


## Programme Specification for BSc (Hons) Human Nutrition

This document applies to Academic Year 2020/21 onwards

1.	<b>Awarding institution/body</b>	University of Worcester	
2.	<b>Teaching institution</b>	University of Worcester	
3.	<b>Programme accredited by</b>	The Association for Nutrition (single honours only) <a href="http://www.associationfornutrition.org">www.associationfornutrition.org</a>	 <p>The logo for the Association for Nutrition (AfN) Accredited Programme. It features a stylized human figure in green and red, with the text 'AfN ACCREDITED PROGRAMME' and 'ACCREDITATION NO: AC279' below it.</p>
4.	<b>Final award</b>	BSc (Hons)	
5.	<b>Programme title</b>	Human Nutrition	
6.	<b>Pathways available</b>	Single and Joint Honours	
7.	<b>Mode and/or site of delivery</b>	Face to Face delivery of theoretical and practical work with some blended learning via Blackboard. All modules delivered on the sites of the University of Worcester.	
8.	<b>Mode of attendance</b>	FT & PT	
9.	<b>UCAS Code</b>	B400	
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA Benchmark Statement: Biosciences Oct 19</a> <a href="#">QAA Benchmark Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences Oct 19</a>	
11.	<b>Date of Programme Specification preparation/ revision</b>	<p>October 2015 Minor amendments to meet Association for Nutrition requirements and Exemption from Level 5 Electives to take effect from 2016/17</p> <p>December 2015 updated wording on Award Map (Level 5 and Level 6) for Joint Students.</p> <p>June 2016 Minor amendments to reflect current Programme Specification template, QAA Biosciences Benchmark Statement (2015), SH course accreditation by the Association for Nutrition.</p> <p>August 2017 - AQU amendment</p> <p>June 18 – change of title to BIOS2106 from Sept 19</p> <p>August 2018 – AQU amendments, regulations and updates</p> <p>November 18 – updates following level 4 changes.</p> <p>December 2018 – AQU template amendments and minor updates throughout</p> <p>August 2019 – AQU amendments to Section 19</p> <p>September 2019 – amendment to wording in award map level 4 joint honours requirements.</p> <p>October 2019 - update to Independent Study title to be implemented Sept 2020.</p> <p>Jan 2020 - Removal of BIOS3114.</p> <p>August 2020 – Update to Benchmark Statements</p> <p>August 2020 – AQU amendments to Section 19</p>	

## 12. Educational aims of the programme

The aims of the Human Nutrition course were constructed to complement those of undergraduate courses at UW as a whole. Students are offered the opportunity to follow an intellectually challenging programme of study that requires sustained independent work at Honours degree level, and prepares them for entry into a wide range of potential occupations.

In particular, the course aims to:

- a. provide a broad evidence-based Human Nutrition curriculum focussing on the practical skills required to work as a Human Nutritionist;
- b. give a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which allow students the opportunity to realise their academic potential;
- c. provide students with the opportunity to study Human Nutrition at a depth and level appropriate to honours degree standard;
- d. develop, to the appropriate pathway level, the knowledge, skills and aptitudes of a Human Nutritionist, within an interdisciplinary, modular scheme;
- e. enable students to work independently, analytically and critically;
- f. encourage students to develop a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study in Human Nutrition.
- g. develop research mindedness and a reflective approach to theory and practice.
- h. develop critical thinking, problem solving and decision making skills as individuals and as part of a team.
- i. enhance student's awareness of the impact of social, cultural, political and ethical factors influencing their findings.
- j. enable students to analyse, justify, critique, debate and review their ideas and actions.
- k. provide the opportunity for students to become an Associate Nutritionists, as conferred by the Association for Nutrition in recognition of their competencies in this subject (only applies to those following the single honours pathway).

The single honours course is also structured cover the competencies require by the Association of Nutrition (AfN) for recognition as an Associate Nutritionist. In recognition of this, the AfN has accredited the single honours course allowing successful graduates to be recognised as an Associate Nutritionist without further evidence.

Joint, Major and Minor honours students wishing to be recognised by the AfN as an Associate Nutritionist must apply by portfolio detailing the evidence that they have mastered the required AfN stated competencies. Mastery of the learning outcomes in nutrition modules taken as part of this degree is likely to contribute significantly to the portfolio, but may not be sufficient for AfN recognition.

## 13. Intended learning outcomes and learning, teaching and assessment methods

<b>Knowledge and Understanding</b>
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<b>LO No.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
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1	have a broad knowledge base, and a critical understanding, of a range of nutritional concepts and principles at a variety of levels (from sub-cellular to individuals and populations);	BIOS2106, BIOS2107, BIOS2108, BIOS3002, BIOS3108, BIOS3302, BIOS3303, BIOS3304,
2	design, execute and critically evaluate the outcomes of investigations carried out individually and in groups (Single and Major Honours students only; some joint honours students may have the opportunity to demonstrate this depending on the modules selected);	BIOS2106, BIOS2107, BIOS2108, BIOS2200, BIOS3002, BIOS3302, BIOS3303, BIOS3304.

### Cognitive and Intellectual skills

LO No.	On successful completion of the named award, students will be able to:	Module Code/s
3	access information from a variety of sources and show proficiency in assessing, evaluating, analysing, and synthesising scientific information and data; showing creativity in problem solving; and the ability to state assumptions and limitations;	BIOS2106, BIOS2107, BIOS2108, BIOS2200, BIOS3002, BIOS3108, BIOS3302, BIOS3303, BIOS3304
4	record data accurately, analyse and interpret those data and test hypotheses; and the importance of research integrity;	BIOS1203, BIOS2106, BIOS2108, BIOS2200, BIOS3002,
5	plan, execute and present an original piece of hypothesis-driven work for a research project in Human Nutrition (Single and Major Honours Students only; joint honours students may have the opportunity to demonstrate this should they select a research project in the subject).	BIOS2108, BIOS2200, BIOS3002.

### Skills and capabilities related to employability

LO No.	On successful completion of the named award, students will be able to:	Module Code/s
6	use appropriate inter-personal skills and information communication technology to communicate evidence-based nutritional information to a variety of audiences using a range of formats and approaches and employing appropriate scientific language;	BIOS2106, BIOS2108, BIOS3002, BIOS3108, BIOS3302, BIOS3304,
7	demonstrate proficiency in practical skills in the laboratory and be able to demonstrate safe working practices appropriate to this environment;	BIOS2106, BIOS2107, BIOS2108, BIOS3002, BIOS3108, BIOS3302, BIOS3303.
8	demonstrate an understanding of ethical issues from a number of perspectives related to Human Nutrition; and the requirement for codes of practice;	BIOS2107, BIOS2108, BIOS2200, BIOS3002, BIOS3302, BIOS3303, BIOS3304,

### Transferable/key skills

<b>LO No.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
9	receive and respond to a variety of sources of information in an original, grammatically-correct manner employing textual, numerical, verbal and graphical skills via a range of communication media;	BIOS2106, BIOS2107, BIOS2108, BIOS2200, BIOS3108, BIOS3302, BIOS3002, BIOS3302, BIOS3303, BIOS3304,
10	demonstrate the ability to reflect on their individual and team performance; their ability to self-manage and skills for lifelong learning; to work towards targets for personal, academic, professional and career development as a result of reflective insight;	BIOS2107, BIOS2108, BIOS2200, BIOS3002, BIOS3302, BIOS3304.
11	demonstrate a flexible approach to work and learning: able to work co-operatively with others, displaying the ability to take different roles within the team; and being able to carry out and complete task independently;	BIOS2106, BIOS2108, BIOS3108, BIOS3303,

### **Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**

Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**

Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**

Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

### **13.2 Teaching**

Students are taught through a combination of lectures, seminars, practical sessions, role play, IT skill development, and work experience.

- Lectures are designed to introduce and initiate the development of the core cognitive process required to be a nutritionist. This will frequently involve the delivery of core knowledge, as well as working through example scenarios to derive and evaluate a range of potential solutions
- Seminars involve students continuing to develop the cognitive processing abilities, as outlined in lectures, in a group environment by benefiting from the experience and understanding of others, and the synergy of working in a team.
- Practical sessions allow the development of practical skills required in the laboratory and other work environments in which nutritionists work.
- Role play allows students to develop and practice their abilities to interact with people using strategies that encourage empathy, trust, reflection, and the desire and motivation to change.
- IT skill development involves the opportunity to gain proficiency in a range of programs used by nutritionist and scientist in their every day work environment.
- Work experience gives the student the opportunity to experience and develop their skills in a work environment that is closely matched to their final employment goal.

In addition, students are scheduled to meet with their Personal Academic Tutor twice per semester throughout the duration of their course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

The Biological Sciences tutors at the University of Worcester have developed a Personal Development Planning scheme based on QAA Biosciences graduate and transferable skills. It contains a number of elements which run from induction through to level 6 and is compulsory for all Biological Sciences students. It was developed with three main aims:

1. to help students to reflect on the skills that they need in order to attain the next step in their studies,
2. to make more effective use of the opportunities provided by academic tutorials to give the necessary individual support and guidance,
3. to increase the students' employability.

The PDP skills are based on the QAA benchmark skills and each is linked to the appropriate assessments. However, practical and fieldwork skills and attributes are also recognised in the PDP scheme in order to increase employability. Please see the course handbook for information on the PDP skills and how their attributes are mapped on to Human Nutrition course modules. Further information, can also be found in the Course Handbook.

### **13.3 Contact time**

In a typical week students will have around 16 contact hours of teaching including breaks. The precise contact hours will depend on the optional modules selected and in the final year there will normally be slightly less contact time in order to do more independent study.

The time allotted for each learning format will depend on the level of study, the objectives for that week, and where in the module cycle the teaching takes place, but is structured around:

- 8 hours of lectures / structured discussion with the lecturer
- 4 hours of supervised laboratory practical, key skills, or IT workshops
- 4 hours seminars or role play opportunities.
- 1 hour of Study Skills (first year only)

## **14. Assessment Strategy**

The Human Nutrition course aims to develop autonomous and independent learners who possess a broad range of intellectual and transferable skills. In order to achieve these aims, a wide range of methods is used to assess students. Assessment methods include examinations, practical tests, practical and field reports, in-class tests, a variety of presentation formats. Students have opportunities to develop the appropriate skills necessary for the particular assessment type used before summative assessment takes place. Extensive feedback is given on assessments and students are supported, through the Personal Academic Tutoring Programme for the course, in reflecting and acting on this feedback in order to support their academic development.

The emphasis on formative assessment gives more opportunities to provide feedback and this takes a variety of forms including:

- feedback after formative presentations
- feedback during debates and discussions
- guidance during group-exercise planning
- feedback and guidance during personal tutorials
- feedback using personal response systems.

As far as possible, the assessments have been spread throughout the modules. However, the skills and depth of understanding to be assessed take time to develop and consequently assessment deadlines do not generally occur in the first half the module. The range of assessment tasks used and their weightings is shown in the Course Handbook.

The Biological Sciences follow the University of Worcester Assessment Policy which can be found at <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>

All module outlines contain detailed assignment briefs and grading criteria which are, in most cases, specific for that particular assignment. Study Skills, which form part of the extended induction for level 4 students, as well as some modules, include sessions on how to make good use of this information.

## 15. Programme structures and requirements

<b>Course Title: BSc Human Nutrition</b>	
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<b>Level 4 Award Map</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M), or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
			<b>SH</b>	<b>JH</b>		
BIOS1009	Introduction to Human Nutrition	15	M	M	None	
BIOS1010	Introduction to Human Anatomy & Physiology	15	M	M	None	
BIOS1201	Cell Biology	30	M	M	None	
BIOS1203	Health and Disease	30	M	-	None	
SUST1001	An Introduction to Sustainability	30	O	-	None	
LANG	Optional modules offered by the Language Centre	30	O	-	None	

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules BIOS1009, BIOS1010, BIOS1201 and BIOS1203 and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint Honours Requirements at Level 4

Joint Honours students must take BIOS1009, BIOS1010 and BIOS1201. Students taking their joint honours with Human Biology should take BIOS1009, BIOS 1010 and either SUST 1001 OR BIOS 1212. These students will also take BIOS 1201 and BIOS 1203 from their Human Biology programme.

Level 5 Award Map								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
BIOS2003	Work Experience	15	M	O	O	O		Exclusions: BIOS3003.
BIOS2106	Systems Physiology I	30	M	O	O	-	BIOS1201 & either BIOS1010 or BIOS1203	
BIOS2107	Integrated Human Metabolism	15	M	O	O	O	BIOS1201	
BIOS2108	The Food Supply Chain	30	M	M	M	M	BIOS1009	
BIOS2200	Project & Career Development	30	M	M	O	-	None	Exclusions: BIOS3114

#### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total BIOS2003, BIOS2106, BIOS2107, BIOS2108 and BIOS2200.

#### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 for further information see table at the end of this document. Joint honours students where both subjects are in the Biological Sciences must take BIOS2200 (and BIOS3002 at L6).

#### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 credits and no more than 90 credits from the table above to include BIOS2108 and BIOS2200.

#### Joint Pathway Requirements at Level 5

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above, to include BIOS2108.

#### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include BIOS2108.



Level 6 Award Map								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
BIOS3002	Research Project	30	M	M	-	-	BIOS2200	Exclusions: BIOS3114
BIOS3108	Systems Physiology II	30	M	-	-	-	BIOS2106	
BIOS3302	Nutrition through the Human Life Cycle	30	M	M	M	M	BIOS2108	
BIOS3303	Public Health Nutrition	15	M	M	O	O	BIOS2108	
BIOS3304	Human Nutrition and Disease Management	15	M	O	O	O	BIOS2108	Co-requisite: BIOS3302

#### Single Honours Requirements at Level 6

Single Honours students must take BIOS3002, BIOS3108, BIOS3302, BIOS3303 and BIOS3304.

#### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 - for further information see table at the end of this document.

#### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include BIOS3002, BIOS3302, and BIOS3303.

#### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include BIOS3302.

Joint pathway students where both subjects are in the Biological Sciences must take BIOS3002 (having taken BIOS2200 at Level 5)

Joint pathway students with a subject outside the Biological Sciences area must take one of the following options:

- Undertake a Research Project in both subject areas in which case they must take JOIN3002 or JOIN3013.
- Undertake a Research Project in the other School in which case they must refer to the programme specification for the other course for guidance.

#### Minor Pathway Requirements at Level 6

Minor pathway students must take 30 or 45 credits from the table above including BIOS3302.

## 16. QAA and Professional Academic Standards and Quality

The course has been developed with reference to the QAA Biosciences Benchmark Statement (2019) which have been used to inform course outcomes and skills. We also follow the QAA and UW guidelines on work experience. The course operates at levels four, five and six of the Framework for Higher Education Qualifications.

## 17. Support for students

- Human Nutrition students experience a wide variety of learning and teaching methods detailed above and these are frequently reviewed and adapted in order to enhance the students' experience.
- An induction programme extended throughout the year in one of the 30 credit modules. This extended induction allows the necessary study skills to be developed at the most appropriate time for the students.
- All students have a Personal Academic Tutor who they see twice each semester and the requirement to do so is linked to a mandatory module. The tutorial sessions are structured to guide and support each student, on an individual basis, throughout their course and to help them to realise their potential. The Personal Academic Tutors guide the students through completion of a Personal Development Plan related to the QAA Biosciences benchmarks (2019).
- Science PDP scheme to develop student skills, to enable students to plan the most appropriate path through their course and to increase employability.
- The Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access to technology such as voice recognition and text-to-speech software. Much of the support provided is funded through the Disabled Students' Allowance (DSA).

An index of student services can be found [here](#).

The Disability and Dyslexia home page can be found [here](#).

- A Virtual Learning Environment (Blackboard Learning System) to provide module-specific material, documents, activities, videos *etc.*
- Detailed module outlines (module handbooks), which include planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Course Handbook (published on an annual basis), to provide students with detailed course information.

The Human Nutrition Course Handbook provides detailed information on all of the above points as well as information on modules and options available.

## 18. Admissions

Full time applicants apply through UCAS course code B400

Part-time applicants apply directly to the University of Worcester (UW)

### Admissions procedure

Applicants are considered on the basis of their UCAS application forms. It is not currently standard practice to interview candidates but those wishing to enter via non-standard entry routes will be accessed via an essay followed by an interview.

Those who accept our offer will be invited to an applicant's day to experience studying at Worcester.

### Admissions Policy

We welcome applications from people of all ages and backgrounds with an interest in studying Human Nutrition. The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The School of Science

and the Environment (SSE) works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International Office, to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Applicants not meeting the standard entry requirements but whose UCAS application form indicates the prospective to succeed on the course, and that they have acceptable qualifications in maths and English, will be given the opportunity to demonstrate their potential. The course admissions officer will ask the applicant to submit an essay based on a supplied title and a set of Learning Outcomes. If the applicant submits a coherent essay that contains relevant information; has an appropriate structure; and shows a general mastery of the learning outcomes; they will be invited to an interview. On a successful interview, where the applicant is expected to confirm their potential to succeed on the course, a formal unconditional offer to enter the course will be issued. Applicants who do not pass the essay or interview will be advised to take an Access to HE diploma along with guidance on the type of modules to take and minimal credits needed to be obtained for entry in to the course at a later date.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

Applicants must have studied Biology to at least AS level or equivalent, and normally applicants must have an A level pass in Biology, although applicants who have not studied science for some time or do not have a science background will be considered. The study of other sciences such as Chemistry, Maths or Physics would be an advantage.

Students may also enter with an Access to Higher Education diploma or EDEXCEL qualifications e.g. EDEXCEL (BTEC) National Certificate or Diploma in a suitable subject. The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme, which involves completing 120 credits of University of Worcester modules as set out in Section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Applicants who are non-native English speakers will require a minimum IELTS Academic score of 6.0 in all 4 skills assessed (listening, reading, writing and speaking) to enter the course. See [UW Admissions Policy](#) for other acceptable qualifications.

### **Mature Students:**

We welcome applicants who hold alternative qualifications/experience and mature students who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access to Higher Education Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability. University Admissions office staff can offer information, advice and guidance on this process.

**International Students:**

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

**Recognition of Prior Learning:**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at [here](#).

**Admissions/selection criteria:**

Offers are made in line with the entry requirements specified above and demonstration via the application form of a strong interest in Biological Sciences. The reference is also taken into account.

**19. Regulation of assessment**

The course operates under the University of Worcester's [Taught Courses Regulatory Framework](#)

**Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment and grading criteria, are published in the module outline.

**Submission of assessment items**

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see the [Taught Courses Regulatory Framework](#).

**Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see Section 18 above.

This course is subject to the University's fitness to practice procedures.

### Requirements for Awards

The requirements for graduating with a specific award can be found in Table 8 below. For a specific named Human Nutrition award this table should be considered in conjunction with the information provided in Section 15 above (Tables 4, 5, and 6) to identify the modules that must be passed at each Level.

**Table 1: Requirements for Awards**

Award	Requirement
CertHE Human Nutrition	Passed 120 credits at Level 4 or higher
DipHE Human Nutrition	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Research Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

or

Classification determined on the profile of the best grades from 120 credits attained at Level 6

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

Six months after graduating from the Human Nutrition award in 2014, 75% of the graduated were in employment and 25% engaged in further study. No students stated that they were unemployed. Of those in employment 80% reported that they were in a professional or management job.

An increasing number of our students now go on to study for Masters or PhD awards and advice on following this pathway is included in our careers guidance within the School. There has also been an increase in those going on to a PGCE course and so into a teaching career.

Some of our students have entered employment with direct links to their degree subject, for example those in technical or research posts. Others have used their transferrable graduate skills to gain employment in seemingly unrelated areas.

*Career opportunities include (with examples):*

- Government Agencies (e.g. Food Standard Agency, County and city councils)
- Non-governmental Organisations (e.g. Charities such as The Childrens Food Trust, Cancer research, Mind)
- Local Government (e.g. Council employees applying/advising the Governments Food and Nutrient Based Standards)
- NHS (e.g. Nutritionist, Breastfeeding Peer Support Co-Ordinator, Nutrition Support Worker)
- Industry (Michel & Butlers graduate nutrition scheme)
- Further Study: including M.Sc., M.Phil or Ph.D. (e.g. Dietetics)
- Catering and Food Consultancy Firms (e.g. Taylor Shaw)
- Shop Management (e.g. Health food stores)
- Weight Loss organisations (e.g. Rosemary Connelly)
- Self employed (e.g. Personal trainer, Boot camp organiser)
- Technical Posts (e.g. Quality control, Product and Supplement development)
- Education (e.g. teaching, lecturing & research)
- Other Graduate Professions (e.g. accountancy & management)

### Student employability

Careers advice is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in BIOS 1201 Cell Biology as part of the Science PDP scheme. This is followed up in BIOS 2200, with a more substantial careers session which looks at careers options and strategies. In this module one of the assignments takes the form of the submission of a CV and an interview. Students are given the opportunity in most modules to develop work-based skills (see PDP table above) however; students also have the opportunity to take a Work Placement module at Level 5 or 6.

### Links with employers and other organisations

Past and present links include: The National Pollen and Aerobiology Research Unit, Worcestershire Regulatory Services, Worcestershire County Council, The 'Love Food Hate Waste' campaign, Aramark, The Fold Care Farm and Roots Co-op, Worcestershire Food Bank.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected

to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the Course Handbook provided to all students at the start of the course.