsibility.

**Assessment**

D1 - D4 will be assessed throughout the programme but particularly through case studies and presentations in nutrition units.

D2 will be assessed by the demonstration of managing assessment workloads to deadlines and within assignment guideline such as word limits.

D3 will be assessed mainly by group assignments and presentations and by reports on laboratory practical exercises undertaken in groups.

D5 will be assessed through all units.

**5.3 MNutr (Hons) Nutrition**

**Programme outcomes – Integrated MNutr (Hons) Nutrition Level 7**

This M-Level programme provides opportunities for students to develop and demonstrate knowledge, and understanding, and skills as follows:

**A  Subject Knowledge and Understanding**

A1 Develop comprehensive knowledge and understanding of modern contemporary nutritional issues across society today

A2 Develop comprehensive knowledge and understanding of research and methodologies, ethical issues and its application in the real world.

A3 The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level

A4 Develop a sound grasp of in-depth critical exploration of nutritional relevance to professional practice

A5 Develop knowledge and understanding of nutrition practice in the community and in the context of specific nutritional and health issues

**B  Intellectual Skills**

B1 Critical thinking, problem solving, and decision making to solve nutritional problems

B2 Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.

B3 Be able to synthesise information and ideas autonomously

B4 Select, design and carry out research/project activity that has congruence and intellectual integrity.

B5 Communicate research findings to professional and academic standards
Planning, analysis, delivery, and reporting of a nutrition research project.

**Subject Specific Skills**

**C1**  Apply and critically evaluate nutritional and health issues.

**C2**  Apply in-depth knowledge and critically reflect on nutrition and health issues

**C3**  Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.

**C4**  Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.

**C5**  Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.

**Transferable Skills**

**D1**  Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.

**D2**  Have developed and be able to apply critical evaluation skills.

**D3**  Have developed self-appraisal and reflective skills.

**D4**  Use reflective practice to define complex problems and develop creative problem solving skills.

**D5**  Work in a group situation and as a team member in the workplace.

**D6**  Develop awareness and personal interest in professional development.

**D7**  Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.

**D8**  Justify and defend decision based on the evidence –base, supported by reasonable analysis, evaluation and balanced consideration.

**Learning and Teaching Methods and Strategies**

Core knowledge and understanding is acquired through lectures, seminars, tutorials, workshops, work-based learning and independent learning. Students are expected to undertake independent reading and to relate the concepts introduced in different units. Regular feedback on assignments allows students to refine and develop their understanding.

Intellectual skills are developed through the learning and teaching methods and strategies outlined above. Many units of the programme involves extensive in-class discussions and the opportunity in some units to deal with the evidence based literature and policy.

Transferable skills are acquired through a variety of forms: face-to-face sessions where each may include a mix of delivery modes: lecture, seminar, tutorial, and workshop, guided reading and development, and self-managed study. Students are encouraged to share their academic expertise with their peers and workplace colleagues on placements, to enrich the learning process. Regular feedback on assignments allows the students to refine and develop their understanding.

The independent learning element will be partly directed by the unit lecturer with regard to recommended reading (text books, articles and research papers) and tutorial problems to be tackled.

**Assessment**

The core knowledge and understanding is assessed through appropriately structured coursework assignments, reports presentations and research project dissertation (A1 - A5).

The intellectual skills are assessed through report based coursework, including case studies, presentations and research project dissertation (B1 – B6).
Outcomes C1 to C5 are assessed through structured reports.

Learning outcomes D1-D9 will be assessed through coursework assessments and the Research project dissertation.

5.4 MSc Nutrition and Behaviour

Programme outcomes – Level 7

This M-Level programme provides opportunities for students to develop and demonstrate knowledge, and understanding, and skills as follows:

A  Subject Knowledge and Understanding
A1 Develop comprehensive knowledge and understanding of modern contemporary nutritional issues across society today
A2 Develop comprehensive knowledge and understanding of research and methodologies, ethical issues and its application in the real world.
A3 The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level
A4 Develop a sound grasp of in-depth critical exploration of nutritional relevance to professional practice
A5 Develop knowledge and understanding of nutrition practice in the community and in the context of specific nutritional and health issues
A6 Develop a comprehensive understanding of the principles underpinning, and strengths and limitations of investigating the interaction between psychology, physiology, biochemistry and nutrition in health and disease.
A7 Develop a critical approach to understanding the evidence base behind nutritional intervention approaches.

B  Intellectual Skills
B1 Critical thinking, problem solving, and decision making to solve nutritional problems
B2 Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.
B3 Be able to synthesise information and ideas autonomously
B4 Select, design and carry out research/project activity that has congruence and intellectual integrity.
B5 Communicate research findings to professional and academic standards
B6 Planning, analysis, delivery, and reporting of a nutrition research project.

C  Subject Specific Skills
C1 Apply and critically evaluate nutritional and health issues.
C2 Apply in-depth knowledge and critically reflect on nutrition and health issues
C3 Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.
C4 Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.
C5 Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.

D  Transferable Skills
D1 Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.
D2 Have developed and be able to apply critical evaluation skills.
D3 Have developed self-appraisal and reflective skills.
D4 Use reflective practice to define complex problems and develop creative problem solving skills.
D5 Work in a group situation and as a team member in the workplace.
D6 Develop awareness and personal interest in professional development.
D7 Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.
D8 Justify and defend decision based on the evidence –base, supported by reasonable analysis, evaluation and balanced consideration.

**Learning and Teaching Methods and Strategies**

Core knowledge and understanding is acquired through lectures, seminars, tutorials, workshops, work-based learning and independent learning. Students are expected to undertake independent reading and to relate the concepts introduced in different units. Regular feedback on assignments allows students to refine and develop their understanding.

Intellectual skills are developed through the learning and teaching methods and strategies outlined above. Many units of the programme involves extensive in-class discussions and the opportunity in some units to deal with the evidence based literature and policy.

Transferable skills are acquired through a variety of forms: face-to-face sessions where each may include a mix of delivery modes: lecture, seminar, tutorial, and workshop, guided reading and development, and self-managed study. Students are encouraged to share their academic expertise with their peers and workplace colleagues on placements, to enrich the learning process. Regular feedback on assignments allows the students to refine and develop their understanding.

The independent learning element will be partly directed by the unit lecturer with regard to recommended reading (text books, articles and research papers) and tutorial problems to be tackled.

**Assessment**

The core knowledge and understanding is assessed through appropriately structured coursework assignments, reports presentations and research project dissertation (A1 – A7).

The intellectual skills are assessed through report based coursework, including case studies, presentations and research project dissertation (B1–B6).

Outcomes C1-C5 are assessed through structured reports

Learning outcomes D1-D8 will be assessed through coursework assessments and the Research project dissertation.
### BSc (Hons) Clinical Exercise Science - Programme Outcomes Matrix Table

*Matrix table showing relationships between ILOs for BSc (Hons) Clinical Exercise Science and its constituent units*

<p>| Unit Titles                                                                 | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 |
|----------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| <strong>Intended Programme Learning Outcomes</strong>                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Level 6</strong>                                                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Left Option Unit – Advanced Psychology for Health and Wellbeing            | x   | x   | x   |     |     |     |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |   x |
| Option Unit – Contemporary Nutrition                                       |     | x   | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Option Unit – Advanced Exercise Prescription                               |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Community Health and Wellbeing                                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Research Project                                                           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Integrated Rehabilitation Management – Musculoskeletal Injuries            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Integrated Rehabilitation Management – Long-term Conditions                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Level 5</strong>                                                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Research Methodologies 2                                                   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Promoting Health and Wellbeing                                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Exercise Prescription 2                                                    |     | x   | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Clinical Exercise Physiology                                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Pathophysiology                                                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Management of Rehabilitation Systems                                      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Level 4</strong>                                                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Research Methodologies 1                                                   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Principles of Food and Nutrition                                          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Human Anatomy and Physiology                                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Psychosocial Aspects of Health                                             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Anatomy of Human Movement                                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Exercise Prescription 1                                                    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |</p>
<table>
<thead>
<tr>
<th>A - Subject Knowledge &amp; Understanding</th>
<th>C - Subject-specific / Practical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Anatomical, physiological and pathophysiological factors underlying health and illness and the role of exercise and activity (or lack of) in their development and management</td>
<td>C1 Conduct a physiological evaluation, interpret and act upon the results.</td>
</tr>
<tr>
<td>A2 Economic, political, social and psychological aspects of disease and role of exercise in health promotion initiatives</td>
<td>C2 Carry through to completion a substantive piece of independent research in a health related area.</td>
</tr>
<tr>
<td>A3 Psychosocial factors which impinge on human health and exercise management</td>
<td>C3 Contribute to the operation of a health and exercise related organisation.</td>
</tr>
<tr>
<td>A4 Principles underlying human nutritional requirements throughout life in the context of both healthy individuals and those with injuries and long-term conditions.</td>
<td>C4 Understand common clinical disorders and consider them in exercise prescription.</td>
</tr>
<tr>
<td>A5 The basis of ethics and the law, business and management as it relates to rehabilitation healthcare settings.</td>
<td>C5 Devise safe and appropriate exercise rehabilitation and management strategies and continually monitor and manage those strategies.</td>
</tr>
<tr>
<td>A6 Scientific methodology as applied to health related issues.</td>
<td>C6 Develop sound, competent and safe clinical skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B - Intellectual Skills</th>
<th>D - Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Critically appraise and review published work in exercise prescription and/or health related areas evaluating sometimes conflicting information, investigating and identifying reasons for conflict.</td>
<td>D1 Operate in complex and unpredictable contexts demanding the selection and application from a wide range of innovative or standard techniques.</td>
</tr>
<tr>
<td>B2 Synthesise a coherent argument based on input from a range of different health related sources, both orally and in writing.</td>
<td>D2 Work independently and reflectively to plan and manage work (eg time management) change in an ever-changing healthcare environment.</td>
</tr>
<tr>
<td>B3 Use appropriate judgement, information and technical skills identifying a research question. Plan and carry out a major project to answer the research question/hypothesis.</td>
<td>D3 Work autonomously or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.</td>
</tr>
<tr>
<td>B4 Use appropriate techniques to analyse and evaluate research data generated by own project work in the light of previously published data.</td>
<td>D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.</td>
</tr>
<tr>
<td>B5 Reflect upon their practice and recognise the need for lifelong learning</td>
<td>D5 Demonstrate an awareness of the different methods of communication and to choose the most appropriate method for a given situation.</td>
</tr>
<tr>
<td>B6 Integrate practical skills with intellectual argument to solve problems and communicate solutions.</td>
<td>D6 Plan, design and execute a piece of research/investigational work working independently.</td>
</tr>
<tr>
<td>Units</td>
<td>Programme Intended Learning Outcomes</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>A 1</td>
</tr>
<tr>
<td>Option Unit (BSc (Hons) Nutrition) – Advanced Psychology for Health &amp; Wellbeing</td>
<td>x</td>
</tr>
<tr>
<td>Option Unit (BSc (Hons) Nutrition)– Contemporary Nutrition</td>
<td>x</td>
</tr>
<tr>
<td>Nutritional Requirements Throughout the Lifecycle</td>
<td>x</td>
</tr>
<tr>
<td>Research Project</td>
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<tr>
<td>Community Health and Wellbeing</td>
<td>x</td>
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<tr>
<td>Placement</td>
<td>x</td>
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<tr>
<td>Biochemistry</td>
<td>x</td>
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<tr>
<td>Research Methodologies 2</td>
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<tr>
<td>Food Processing and Development</td>
<td>x</td>
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<tr>
<td>Food Safety and Microbiology</td>
<td>x</td>
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<tr>
<td>Nutrition in Health and Disease</td>
<td>x</td>
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<tr>
<td>Promoting Health and Wellbeing</td>
<td>x</td>
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<tr>
<td>Principles of Food and Nutrition</td>
<td>x</td>
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<tr>
<td>Chemistry</td>
<td>x</td>
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<tr>
<td>Human Anatomy and Physiology</td>
<td>x</td>
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<tr>
<td>Human Food Chain</td>
<td>x</td>
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<tr>
<td>Psychosocial Aspects of Health</td>
<td>x</td>
</tr>
<tr>
<td>Research Methodologies 1</td>
<td>x</td>
</tr>
</tbody>
</table>
### A - Subject Knowledge & Understanding

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

### C – Subject-specific / Practical Skills

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

### B - Intellectual Skills

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

### D - Transferable Skills

D1 Operate in complex and unpredictable contexts demanding the selection and application from a wide range of innovative or standard techniques.
D2 Work independently to plan and manage work.
D3 Work independently or as a member of a team and accept responsibility for determining and achieving personal and/or group outcomes.
D4 Accept personal responsibility in relation to academic and/or professional codes of conduct.
D5 An awareness of the different methods of communication and an ability to choose the most appropriate method for a given situation.
D6 Plan, design and execute a piece of research/investigational work working independently.
## MNutr (Hons) Nutrition Level 7

<table>
<thead>
<tr>
<th>Units</th>
<th>Programme Intended Learning Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>A1 A2 A3 A4 A5 A6 B1 B2 B3 B4 B5 C1 C2 C3 C4 C5 D1 D2 D3 D4 D5 D6 D7 D8</td>
</tr>
<tr>
<td>Contemporary Nutrition</td>
<td>X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Evidencing Professional Learning</td>
<td>X X X X X X X X X X X X X X X X X</td>
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<tr>
<td>Advanced Research Methods</td>
<td>X X X X X X X X X X X X X X X X X</td>
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<tr>
<td>Dissertation Project</td>
<td>X X X X X X X X X X X X X X X X X</td>
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### A - Subject Knowledge & Understanding

- **A1** Develop comprehensive knowledge and understanding of modern contemporary nutritional issues across society today
- **A2** Develop comprehensive knowledge and understanding of research and methodologies, ethical issues and its application in the real world.
- **A3** The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level
- **A4** Develop a sound grasp of in-depth critical exploration of nutritional relevance to professional practice
- **A5** Develop knowledge and understanding of nutrition practice in the community and in the context of specific nutritional and health issues

### B - Intellectual Skills

- **B1** Critical thinking, problem solving, and decision making to solve nutritional problems
- **B2** Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.
- **B3** Be able to synthesise information and ideas autonomously
- **B4** Select, design and carry out research/project activity that has congruence and intellectual integrity.
- **B5** Communicate research findings to professional and academic standards
- **B6** Planning, analysis, delivery, and reporting of a nutrition research project.

### C - Subject-specific / Practical Skills

- **C1** Apply and critically evaluate nutritional and health issues.
- **C2** Apply in-depth knowledge and critically reflect on nutrition and health issues.
- **C3** Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.
- **C4** Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.
- **C5** Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.

### D - Transferable Skills

- **D1** Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.
- **D2** Have developed and be able to apply critical evaluation skills.
- **D3** Have developed self-appraisal and reflective skills.
- **D4** Use reflective practice to define complex problems and develop creative problem solving skills.
- **D5** Work in a group situation and as a team member in the workplace.
- **D6** Develop awareness and personal interest in professional development.
- **D7** Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.
- **D8** Justify and defend decision based on the evidence–base, supported by reasonable analysis, evaluation and balanced consideration.
### MSc Nutrition and Behaviour

#### Units

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
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<tr>
<td><strong>1</strong></td>
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<td>Advanced Research Methods</td>
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<tr>
<td>Nutrition and Brain Function Across the Lifespan</td>
</tr>
<tr>
<td>Nutrition, Health and Psychology</td>
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<tr>
<td>Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td>Dissertation Project</td>
</tr>
</tbody>
</table>

#### A - Subject Knowledge & Understanding

- A1 Develop comprehensive knowledge and understanding of modern contemporary nutritional issues across society today.
- A2 Develop comprehensive knowledge and understanding of research and methodologies, ethical issues and its application in the real world.
- A3 The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level.
- A4 Develop a sound grasp of in-depth critical exploration of nutritional relevance to professional practice.
- A5 Develop knowledge and understanding of nutrition practice in the community and in the context of specific nutritional and health issues.
- A6 Develop a comprehensive understanding of the principles underpinning, and strengths and limitations of investigating the interaction between psychology, physiology, biochemistry and nutrition in health and disease.
- A7 Develop a critical approach to understanding the evidence base behind nutritional intervention approaches.

#### B - Intellectual Skills

- B1 Critical thinking, problem solving, and decision making to solve nutritional problems.
- B2 Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.
- B3 Be able to synthesise information and ideas autonomously.
- B4 Select, design and carry out research/project activity that has congruence and intellectual integrity.
- B5 Communicate research findings to professional and academic standards.
- B6 Planning, analysis, delivery, and reporting of a nutrition research project.

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

- C1 Apply and critically evaluate nutritional and health issues.
- C2 Apply in-depth knowledge and critically reflect on nutrition and health issues.
- C3 Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.
- C4 Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.
- C5 Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.

#### D - Transferable Skills

- D1 Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.
- D2 Have developed and be able to apply critical evaluation skills.
- D3 Have developed self-appraisal and reflective skills.
- D4 Use reflective practice to define complex problems and develop creative problem solving skills.
- D5 Work in a group situation and as a team member in the workplace.
- D6 Develop awareness and personal interest in professional development.
- D7 Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.
- D8 Justify and defend decision based on the evidence–base, supported by reasonable analysis, evaluation and balanced consideration.
5. Work Based Learning / Placement Elements

6.1 Placements Elements at Level 6

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

In addition, an optional minimum of 30 week placement between levels 5 and 6 offers an additional learning opportunity to those students who wish to obtain Sandwich degrees in either a BSc (Hons) Nutrition or a MNutr (Hons), respectively. Over the last few years, we have established strong links with placement providers including hospitals, public sector – local and county councils, charitable organisations, food industry – large and small medium enterprise companies, schools.

6.2 Placements Elements at Level 7

A key feature of the two Master Programmes is the additional work-based element which is embedded within the Evidencing Professional Learning unit at level 7. The work based learning is recognised at Bournemouth as adding considerable value to a postgraduate profile. The Evidencing Professional Learning unit (validated unit) in level 7 MNutr (Hons) Nutrition and MSc Nutrition and Behaviour requires students to undertake some work-based learning in an agency of their choice to be able to meet the specific learning objectives. It is a requirement of the unit that the student will spend a minimum of 12 days engaging in practice in health care, community or private sector that will be undertaken over the first term. As their assessment they will have to reflect on the learning gained and how it has impacted on their practice in order to complete the learning outcomes and assessment of the Evidencing Professional Learning unit. Satisfactory completion of a placement will not be indicated on the Masters Certificate; however, it will be reflected on the transcript.

6.3 Standards of Ethics, Conduct and Performance

Students will be expected to demonstrate awareness of the Association for Nutrition ‘Standards of Ethics, Conduct and Performance’ before they proceed to placement. A formative on-line exercise will promote the awareness of the Association for Nutrition’s Nutrition ‘Standards of Ethics, Conduct and Performance’ before starting placement. This learning exercise will be presented to students at the time when the placement opportunity is verbally explained to the students by the placement lead. Students will be expected to complete the on-line exercise (likely to be multiple choice questions), essentially as pass/fail and will gain more than 90% pass mark. They will be expected to present evidence of this documentation in their placement portfolio as part of the assessment for the Placement unit at Level 6 (for BSc Hons) Nutrition, MNutr (Hons) Nutrition and as part of Level 7 Evidencing Professional Learning Unit (MSc Nutrition & Behaviour). Students will have the opportunity to repeat the test if necessary. The 90% pass mark will not contribute towards the unit mark (and hence the level and award classification).
6. Programme Structures

PROGRAMME DIAGRAM
BSc (Hons) Clinical Exercise Science

Year 3/4 Level 6

Core units (Compulsory)
Integrated Clinical Rehabilitation – Long term diseases (20)
Integrated Clinical Rehabilitation – Musculoskeletal injuries (20)
Community Health & Wellbeing (20)
Research Project (40)

Option units
Choose 1 of the following:
Advanced Psychology for Health & Wellbeing (20)
Advanced Exercise Prescription (20)
Contemporary Nutrition (20)

Exit qualification: BSc (Hons) Clinical Exercise Science
Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits
Successful completion of a minimum of 40 hours of compulsory work placement – with support up to a maximum of 90 hours

Year 3/Level P

Optional minimum 30 week placement

Progression requirements
Satisfactory completion of at least 30 weeks of work placement experience

Year 2/Level 5

Core units (Compulsory)
Clinical Exercise Physiology (20)
Pathophysiology (20)
Exercise Prescription 2 (20)
Promoting Health and Wellbeing (20)
Management of Rehabilitation Systems (20)
Research Methodologies 2 (20)

Progression requirements
Requires 120 credits at Level 5

Exit qualification: Dip HE Clinical Exercise Science
Requires 120 Level 5 credits and 120 Level 4 credits
Successful completion of a minimum of 30 hours of compulsory work placement – with support up to a maximum of 70 hours

Year 1/Level 4

Core units (Compulsory)
Human Anatomy & Physiology (20)
The Anatomy of Human Movement (20)
Principles of Food & Nutrition (20)
Psychosocial Aspects of Health (20)
Exercise Prescription 1 (20)
Research Methodologies 1 (20)

Progression requirements
Requires 120 credits at Level 4

Exit qualification: Cert HE I Clinical Exercise Science
Requires 120 Level 4 credits
Successful completion of a minimum of 20 hours of compulsory work placement – with support up to a maximum of 40 hours

Page 40
PROGRAMME DIAGRAM
BSc (Hons) Nutrition

Year 3/4 Level 6
Core units (Compulsory)
Nutritional Requirements Throughout Life (20)
Placement (20)
Community Health & Wellbeing (20)
Research Project (40)

Option units
Choose 1 of the following:
Advanced Psychology for Health & Wellbeing (20)
Contemporary Nutrition (20)

Exit qualification: BSc (Hons) Nutrition
Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits
Successful completion of work placement

Year 3/Level P
Optional minimum 30 week placement

Progression requirements
Satisfactory completion of at least 30 weeks of work placement experience

Year 2/Level 5
Core units (Compulsory)
Nutrition in Health & Disease (20)
Food Processing and Development (20)
Promoting Health and Wellbeing (20)
Research Methodologies 2 (20)
Food Safety and Microbiology (20)
Biochemistry (20)

Progression requirements
Requires 120 credits at Level 5
Exit qualification: Dip HE Nutritional Science
Requires 120 Level 5 credits and 120 Level 4 credits

Year 1/Level 4
Core units (Compulsory)
Principles of Food & Nutrition (20)
Human Food Chain (20)
Human Anatomy & Physiology (20)
Psychosocial Aspects of Health (20)
Research Methodologies 1 (20)
Chemistry (20)

Progression requirements
Requires 120 credits at Level 4
Exit qualification: Cert HE Nutritional Science
Requires 120 Level 4 credits
### Year 1/Level 4

**Core units (Compulsory)**
- Principles of Food & Nutrition (20)
- Human Food Chain (20)
- Human Anatomy & Physiology (20)
- Psychosocial Aspects of Health (20)
- Research Methodologies 1 (20)
- Chemistry (20)

**Progression requirements**
Requires 120 credits at Level 4

**Exit qualification:** Cert HE Nutritional Science
Requires 120 Level 4 credits

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### Year 2/Level 5

**Core units (Compulsory)**
- Nutrition in Health & Disease (20)
- Food Processing and Development (20)
- Promoting Health and Wellbeing (20)
- Research Methodologies 2 (20)
- Food Safety and Microbiology (20)
- Biochemistry (20)

**Progression requirements**
Requires 120 credits at Level 5

**Exit qualification:** Dip HE Nutritional Science
Requires 120 Level 5 credits and 120 Level 4 credits

Successful completion of work placement

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### Year 3/Level P

Optional 30 week placement

**Progression requirements**
Satisfactory completion of at least 30 weeks of work in industry/business

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### Year 4/Level 6

**Core units (Compulsory)**
- Nutrition in Health & Disease (20)
- Food Processing and Development (20)
- Promoting Health and Wellbeing (20)
- Research Methodologies 2 (20)
- Food Safety and Microbiology (20)
- Biochemistry (20)

**Progression requirements**
Requires 120 credits at Level 6

**Exit qualification:** BSc (Hons) Nutrition
Requires 120 Level 6, 120 Level 5 credits and 120 Level 4 credits

Successful completion of work placement

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### Year 5/Level 7

**Core units (Compulsory)**
- Advanced Research Methods (20)
- Contemporary Nutrition (20)
- Dissertation Project (60)
- Evidencing Professional Learning (20)

**Exit qualification:** MNutr (Hons) Nutrition

**Sandwich programme:** Requires 120 Level 7 credits, 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits and successful completion of a placement year

**Standard programme:** Requires 120 Level 7 credits, 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits

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**PROGRAMME DIAGRAM**

MNutr (Hons) Nutrition

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**Optional 30 week placement**

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**Exit qualification: BSc (Hons) Nutrition**

Requires 120 Level 6, 120 Level 5 credits and 120 Level 4 credits

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**Exit qualification: MNutr (Hons) Nutrition**

Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits
**PROGRAMME DIAGRAM**

**MSc Nutrition and Behaviour**

**Stage 1/Level 7**

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**Exit qualification: MSc Nutrition and Behaviour**
Requires 180 Level 7 credits

**Exit qualification: PG Dip Nutrition and Behaviour**
Requires 120 Level 7 credits

**Exit qualification: PG Cert Nutrition and Behaviour**
Requires 60 Level 7 credits
7. Programme Regulations

8.1 Admission Regulations

The regulations for both the BSc (Hons) and the MNutr (Hons) programmes adhere to the University’s Standard Undergraduate Admission Regulations, whereas the MSc adheres to the Postgraduate Admission Regulations.

https://intranetsp.bournemouth.ac.uk/Documents/arpp31.aspx

For both BSc (Hons) Nutrition, MNutr (Hons) Nutrition, MSc Nutrition and Behaviour and the BSc (Hons) Clinical Exercise Science programmes students entering with English as a second language are expected to have achieved International English Language Testing System (IELTS) level 6.5 with a minimum score of 6.0 in each component or equivalent, or completion of a recognised pre-sessional English programme.

8.2 Assessment Regulations

BSc (Hons) Clinical Exercise Science

The assessment regulations for this programme are the University’s Standard Undergraduate Assessment Regulations with the following approved exceptions for BSc (Hons) Clinical Exercise Science.

https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx

Pass mark

For the ‘Exercise Prescription 1’, ‘Exercise Prescription 2’, and ‘Advanced Exercise Prescription’ units, a pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment, is not less than 40%.

Compensation

Compensation does not apply to the following units: ‘Exercise Prescription 1’, ‘Exercise Prescription 2’, and ‘Advanced Exercise Prescription’.

BSc (Hons) Nutrition

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

https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx

MNutr (Hons)

The assessment regulations for this programme are the University’s Standard Intregated Masters Assessment Regulations.

https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx
MSc Nutrition and Behaviour

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

https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx
8. Profiles of the Programmes
9.1 PROGRAMME PROFILE – BSc (Hons) Clinical Exercise Science

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Framework Title (in full): Health Sciences Framework
Programme Title: Clinical Exercise Science
Interim Award and Title: Clinical Exercise Science
Cert HE Clinical Exercise Science
Dip HE Clinical Exercise Science

Mode(s) of study: FT
Expected Length of study: FT = 3 years

BU Credit Structure & ECTS:
Level 6 120 (60 ECTS)
Level 5 (120 (60 ECTS)
Level 4 (120 (60 ECTS)

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Effective from 10
Prog Year / Month / Year

Contact in School: Jane Murphy, Framework Leader

Date approved 11: July 2015

Programme Specification version no. 12: 2

Placement 13: 40 hrs level 4; 70hrs level 5; 90hrs Level 6
Optional minimal 30 week placement

Programme 14: Register of Exercise Professionals

Diploma Supplement Statement regarding PRSB accreditation 15:
## 9.2 PROGRAMME PROFILE – BSc (Hons) Nutrition

**Originating Institution(s):** Bournemouth University  
**Place(s) of Delivery:** BU  
**Faculty:** Health and Social Sciences  
**Language of delivery (if not English):** N/A  
**Partner:** N/A  
**Programme HESA JACS code:** B400

**Framework Title (in full):** Health Sciences Framework  
**Programme Award and Title:** BSc (Hons) Nutrition  
**Interim Award and Titles & required credits:**  
- Cert HE Nutritional Science  
- Dip HE Nutritional Science

**Mode(s) of study:**  
- FT, PT, FT Sandwich and PT Sandwich

**Expected Length of study:**  
- FT = 3 years

**BU Credit Structure & ECTS:**  
- Level 6: 120 (60 ECTS)  
- Level 5: 120 (60 ECTS)  
- Level 4: 120 (60 ECTS)

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### 9.3 PROGRAMME PROFILE - MNutr (Hons) Nutrition

**Date Profile Completed:** March 2015

**Originating Institution(s):** Bournemouth University  
**Faculty:** Faculty of Health and Social Sciences  
**Place(s) of Delivery:** Bournemouth University  
**Programme HESA JACS code:** B400

Framework Title (in full): Health Sciences  
Programme Award and Title: MNutr (Hons) Nutrition  
Interim Award and Titles & required credits:  
- BSc (Hons) Nutrition - 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits  
- Dip HE Nutrition - 120 Level 5 credits and 120 Level 4 credits  
- Cert HE Nutrition – 120 Level 4 credits

**Mode(s) of study:**  
- FT, PT, FT Sandwich and PT Sandwich

**Expected Length of study:**  
- 4 yrs (5 yrs)

**BU Credit Structure & ECTS:**  
- Level 7 120 (60 ECTS)  
- Level 6 120 (60 ECTS)  
- Level 5 120 (60 ECTS)  
- Level 4 120 (60 ECTS)

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Effective from: Prog Year / Month / Year Contact in Faculty: Dr Jane Murphy; Dr Simon Dyall Date approved: July 2015 Programme Specification version no.: 2 Placement: Minimum 30 week optional placement
## 9.4 PROGRAMME PROFILE - MSc Nutrition and Behaviour

**Date Profile Completed:** March 2015

**Originating Institution(s):** Bournemouth University

**Place(s) of Delivery:** Bournemouth University

**Faculty:** Faculty of Health and Social Sciences

**Partner institution:** None

**Framework Title (in full):** Health Sciences

**Programme Award and Title:** MSc Nutrition and Behaviour

**Interim Award and Titles & required credits:**
- PG Cert Nutrition and Behaviour (60 Level 7 credits)
- PG Dip Nutrition and Behaviour (120 Level 7 credits)

**Mode(s) of study:** FT, PT

**Expected Length of study:**
- FT 1 yr
- PT 2 to 4 yrs

**BU Credit Structure & ECTS:** Level 7 180 (90 ECTS)

### Unit identification

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<tr>
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<th>Level (4,5,6, PgC, PgD, 7)</th>
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**Effective from**

- Yr. 1: Sept 2016
- Yr. 2
- Yr. 3
- Yr. 4

**Contact in Faculty:** Dr Fotini Tsofliou

**Date approved:** July 2015

**Programme Specification version no.:** 2

**Placement:** N.A.

**Name of Professional, Statutory or Regulatory Body (if appropriate):** Association for Nutrition
Appendices
Appendix 1 Units that have a linked placement for BSc (Hons) Clinical Exercise Science (highlighted in yellow)

<table>
<thead>
<tr>
<th>Placement Mapping</th>
<th>Level</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
<th>Unit</th>
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<td>Anatomy &amp; Physiology</td>
<td>Anatomy of Human Movement</td>
<td>Principles of Food and Nutrition</td>
<td>Psychosocial Aspects of Health</td>
<td>Exercise Prescription 1</td>
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<td>Exercise Prescription 2</td>
<td>Health Promotion</td>
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<td>Integrated Clinical Rehabilitation – Long-term Conditions</td>
<td>Integrated Clinical Rehabilitation – Musculoskeletal Injuries</td>
<td>Community Health and Wellbeing</td>
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Appendix 2 Units that have a linked placement for BSc (Hons) Social Work (highlighted in yellow)
Appendix 2 Competency Mapping Form – Registered Nutritionist RNutr

**MNutr (Hons) Nutrition and MSc Nutrition and Behaviour**

<table>
<thead>
<tr>
<th>AREAS OF KNOWLEDGE &amp; SKILLS TO BE COVERED</th>
<th>MNutr (Hons)</th>
<th>MSc</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1c - What nutrients are (including water &amp; oxygen)</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life, Biochemistry, Chemistry</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td>CC1d - Nature and extent of metabolic demand for nutrients</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Contemporary Nutrition, Nutrition and Brain Function Across the Lifespan, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td>CC1e - How nutrients are used by the body, consequences of deficiency and assessment of nutritional status</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1f</strong> - Non-nutrient components of foods and drinks that affect diet and health including alcohol</td>
<td>Principles of Food and Nutrition, Food Safety and Microbiology</td>
<td>Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1g</strong> - Nutrient analysis: calculating nutrient contents of foods and diets of an individual or group of individuals, justifying choice of a method of dietary assessment for a specific stated purpose</td>
<td>Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1h</strong> - Digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1i</strong> - Nutrition in health and disease, consequences of an unbalanced diet</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1j</strong> - Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, cancer etc</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Nutritional Requirements Throughout Life</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1k</strong> - How nutritional needs change with age, gender, physical activity, lifestyle etc</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Contemporary Nutrition, Nutrition and Brain Function Across the Lifespan, Nutrition, Health and Psychology, Nutrition in the Prevention and Management of Disease</td>
</tr>
<tr>
<td><strong>CC1l</strong> - Ability to plan, conduct, analyse and report on investigations into an aspect of nutrition in a responsible, safe and ethical manner</td>
<td>Research Project, Research Methodologies 1, Research Methodologies 2, Advanced Research Methods, Dissertation Project</td>
<td>Advanced Research Methods, Dissertation Project</td>
</tr>
<tr>
<td><strong>CC1m</strong> - Ability to carry out sample selection and to ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection in accordance with the basic principles of good clinical practice</td>
<td>Research Project, Research Methodologies 1, Research</td>
<td>Advanced Research Methods, Dissertation Project</td>
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<tr>
<td>Core Competency 2 - Food Chain</td>
<td>AREAS OF KNOWLEDGE &amp; SKILLS TO BE COVERED</td>
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<tr>
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<td>------------------------------------------</td>
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<tr>
<td><strong>Knowledge and understanding of the food chain and its impact on food choice. Integrating the food supply with dietary intake.</strong></td>
<td><strong>CC2a - Food commodities (staple foods, main sources of key nutrients, novel foods etc) within UK and/or internationally</strong></td>
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<table>
<thead>
<tr>
<th>Methodologies 2, Advanced Research Methods, Dissertation Project</th>
<th>Research Project, Research Methodologies 1, Research Methodologies 2, Advanced Research Methods, Dissertation Project</th>
<th>Advanced Research Methods, Dissertation Project</th>
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</thead>
<tbody>
<tr>
<td>CC1n - Ability to obtain, record, collate, analyse, interpret and report nutrition-related data using appropriate qualitative and quantitative research and statistical methods in the field and/or laboratory and/or intervention studies, working individually or in a group, as is most appropriate for the discipline under study</td>
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<tr>
<td>CC1o - Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually</td>
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<tr>
<td>CC1p - Health research methods, dietary nutrition methodologies and nutritional epidemiology</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Contemporary Nutrition, Nutrition and Brain Function Across the Lifespan, Nutrition, Health and Psychology, Nutrition in the Prevention and Management of Disease</td>
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<tr>
<td>CC1q - Theories of and development of practical skills in communication and learning</td>
<td>Placement, Exploring Professional Practice, Nutrition in Health and Disease</td>
<td>Exploring Professional Practice</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>AREAS OF KNOWLEDGE &amp; SKILLS TO BE COVERED</th>
<th>MNutr (Hons)</th>
<th>MSc</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC2a - Food commodities (staple foods, main sources of key nutrients, novel foods etc) within UK and/or internationally</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Human Food Chain, Food Processing and</td>
<td>Contemporary Nutrition, Nutrition in the Prevention and Management of Disease</td>
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<tr>
<td>Core Competency 3 - Social/Behaviour</td>
<td>AREAS OF KNOWLEDGE &amp; SKILLS TO BE COVERED</td>
<td>MNutr (Hons)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Knowledge and understanding of food in a social or behavioural context, at all stages of the lifecourse.</td>
<td><strong>CC3a</strong> - Food and nutrition and health policy (at global, national and local level)</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Nutritional Requirements Throughout Life, Promoting Health and Wellbeing, Community Health and Wellbeing</td>
</tr>
</tbody>
</table>

**CC2b** - Effect on chemical composition and nutritional quality of food and diet of:
- methods of food production, preparation, preservation, fortification and format
- sources of food supply
- methods of cooking & storage

**CC2c** - Familiarity with and/or development of practical skills involved in the methods to analyse the composition of foods

**CC2d** - Ability to formulate ideas and opinions concerning food, nutrients, non-nutrient components of food and nutrition effectively and appropriately

**CC2e** - Understanding of issues associated with food sustainability.
<p>| CC3b | Significance of evaluation of nutrition in maintaining and driving public health agendas | Contemporary Nutrition, Nutrition in Health and Disease, Nutritional Requirements Throughout Life, Promoting Health and Wellbeing, Community Health and Wellbeing | Contemporary Nutrition, Nutrition in the Prevention and Management of Disease |
| CC3c | Factors that affect an individual’s, communities’ and population groups’ nutritional needs and practices | Contemporary Nutrition, Nutrition in Health and Disease, Nutritional Requirements Throughout Life, Psychosocial Aspects of Health, Advanced Psychology for Health and Wellbeing, Community Health and Wellbeing | Contemporary Nutrition, Nutrition in the Prevention and Management of Disease |
| CC3d | Religious and cultural beliefs and practices that impact on food, nutrition and health | Nutrition in Health and Disease, Psychosocial Aspects of Health, Advanced Psychology for Health and Wellbeing, Community Health and Wellbeing | Nutrition in the Prevention and Management of Disease |
| CC3e | Consideration of financial/social and environmental circumstances on diet and nutritional intake | Nutrition in Health and Disease, Psychosocial Aspects of Health, Advanced Psychology for Health and Wellbeing, Community Health and Wellbeing | Nutrition in the Prevention and Management of Disease |
| CC3f | Theories and application of methods of improving health, behaviour and change | Psychosocial Aspects of Health, Advanced Psychology for Health and Wellbeing, Community Health and Wellbeing | Nutrition, Health and Psychology |
| CC3g | Design and implementation of intervention projects and programmes, methods for monitoring and evaluating effectiveness and efficiency | Nutrition in Health and Disease, Nutritional Requirements Throughout Life, Promoting Health and Wellbeing, Community Health and Wellbeing, Research Project | Nutrition in the Prevention and Management of Disease, Dissertation Project |</p>
<table>
<thead>
<tr>
<th>CC3h - Theories of nutrition health education and nutrition health promotion</th>
<th>Nutrition in Health and Disease, Promoting Health and Wellbeing, Community Health and Wellbeing, Psychosocial Aspects of Health, Advanced Psychology for Health and Wellbeing</th>
<th>Nutrition, Health and Psychology</th>
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<tbody>
<tr>
<td>CC3i - Ability to design/formulate a diet to meet a specification appropriate for a stated situation for an individual, human or animal, or group of humans or animals.</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Nutritional Requirements Throughout Life, Research Project, Dissertation Project</td>
<td>Contemporary Nutrition, Dissertation Project</td>
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Core Competency 4 - Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.*

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<th>Core Competency</th>
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<th>MNutr (Hons)</th>
<th>MSc</th>
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<tr>
<td><strong>CC4a</strong> - Principles and methods of measurement and estimation of energy balance; energy expenditure physical activity and fitness; body mass; body composition; how body mass and energy balance are controlled</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition</td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition</td>
<td>Contemporary Nutrition, Nutrition and Brain Function Across the Lifespan, Nutrition, Health and Psychology, Nutrition in the Prevention and Management of Disease, Dissertation Project</td>
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<tr>
<td><strong>CC4c</strong> - Scientific basis of the safety and health promoting properties of nutrients and non-nutrient components of food, based on knowledge of the metabolic effects of nutrients, anti-nutrients, toxicants, additives, pharmacologically active agents (drugs); nutrient-nutrient interactions, nutrient-gene interactions, ‘nutri-ceuticals’, functional foods, and any other metabolically active constituents of foods and the diet</td>
<td>Contemporary Nutrition, Food Product Development</td>
<td>Contemporary Nutrition, Food Product Development</td>
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<tr>
<td><strong>CC4d</strong> - Scientific basis for the measurement and estimation of nutritional requirements, dietary reference values for the general population</td>
<td>Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life</td>
<td>Nutrition in the Prevention and Management of Disease</td>
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<td><strong>CC4f</strong> - Understanding the general principles and methods associated with determining the efficacy, health attributes, health claims, safety, and legal aspects of foods, drinks and supplements</td>
<td>Food Processing and Development</td>
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### CC4g - Ability to recognise strengths and weaknesses in dietary, nutrition and health research methods, in order to understand the limitations of the scientific basis of nutritional knowledge

- Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life, Advanced Research Methods, Research Methodologies 1, Research Methodologies 2

### CC4h - Ability to integrate knowledge and understanding from a variety of sources to identify or propose solutions in one of the following areas: Improvement of human health or improvement of the welfare and/or productivity of animals or improvement of food production and sustainability

- Contemporary Nutrition, Nutrition in Health and Disease, Principles of Food and Nutrition, Nutritional Requirements Throughout Life, Community Health and Wellbeing, Human Food Chain, Food Processing and Development
- Contemporary Nutrition, Nutrition and Brain Function Across the Lifespan, Nutrition, Health and Psychology, Nutrition in the Prevention and Management of Disease

### Core Competency 5 – Professional Conduct

**Understanding of Professional Conduct and the nutritionists’ Code of Ethics along with evidence of good character.**

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<th>AREAS OF KNOWLEDGE &amp; SKILLS TO BE COVERED</th>
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<td><strong>CC5a - Ethics and values of professions.</strong></td>
<td>Contemporary Nutrition, Evidencing Professional Learning, Advanced Research Methods, Placement</td>
<td>Contemporary Nutrition, Evidencing Professional Learning, Advanced Research Methods, Placement</td>
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<tr>
<td><strong>CC5b - AfN Code of Ethics and Statement of Professional Conduct</strong></td>
<td>Evidencing Professional Learning, Placement</td>
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<tr>
<td><strong>CC5c - Legal context of nutrition practice; including current UK legislation and guidelines to providing information to individuals</strong></td>
<td>Contemporary Nutrition</td>
<td>Contemporary Nutrition</td>
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<tr>
<td><strong>CC5d - Responsibilities and accountability in relation to the current European and National legislation, national guidelines, local policies and protocols and clinical/corporate Governance in relation to nutrition</strong></td>
<td>Contemporary Nutrition, Nutrition in Health and Disease, Community</td>
<td>Contemporary Nutrition, Evidencing Professional Learning</td>
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<tr>
<td>CC5e - Can recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct applicable to both interventional and observational studies</td>
<td>Evidencing Professional Learning, Advanced Research Methods, Research Methodologies 2, Research Project, Dissertation Project</td>
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<tr>
<td>CC5f - The relevance of the research governance framework</td>
<td>Evidencing Professional Learning, Advanced Research Methods, Research Methodologies 2, Research Project, Dissertation Project</td>
<td>Evidencing Professional Learning, Advanced Research Methods, Dissertation Project</td>
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