

## Programme Specification for BSc (Hons) Nutrition and Dietetics

**This document applies to Academic Year 2024/25 onwards**

*Table 1 programme specification for BSc (Hons) Nutrition and Dietetics*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	Health and Care Professions Council (HCPC) and British Dietetic Association (BDA)
<b>4.</b>	<b>Final award or awards</b>	BSc (Hons)
<b>5.</b>	<b>Programme title</b>	BSc (Hons) Nutrition and Dietetics BSc (Hons) Nutrition and Dietetics with Foundation year
<b>6.</b>	<b>Pathways available</b>	Single
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard taught programme with practice learning placements
<b>8.</b>	<b>Mode of attendance and duration</b>	3 years full time 4 years full time with foundation year
<b>9.</b>	<b>UCAS Code</b>	B4D1
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">HCPC Standards of Education and Training (2017)</a> <a href="#">HCPC Standards of Proficiency for Dietitians (2023)</a> <a href="#">HCPC Standards of Conduct, Performance and Ethics (2024)</a> <a href="#">BDA Curriculum Framework (2020)</a> <a href="#">QAA Subject Benchmark statement for Dietetics (2019)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved July 2024

### 12. Educational aims of the programme

The course seeks to develop graduates with the knowledge, skills, values, and behaviours integral to the work of a Registered Dietitian. Successful completion of the course will lead to eligibility to register with the Health and Care Professions Council as a Registered Dietitian.

In particular, the course aims to:

1. Facilitate practice-based learning that enables students to attain the HCPC (2023) Standards of Proficiency (Dietitians) providing eligibility to apply for entry to the HCPC register and eligibility to apply for professional membership of the British Dietetic Association (BDA).
2. Provide practice placement opportunities that allow students to practice professionally and inclusively, reflecting upon and critically evaluating own abilities and limitations, in accordance with the HCPC (2023) Standards of Proficiency (Dietitians), the HCPC Standards of Conduct, Performance and Ethics (2024) and the BDA Model and Process for Nutrition and Dietetic Practice (2021).
3. Deliver high quality education and training, to honours degree standard, in the various aspects of Nutrition and Dietetics to ensure that graduates are prepared for the diverse and challenging careers available for Dietitians within both the NHS and elsewhere.

4. Engender a supportive learning environment which promotes aspects of experiential learning and allows students the opportunity to realise their clinical and academic potential.
5. Further students' knowledge of the mechanisms underlying disorders with nutritional aetiologies at both the biochemical and molecular level.
6. Enhance the student's awareness of the impact of behavioural, social, cultural, political, and ethical considerations on their learning and clinical practice, with a focus on patient centred care.
7. Enable students to perform in a range of diverse situations, either independently or as part of a team, displaying appropriate interpersonal and professional skills and behaviours.
8. Give students the confidence to self-manage aspects of continuing professional development to remain competent and relevant as a practitioner.

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

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
1.	Identify the importance of establishing safe and effective practice, apply procedures to facilitate this, and manage risk within the scope of Dietetics practice.	DIET3001 DIET3002
2.	Identify and apply the professional knowledge, skills, behaviours and values necessary to deliver patient centred care and work effectively with individuals requiring Dietetics services.	DIET3001
3.	Demonstrate a good breadth of knowledge in biological, physiological, genetic, social, cultural, psychological, and clinical sciences which are relevant to dietetic practice.	DIET3001
4.	Apply nutritional concepts at biochemical, individual and population level and evaluate the metabolic basis of food demand through the life cycle in both health and disease.	DIET3002
5.	Critically evaluate principles and key components of nutritional science, and how theoretical concepts and frameworks may be translated into relevant and applied diet therapy and dietary modification.	DIET3001
6.	Collect, interpret and present data, using appropriate qualitative and quantitative techniques, including programmes that can be used to manipulate data, perform inferential statistical analysis, and present the data.	DIET3003

*Table 2 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
7.	Critically analyse relevant theoretical frameworks and concepts and apply them to Dietetics practice in a variety of contexts.	DIET3001 DIET3002

<b>Cognitive and Intellectual skills</b>		
8.	Critically appraise research to create reasoned argument and apply within a framework of evidence-based Dietetics practice.	DIET3001 DIET3002 DIET3003
9.	Recognise the importance of self-management skills, self-reflection and problem-solving skills demonstrating flexibility of approach towards work and lifelong learning.	ALHS3204 ALHS3206 DIET3002

Table 3 skills and capabilities related to employment outcomes for module code/s

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
10.	Demonstrate the knowledge, skills, behaviours, and values required of a Dietitian as detailed in the <i>HCPC Standards of Performance, conduct and ethics (2024)</i> and <i>HCPC Standards of Proficiency for Dietitians (2023)</i>	DIET3001 DIET3002
11.	Recognise own values and principles and apply a moral and ethical approach that is non-judgemental and anti-discriminatory, and sensitive to the values and interests of others	DIET3001 DIET3002
12.	Practice as an autonomous professional, exercising their own professional judgement.	DIET3001 DIET3002
13.	Select, plan, implement, evaluate, and modify appropriate Dietetics interventions that will serve to empower individuals to make long term changes.	DIET3001 DIET3002
14.	Employ leadership, management, and entrepreneurial skills to enable effective delivery of Dietetics interventions within existing services and new service provision.	ALHS3206 DIET3002

Table 4 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
15.	Demonstrate effective and skilled communication and interactions for facilitating effective team working and building partnerships with individuals including services users and carers' agencies, groups and communities.	DIET3001 DIET3002 ALHS3206
16.	Apply digital capability to demonstrate competence in data processing skills; computer literacy such as the use of word processors, spreadsheets, and presentation software; using accurate documentation skills within a range of media.	DIET3002 DIET3001 DIET3003
17.	Self-manage, applying such attributes as: problem solving, intellectual curiosity, organisational, enterprise and knowledge transfer skills and reflective resilient lifelong learning.	DIET3003 DIET3001 DIET3002 ALHS3204
18.	Critically evaluate aspects of own Professional Practice through both continuing professional development and the application of relevant research methodologies and research skills.	ALHS3206 ALHS3204 DIET3001 DIET3002

## **Learning, teaching and assessment**

The Nutrition and Dietetics course is mainly campus-based with some blended learning to complement in-person delivery. Methods of teaching and assessment are inclusive and varied, providing different opportunities to learn, enabling students to achieve and demonstrate the modular learning outcomes to prepare them for dietetic practice. A spiral curriculum approach facilitates iterative and progressive development of professional and leadership skills across the course. Year one is designed to develop the underpinning theoretical knowledge of health and wellbeing, food science, nutrition physiology, body systems, dietary assessment and analysis, communication and behaviour change as well as the professional skills and behaviours required as a dietitian. Year two will build on the skills and knowledge gained in year one, in the application to the practice of dietetics and clinical management of disease, dietary assessment and nutritional diagnosis, and using evidence-based practice to inform clinical decision making. Year three will consolidate the knowledge of nutrition and dietetics, fostering an ethos of 'autonomous thinking', adding increasing levels of criticality and complexity to the teaching, learning and assessment activities.

Throughout the course students will learn and be assessed using case study scenarios, reflective essays, group and individual presentations and practical assessments, with increasing complexity as they move from levels 4 to 6. 1000 hours of practice-based placement supports the theoretical learning of the students with practical experience.

## **Teaching**

Teaching and learning are student-centred, reflecting the philosophy of constructivism whereby students are active participants in their learning experience, and learn with and from each other. Methods of assessment reflect those likely to be encountered in dietetic practice and include assessment of knowledge, skill, application and evaluation in preparation for employment. Interdisciplinary modules at each year allow students to learn alongside occupational therapy and physiotherapy students to reflect real world working. Examples of learning and teaching methods used include:

- Lead lectures
- Practical classes and immersive simulation
- Seminars
- Tutorials
- Kitchen practical sessions
- Scientific laboratory sessions
- Problem-solving and group work
- Oral presentations
- Use of e-learning (pre-reading, pre-recorded lectures, self-assessment quiz, online discussions and synchronous virtual sessions)
- Case Study based Scenarios.

Learning in the university setting is complimented by practical and clinical skill development, using the skills and simulation suite, Ability House (a simulated home setting), large teaching kitchen and science labs. Valuable learning opportunities are provided using service users/carers and other professionals in both teaching and assessment strategies at all levels. With opportunities for interprofessional learning both within the university and the clinical practice setting, including during simulated practice where students work with a range of professionals including occupational therapists, physiotherapists, nurses and social workers.

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 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. Student meetings with personal academic tutors (PAT) are

scheduled on at least four occasions in the first year and three times in each of the other years of the course.

### Contact time

In a typical week at levels 4 and 5 students will have approximately 12 contact hours of teaching per week. This will vary depending on module structure and practical workshops to support in-class delivery. In level 6 students will normally have slightly less contact time (10 hours) to facilitate independent study. On average, 90% of teaching will be campus-based face to face teaching with 10% blended online learning. Typically, class contact time each week is structured around pre-reading using online resources, followed by interactive seminar sessions, practical workshops or lectures.

Students will undertake placement hours at levels 4, 5 and 6. Full-time practice learning placements equate to 37.5 hours per week for practice learning delivered in placement blocks. All these learning hours will be formally recorded and signed by a HCPC Registered Dietitian on successful completion of the Placement Learning Outcomes. In total, students will undertake a minimum of 1000 hours in clinical practice as stipulated by the BDA (2020).

### Independent self-study

In addition to the contact time, students are expected to undertake around 20-25 hours of personal self-study per week. Typically, this will involve pre-reading material via the virtual learning platform, guided independent study, self-directed reading around the subject area, preparing assessments or revision.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a range of experienced, well qualified academics, HCPC registered Dietitians, nutritionists, scientists and other health care professionals including Physiotherapists and Occupational Therapists. The team is well supported by service users and carers in 'expert by experience' roles from IMPACT and practice partners. Teaching is informed by research and practice. All course lecturers have or are working towards a higher education teaching qualification or are Associates, Fellows or Senior Fellows of the Higher Education Academy.

### Practice Learning

BSc (Hons) Nutrition and Dietetics is a professional course that consists of both academic theory and practice placement hours across the three years of study. To meet the requirements of the British Dietetic Association (BDA), students must complete a minimum of 1000 hours of supervised and assessed practice, either in a practice-based learning setting or simulated practice at the University. Placements are delivered in 4 blocks of full-time placement (37.5 hours per week). This will take place in a wide variety of practice settings. Theory and Practice are fully integrated within the programme. Placements are embedded within taught modules as shown:

Practice Learning Placements over the 3 academic years:

Level	Placement	Simulation	Module	Placement hours
Level 4	2-week placement (end of semester 2)	1 week simulation	DIET1004 Behaviour change and communication skills for	112.5 hours

			dietitians (30 credits)	
<b>Level 5</b>	10 week placement (end of semester 2)	1 week simulation	DIET2005 Clinical reasoning and ethical decision making in dietetic practice (30 credits)	412.5 hours
<b>Level 6</b>	10 week placement (semester 1)  4 week placement (semester 2)	1 week simulation	DIET3001 Consolidating dietetic practice (30 credits)  DIET3002 Public Health and Promotion (30 credits)	412.5 hours  150 hours

#### 14. Assessment Strategy

The approach to assessment is based on achieving the learning outcomes that relate to the knowledge, skills, values and behaviours of a practicing dietitian at the end of the degree course. The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which is graded and count towards the overall module grade. Assessments used are inclusive and will include:

- Presentations
- Posters
- OSCE (Observed Structured Clinical Examination)
- Written essays and reflective essays
- Research Proposal
- Dissertation
- Case Studies
- Portfolios
- Interview
- Development of a Business Case
- Delivery of a micro teaching session

Through inclusive assessment, students will develop the skills required of a practising lifelong learner in Dietetics. Guided study is provided to engender independence in learning from Level 4. The course will also develop academic skills such as scientific writing, researching, critical thinking and clinical reasoning utilising the current evidence base in readiness for employment.

A typical formal summative assessment pattern for each year of the course is:

##### Level 4

Critical report, poster presentation, group presentation, reflective essay, individual presentation, portfolio, report, essay, exam.

##### Level 5

Essay, OSCE, poster presentation, OSCE, group presentation, case study, group presentation, portfolio, research proposal.

**Level 6**

Poster presentation, dissertation, interview, reflective essay, portfolio, report, individual presentation, written essay.

**Assessment of Theory**

Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress, facilitated by the integration of theory with professional practice throughout the course. This is demonstrated using both formative and summative assessment opportunities in each module, identified within module outlines. Formative assessment via a range of activities includes practical skill feedback, observation, class discussions, dedicated tutorials, peer assessments and mock exams. This is central to the learning, teaching and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments.

All module outlines encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this. All students are encouraged to discuss assignment plans and/or submit samples of writing of up to 500 words to their module lead as part of the formative assessment strategy. A Dissertation (DIET3003 Generating the evidence), undertaken at Level 6 facilitates truly independent learning with supervision from a named tutor who provides guidance of 6 hours in a negotiated learning process with individual students.

A mixture of assessments is intentionally set to maximise opportunities for all students to perform and develop skills relevant to future academic and professional study. Modules that include more than 2 assessment items allow students to experience a variety of assessment approaches within a subject area and to demonstrate ability and effectiveness across a range of dietetic practice skills and knowledge. Students must pass all components of a module assessment to pass the module. Each module outline uses a template for parity and includes an assessment brief with clear guidance about how to approach and present the assessed work, and explicit marking criteria which is published on Blackboard, and is introduced in every module in a taught session. The course utilises the Universities Generic Grade Descriptors across all modules, and all assessment rubrics include the assessment of spelling, punctuation and grammar as part of these grade descriptors.

Assessment submission dates are spread evenly across the course. Assessment guidelines together with a year planner for hand in dates are published in the Course Handbook and on Blackboard to support students in planning their assessment load. Formal module launches at the start of each module will contain more detailed explanation and expectations about the assignment. This will include showing students the marking rubrics that have been developed for use by marking teams, which also provide feedback and grade criteria for students. Students are also made aware of the marking standardisation, moderation and external examiner approaches to marking to assure them that fair and rigorous processes to assess their learning and achievement are in place.

**Assessment of Practice**

Assessment of Practice Learning will be assessed against the West Midland Dietetic Practice Education Partnership (WMDPEP) capabilities framework for practice placements and will be pass / fail. Students must pass the required learning outcomes and capabilities of practice education specified in the Practice Learning Documents and to pass the associated Dietetic module learning outcomes in each year of the course. Nutrition and Dietetics modules have been developed to facilitate achievement of the HCPC (2023) Standards of Proficiency for Dietitians.

**Retrieval of failed placement:**

[BDA Curriculum Framework](#) (2020) states that students cannot repeat a placement more than once, and no more than 50% of placement hours can be repeated. Each practice learning

placement must be passed before progressing to the next academic level. To pass the practice placement students must achieve the criteria outlined in the Practice Learning Document (PLD) for each placement which are consistent with the HCPC Standards of Proficiency for Dietitians (2023), and each student must complete the required hours.

## 15. Programme structures and requirements

The BSc (Hons) Nutrition and Dietetics is a 3-year full-time course. Only those students successfully completing the BSc (Hons) Nutrition and Dietetics course are eligible to apply to register with the Health and Care Professions Council and apply to join the British Dietetic Association.

Please see the Award Map below:

### Level 4

Module code	Module title	Credits (number)	Status (Mandatory (M) or Optional (O))
ALHS1206	Foundations for professional practice	15	M
DIET1001	Introduction to dietetic practice	15	M
DIET1002	Nutritional physiology and metabolism	15	M
DIET1003	Principles of food science, production and provision	15	M
DIET1004	Behaviour change and communication skills for dietitians	30	M
BIOL1004	Introduction to anatomy and physiology	15	M
ALHS1204	Health and Wellbeing	15	M

### Requirements at Level 4

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 4 to level 5.

### Level 5

Module code	Module title	Credits (number)	Status (Mandatory (M) or Optional (O))
ALHS2204	Teamwork for professional practice	15	M
DIET2001	Dietary management and prevention of disease	15	M
DIET2002	Applied dietetics in pregnancy and paediatrics	15	M
DIET2003	Clinical dietetics 1	15	M
DIET2004	Clinical dietetics 2	15	M
DIET2005	Clinical reasoning and ethical decision making in dietetic practice	30	M
ALHS2205	Research methods: developing the evidence	15	M

### Requirements at Level 5

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 5 to level 6.

### Level 6



Module code	Module title	Credits (number)	Status (Mandatory (M) or Optional (O))
ALHS3204	Enhancing employability	15	M
DIET3001	Consolidating dietetic practice	30	M
DIET3002	Public health and health promotion	30	M
DIET3003	Generating the evidence (Dissertation)	30	M
ALHS3206	Leadership throughout professional practice	15	M

### Requirements at Level 6

All modules are mandatory, and all 120 credits must be successfully completed to achieve the award.

## 16. QAA and professional academic standards and quality

Successful completion of the course enables graduates to apply to join the register of Dietitians with the Health and Care Professions Council (HCPC). The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2014), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. This award is located at level 6 of the FHEQ. It operates under the Taught Courses Regulatory Framework.

The course meets the following benchmarks:

- [HCPC Standards of Education and Training \(2017\)](#)
- [BDA Curriculum Framework \(2020\)](#)
- [QAA Subject Benchmark statement for Dietetics \(2019\)](#)

The following professional standards are embedded within the programme:

- [HCPC Standards of Proficiency for Dietitians \(2023\)](#)
- [HCPC Standards of Conduct, Performance and Ethics \(2024\)](#)
- [HCPC Standards of conduct and ethics for students \(2016\)](#)

This award is located at Level 6 of the [OfS sector recognised standards](#).

## 17. Support for students

### Induction

An induction in Welcome Week provides students with the opportunity to meet other students on their course and meet the teaching team, the vice-chancellor and the Head or Deputy Head of Allied Health and Community. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, and the student union. There is also an introduction to the Nutrition and Dietetics course, the course team, and the profession with a focus on developing professionalism. Students are signposted to the student support services which include:

- <https://www2.worc.ac.uk/firstpoint/>
- <https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
- <https://www2.worc.ac.uk/disabilityanddyslexia/>
- [Our Community - University of Worcester](#)

### **Personal and Academic Tutoring**

There is wide ranging support for students on the BSc (Hons) Nutrition and Dietetics course. One of the main ways in which students are supported on the course is through the university-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in groups or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

### **Year Tutors**

Each academic year is overseen by a Year Tutor whose role is to manage the overall student learning experience of the Nutrition and Dietetics course.

### **Practice learning support**

In practice placement learning, all students are allocated an appropriately trained Practice Educator (PE) to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation and are required to attend regular updates as per the requirements of HCPC. Both student and PE are supported by a member of the academic course team. This role involves using virtual or in-person meetings to meet with PE and student, together and separately, to review progress and the placement experience.

### **Disabled students**

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. The Disability and Dyslexia Service within Student Services provides specialist support for students. Additionally, the University's Policy and Procedures on Inclusive Assessment sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The Nutrition and Dietetics course has a proactive and inclusive approach to disabled students and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice (Practice Placement Adjustment Plan), ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

### **Student membership of the BDA**

Students on the BSc (Hons) Nutrition and Dietetics course are strongly encouraged to become student members of the professional body, the British Dietetic Association, during induction week. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study and professional development resources, and begin the process of developing a professional identity.

## **18. Admissions**

### **Admissions policy**

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to Nutrition and Dietetics are made in line with the University's Admissions Policy and Diversity and Equality policies. Applications are

welcomed from school and college leavers, mature applicants and international students, and places are offered on merit. The university is committed to widening participation and our broad entry requirements reflect this. All applications are assessed using values-based recruitment principles, to ensure that applicants have the ability and capacity to develop the knowledge, skills and behaviours of a future Dietitian.

### **Entry requirements**

The normal minimum entry requirement for the BSc Nutrition and Dietetics undergraduate degree is the possession of 4 GCSEs (Grade C/4 or above) including English, maths and science, and 120 UCAS Tariff Points to include Biology and/ or Chemistry related subjects. Other qualifications will be considered on an individual basis that have demonstrated equivalent learning. University of Worcester GCSE Maths and English equivalency tests are also accepted.

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.

### **English Language Requirements**

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5 (HCPC 2017).

### **Disclosure and Barring Service (DBS) requirements**

Enhanced disclosure under the DBS is a requirement for entry. Students on the course are also asked to declare any changes in their DBS status at the beginning of each academic year on SOLE and to sign a Dietetics Code of Conduct which is in the course handbook. Students are required to pay for their DBS check.

### **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 webpages or from the Registry Admissions Office (01905 855111). Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (B4D1). All applications are screened for academic suitability by Admissions administrators. Academic tutors will then screen applicants further based on knowledge of the profession and transferable skills. Applicants who meet the entry criteria and screening score are invited to interview. All applicants are considered, including those from previous admissions cycles, and those who have been unsuccessful. Selection is made based on:

- Achievement of minimum entry criteria.
- Personal statements to demonstrate a full understanding of the breadth of the profession.
- Evidence of transferable skills i.e., leadership, teamworking, experience working with people
- Awareness of qualities and values required to work as a dietitian.
- All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

### **Admissions/selection criteria**

Candidates who meet the criteria for admission are invited to attend for an interview. The interview process consists of group-based activities and individual interviews. These activities enable candidates to demonstrate the values and qualities required of a Dietitian, and to show their understanding of the Dietetics profession. Members of the University's IMPACT group form part of the interview panel.

Applicants who do not meet the current academic requirements to study BSc (Hons) Nutrition & Dietetics, can apply to undertake BSc (Hons) Nutrition & Dietetics with Foundation Year via UCAS.

- BSc (Hons) Nutrition & Dietetics with Foundation Year **B4D2**

All applicants for the BSc (Hons) Nutrition & Dietetics with Foundation Year will complete the admission/selection criteria identified above. All students who meet all the criteria for entry to Nutrition & Dietetics with Foundation Year and are successful at interview are offered a place, conditional upon confirmation of good health and good character. **Please note: the number of places on the Foundation Year for Nutrition & Dietetics students will be capped due to limited placement capacity.** Progression from the Foundation Year to the BSc (Hons) Nutrition & Dietetics subject to successfully passing all modules of the Foundation Year.

For the BSc (Hons) Nutrition & Dietetics with Foundation Year only level 4-6 is approved by the HCPC. The level 3 Foundation Year sits outside HCPC and BDA requirements.

Please see the [Healthcare Professions Foundation Year Programme Specification](#) for full details.

## 19. Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module and a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- For practice placements students must meet the required hours of attendance as part of the assessment for passing placement.
- Students that have not achieved a provisional pass mark in one or more of the following modules (DIET2002, DIET2003, DIET2004) will be reviewed by a practice panel to determine whether they commence placement B.

### Submission of assessment items

- A student who submits 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.
- A student who submits 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 please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is 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-.

- Students cannot repeat a placement more than once, and no more than 50% of placement hours can be repeated. Failure to pass practice elements of modules (DIET1004, DIET2005, DIET3001, DIET3002) following reassessment will lead to the student being withdrawn from the programme.
- If a student is unsuccessful in the reassessment of a theory element of modules (DIET1004, DIET2005, DIET3001, DIET3002) they have the right to retake the theory element with attendance; this may require the student studying on a part-time basis to retrieve the failure. The re-take 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 reassessment.

### Requirements for Progression

- A student at Level 4 will be permitted to progress to Level 5 only when they have passed 120 credits at Level 4.
- A student at Level 5 will be permitted to progress to Level 6 only when they have passed 120 credits at Level 5.
- 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.

This course is subject to the [University's fitness to practice procedures](#).

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [ <i>Certification of Higher Education Health Care Sciences</i> ]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [ <i>Diploma of Higher Education Health Care Sciences</i> ]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours) [BSc Health Care Sciences without eligibility to apply to register with the HCPC and BDA]	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 any of the mandatory modules for Level 5 and Level 6 of the award (excluding the Dissertation module) as specified on the award map.
Degree with honours [BSc (Hons) Nutrition and Dietetics]	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

### 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

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

### Graduate destinations

100% of graduates from other AHP courses within the University have found employment without difficulty, mainly within the NHS. A small number have taken up posts in private healthcare.

### Student employability

Employability is integral to the Nutrition and Dietetics course; the aim of the course is to produce graduate chartered Dietitians. The spiral curriculum facilitates professional development with a developing focus from self to others to services over the course. This is supported with shared modules, inter-professional learning and practice placements integrated within modules on the course, preparing students for graduation and professional employment. The teaching team works hard to develop students' employability skills in a shared Level 6 module (Enhancing Employability ALHS3204). This module focusses on making sure students are ready for their first job, as well as making them aware of the current political climate, and the direction of travel of the profession, and strategies to maintain and promote their own health and wellbeing in the workplace. It also covers the basics of securing a job; interview technique, and presenting themselves professionally as a future graduates, supported by local employers who deliver many of the taught sessions. There is significant involvement and support from a wide network of local stakeholders with over 30 external speakers as Visiting Lecturers involved in delivering this module.

### Links with employers

The BSc (Hons) Nutrition and Dietetics course has extremely close links with both local practice partners who provide many opportunities for employment for graduates. They are invited to support the Enhancing Employability module, and job opportunities and communication about posts are shared during academic visits to students on placement as well as from the Year 3 tutor and Course Leader. Partners have been involved in evaluation of our established modules, learning outcomes, placement consideration of current content and have been central to our development of new placement models and new academic modules to facilitate graduate employment and succession planning in local Trusts. Annual Mentor Awards ensure that practice partners receive recognition for their input to practice education and the future of their workforces.

**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 associated course documentation e.g. course handbooks, module outlines and module specifications.