

## Programme Specification

### MSc/Postgraduate Diploma Nutrition and Lifestyle Medicine

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

*Table 1 Programme Specification for MSc/PG Dip Nutrition and Lifestyle Medicine*

<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>	<a href="#"><u>Nutritional Therapy Education Commission</u></a>
<b>4.</b>	<b>Final award or awards</b>	MSc/PGDip
<b>5.</b>	<b>Programme title</b>	Nutrition and Lifestyle Medicine
<b>6.</b>	<b>Pathways available</b>	N/A
<b>7.</b>	<b>Mode and/or site of delivery</b>	Highly blended programme with one mandatory attendance block per semester
<b>8.</b>	<b>Mode of attendance and duration</b>	MSc: Full-time 12 months (maximum registration period 3 years). Part-time 2-3 years (maximum registration period 6 years) PGDip: Full-time 12 months (maximum registration 3 years) Part time up to a maximum of 6 years.
<b>9.</b>	<b>UCAS Code</b>	N/A
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#"><u>The Skills for Health, National Occupational Standards</u></a> for Nutritional Therapy, (CNH1, 2, 8 and 9) <a href="#"><u>Nutritional Therapy Education Commission, Core Curriculum</u></a> <a href="#"><u>Complementary &amp; Natural Health Care Council, Core Curriculum</u></a> <a href="#"><u>The Quality Assurance Agency, QAA (2020) Master's Degree Characteristics</u></a>
<b>11.</b>	<b>Date of Programme Specification preparation/revision</b>	Approved July 2023 July 2023 – annual updates July 2024 – update to section 15 Programme structure relating to part-time pathways

#### **12. Educational aims of the programme**

The course is aimed at graduates in nutrition, health or biology related subjects who wish to qualify as registered Nutritional Therapy Practitioners in the UK at postgraduate level 7. For those with a non-science related degree, a “bridging” access assessment based on resources from the “Access to Nutrition and Lifestyle Medicine” short course will be provided, which is equivalent to 30 hours of study of chemistry, biochemistry, cell biology and nutrition. Registered Nutritional Therapy Practitioners who wish to upgrade their qualification to Masters Level can also apply, and a “Negotiated learning in advanced practice” module is available as an alternative to the Clinical Practice module.

International students may apply, although practising internationally will depend on having Professional Indemnity Insurance that covers for practice in the UK, irrespective of location. Practice may also be subject to country-specific legal restrictions; registration with the [Complementary & Natural Healthcare Council](#) and membership of a professional body (e.g. [British Association for Nutrition and Lifestyle Medicine](#)) is recommended. Full-time (1 year)

and part-time (over 3-6 years) options are available, meaning we offer flexible and accessible learning to meet the needs of all students.

The PGDip and MSc courses are accredited by the [Nutritional Therapy Education Commission](#). Successful graduates from the MSc and PGDip Nutrition and Lifestyle Medicine programmes are entitled to apply to register as Nutritional Therapy Practitioners with the [Complementary & Natural Healthcare Council](#) and become full members of a professional body e.g. [British Association for Nutrition and Lifestyle Medicine](#) or the [Naturopathic Nutrition Association](#). The course includes clinical practice either online or in the University's [McClelland centre student clinic](#).

### **Educational Aims for MSc Nutrition and Lifestyle Medicine**

The MSc Nutrition and Lifestyle Medicine course aims to develop learners' understanding of nutrition and lifestyle sciences to enable postgraduate students to develop the knowledge, skills, values, and behaviours integral to the work of a [CNHC](#) registered Nutritional Therapy Practitioner, a [BANT](#) registered Nutritionist, or other healthcare professions giving nutrition and lifestyle advice to the public. The inclusion of lifestyle in the course title reflects the [BANT](#) scope of practice when training as a Nutritional Therapy Practitioner, and the expectation that personalised nutrition and lifestyle recommendations are provided.

In particular, the course aims to:

1. Facilitate safe, competent, reflective, ethical and legal Nutritional Therapy Practitioners who meet the [National Occupational Standards](#) (CNHC1, 2, 8 and 9) and are eligible to apply for registration with the [Complementary and Natural Health Care Council](#).
2. Provide the opportunity to develop advanced clinical, practical, and business skills and a comprehensive knowledge base at the forefront of Nutritional Therapy/Nutrition and Lifestyle Medicine, which focus on client-centred and personalised health and well-being.
3. Embed the [Complementary & Natural Health Care Council, Core Curriculum](#) to foster a flexible student-centred forum for advanced, level 7 study of Nutritional Therapy/Nutrition and Lifestyle Medicine.
4. Provide and support opportunities for the development of critical appraisal skills required to deliver evidence based Nutritional Therapy/Nutrition and Lifestyle Medicine.
5. Enhance awareness of the impact of behavioural, social, cultural, political, and ethical considerations on their learning and clinical practice, with a focus on client-centred health and wellbeing.
6. Develop the ability to demonstrate a critical appreciation of different perspectives and values held by users of complementary therapies, health professionals, clients, relatives, and carers.
7. Give students the confidence to self-manage aspects of continuing professional development to remain competent and relevant as a practitioner.
8. Further understanding of the application of different research methodologies and methods, preparing students to design and implement a personal research project related to Nutritional Therapy/Nutrition and Lifestyle Medicine.

### **13. Intended Learning Outcomes for PGDip / MSc Nutrition and Lifestyle Medicine**

The subject-specific learning outcomes are achievable throughout the modules.

### Programme Learning Outcomes

	<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
1.	Apply theoretical knowledge and understanding of biochemistry and physiology to underpin effective practice of Nutritional Therapy/Nutrition and Lifestyle Medicine.	NUTH 4041 4042 4043 4044 4045	PG Dip MSc
2	Demonstrate a systematic understanding and informed and selective awareness of nutritional and lifestyle knowledge at the forefront of this discipline.	NUTH 4042 4043	PG Dip MSc
3	Use and apply nutrition science and behaviour change knowledge effectively to assess, plan and evaluate nutritional and lifestyle improvement plans for individuals and specific groups.	NUTH 4044 4045	PG Dip MSc
4	Demonstrate a critical understanding of the ethical, legal, business and marketing framework for successful safe and effective professional practice.	NUTH 4045	PG Dip MSc

<b>Cognitive and Intellectual skills</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b>
5	Retrieve, interpret, critically evaluate and synthesise specific knowledge in using established methods of enquiry in Nutritional Therapy/Nutrition and Lifestyle Medicine.	NUTH 4046 4047	MSc
6	Demonstrate and apply self-management, self-reflection, criticality, problem-solving and lifelong decision making.	All modules	PG Dip MSc
7	Innovatively apply the appropriate enquiry techniques and awareness of clinical reasoning to explore current practice to create new understandings.	NUTH 4041 4044	PG Dip MSc
8	Independently design, manage and evaluate a personal research project relating to applied Nutritional Therapy/Nutritional and Lifestyle Medicine.	NUTH 4046 4047	MSc

	<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>	<b>Award</b>
9	Critically reflect on their own knowledge, skills, values and clinical practice.	NUTH 4041 4044 4045	PG Dip MSc
10	Exercise autonomy and personal responsibility for professional practice and lifelong learning	NUTH 4045	PG Dip MSc
11	Work independently and collaboratively with clients and other health professionals, relatives and carers, and consider behaviour change strategies, where relevant.	NUTH 4045	PG Dip MSc
12	Demonstrate safe, competent, ethical, legal and effective Nutritional Therapy/Nutrition and Lifestyle Medicine.	NUTH 4045	PG Dip MSc
13	Demonstrate business skills strategies necessary to establish Nutritional Therapy/Nutrition and Lifestyle Medicine.	NUTH 4045	PG Dip MSc

<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>	<b>Award</b>
14	Establish digital literacy competence, such as retrieving, evaluating, and communicating dietary and nutritional assessment information effectively.	NUTH 4041	PG Dip MSc
15	Exercise social responsibility when communicating to a range of different audiences through a variety of methods and media and demonstrating high standards of clarity and coherence.	NUTH 4042 4043 4045 4047	PG Dip MSc
16	Critically reflect on own goals, lifelong learning and issues of professional practice.	NUTH 4041 4044 4045	PG Dip MSc
17	Consolidate cognitive and transferable skills and develop independence and autonomy in learning	NUTH 4045 4047	MSc

### **Learning, teaching and assessment**

This course attracts students from a wide age range and diverse entry points; to accommodate this a broad approach to learning, teaching and assessment is employed. Methods are inclusive and varied and provide different opportunities to learn, with a highly blended learning approach with a hybrid of learning approaches including face-to-face, online synchronous, and online asynchronous, to cater for a range of learning styles. 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. This enables students to meet the learning outcomes of the programme by becoming critically thinking

independent learners. Critical thinking is based on academic research and methodologies informed by scholarship and professional practice.

### Teaching

Student-centred teaching is delivered in a variety of ways to encourage self-directed autonomous learning. This includes in person lectures (one block per semester) and synchronous (scheduled 'live', tutor facilitated) online lectures. Online learning activities are delivered through the Virtual Learning Environment (Blackboard). Seminars and workshops are an integral part of most modules and may be based around exploring dietary analysis, drug-nutrient interactions or exploring case studies using a systematic and functional approach. Teaching is further supported by a managed learning environment of asynchronous eLearning activities. The development of reflective practitioners is embedded throughout with opportunities for personal development planning, reflection of clinical role plays, and critical reflection of clinical practice. A range of other approaches may be incorporated where relevant e.g., online quizzes and informal presentations in group workshops. Timetabled group and individual tutorials are included in each module, as well as being integral to dissertation supervision, and managed via virtual conferencing software (MS Teams).

Clinical skills development throughout the theory modules will include theoretical and practical approaches to build on knowledge and understanding and to enable students to meet the [National Occupational Standards](#) for Nutritional Therapy. The Professional Practice Standards of the [Complementary & Natural Healthcare Council](#) and [The British Association for Nutrition and Lifestyle Medicine](#) are embedded throughout the course including the clinic teaching and practice. A wide variety of practice skills sessions are included in the theory modules; dietary analysis, information gathering, anthropometric testing workshops, interpreting GP and functional test results, clinical case scenario role plays resulting in a full case role play in the clinical practice module. Communication skills and behaviour change theory and practice are also embedded in this as are the development of business skills to enable students to set up in practice or start their own business on completion of the module. Students will also be able to observe student clinics via videos on Blackboard (where consent has been given by the client for the recordings to be used, in line with GDPR). The clinical practice module takes place either online or in the University teaching clinic, which meets the University's [Management of Placement and Work-based Learning Policy](#). Students are fully supervised and assessed by an experienced, qualified and registered nutritional therapist and on average see three clients two times over a period of a semester to build on the skills developed in the theory modules.

The learning is supported by use of Blackboard for resources, which includes an electronic reading list. 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 \(PAT\)](#) 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.

### Contact time

The programme comprises six taught modules with teaching and learning activities running across three semesters. Most taught modules are delivered using a combination of face-to-face, synchronous and asynchronous online learning which equates to approximately 48 weeks of learning for full-time study and the precise contact hours will depend on the module. Full-time students (starting in September) complete all six taught modules across three semesters, plus the dissertation within the second and third semester in one academic year (12 months). It is expected that a full-time student will be spending 37 hours per week engaged in study.

Typically, contact time for a 15-credit module will be structured around:

30 hours synchronous and asynchronous lectures/seminars/practical activity (approximately 6-12 hours synchronous).

Typically, contact time for a 30-credit module will be structured around:

60 hours synchronous and asynchronous lectures/seminars/practical activity (approximately 12-24 hours synchronous).

Students studying part-time will usually study **1 module (or in some cases 2 modules)** per semester, with a minimum requirement of two modules over 12 months.

### **Independent self-study**

In addition to the contact time, students are expected to undertake independent self-study, the time for which will vary depending on a 15 credit or 30 credit module. Typically, this will involve preparing for lectures and seminars, reading set texts and papers, watching and writing a written commentary of recordings of consultation videos, and preparing for assessments. Given this is a highly blended course, students will also be expected to engage with asynchronous online lectures within this self-study time.

Students are expected to read around topics introduced in class to further extend their knowledge and identify areas that need clarification in class. 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. This is guided by teaching staff and may include reading journal articles, online quizzes, problem-based learning exercises, assignment preparation and for the clinical practice consultation preparation.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules. The seven current permanent staff all work part-time and are [Complementary & Natural Healthcare Council](#) registered practitioners; this is a full-time equivalent of 3.8 and all permanent staff are research active.

All staff have a higher education teaching qualifications or are Fellows of the Higher Education Academy and one staff member is a Senior Fellow.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments in each module these can range from a short section of the assignment for review and feedback to a role play. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment is planned across the course and is designed to provide students with the opportunity to demonstrate their core subject knowledge, clinical and professional skills across practice and academic settings. It enables students to identify their progression and achievements towards becoming competent, effective evidence based and legal Nutritional Therapy Practitioners. It incorporates both formative (informal and developmental) and summative (formal) assessment strategies. All summative assessments are constructively aligned to the modular learning outcomes. A student-focused range of assessment strategies are used to facilitate the integration of theory with Nutritional Therapy practice and work as a registered Nutritionist while developing clinical reasoning and communication skills. A key feature of the assessment strategy is the range of assessments from case analysis to journal

articles to presentations with the opportunity to practise and build clinical skills throughout the course.

Assessment methods include:

- Critique of food guidelines
- Personal Development Planning
- Reflection and critical reflection
- Case study analysis and nutritional and lifestyle plans
- Live clinic assessments
- Evidenced notes or handouts for clinical practice or information education workshops
- Poster presentation
- Recorded presentations
- Dissertation
- Critical appraisal of academic articles

The precise assessment requirements for an individual student in an academic year will vary accordingly depending upon whether they are studying full-time or part-time. Two theory modules (NUTH4041, NUTH4044) are a pre-requisite to the clinic practice module (NUTH4045) and must be passed prior to the start of the module. A typical formal summative and formative assessment pattern for each year of the course is:

#### Assessment plan for full time 12-month Masters

Semester 1	Semester 2	Semester 3
Practical assessment and case analysis Case studies Research proposal	Case analysis Video presentation Journal article Academic poster and oral defence	Business plan posters Clinic assessments Dissertation

#### Assessment plan for part time Masters

Year 1		
Semester 1	Semester 2	Semester 3
Practical assessment and case analysis	Case analysis Video presentation	
Year 2		
Semester 1	Semester 2	Semester 3
Case studies	Journal article	Business plan posters Clinic assessments
Year 3		
Semester 1	Semester 2	Semester 3
Research proposal	Academic poster and oral defence	Dissertation

#### 14. Assessment Strategy

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and objectives, and for students to demonstrate their achievement of [The Skills for Health, National Occupational Standards](#) for Nutritional Therapy Practitioners. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their personal strengths and to identify and develop



improvements in any weaknesses. This will be achieved by formative and summative assessment of both theory and practice and with reflection and reflexivity both in theory and practice. Students will experience a range of assessments as specified in the module assignment brief, which includes a grid of assessment criteria for each grade. These are aligned to the course assessment criteria, which have been developed from the [University Postgraduate Grading Descriptors](#) criteria and meet the requirements of The [University's Assessment Policy](#).

Each module has one or more formal 'summative' assessment, which is graded, and counts towards the overall module grade to assess the learning achieved in that module; for those with more than one assessment both must be passed to achieve an overall pass in the modules. All modules have formative assessments, designed to support the student's achievement in the module. All students are encouraged to act on feedback received in formative assessments and other assessments by meeting with their module or Personal Academic Tutor (PAT) to discuss this.

The assessment of the [Skills for Health](#), National Occupational Standards takes place either online or in the University McClelland Centre student clinic where students see a minimum of three clients for two appointments each and are assessed for each consultation against the [National Occupational Standards](#) competencies (CNH1, 8 and 9). The students must achieve each competency three times over initial and follow-up appointments to meet the criteria for success. This includes the preparation for the consultation, which demonstrates a critical evaluation of the evidence to inform clinical decisions. The achievement of the competencies will be evidenced in an electronic portfolio.

## 15. Programme structures and requirements

The MSc programme is three semesters full-time over twelve months with a flexible part-time pathway that needs to be completed within 6 years. See examples of part time pathway options below the Award Map (below). Only those completing the Postgraduate Diploma or Masters are eligible to apply to register with the [Complementary & Natural Healthcare Council](#).

### Award map

Table 6 award map for each level of the course

Module Code	Module Title	Status Mandatory (M) or Optional (O)		
		Credits (Number)	PG Dip Nutrition and Lifestyle Medicine	MSc Nutrition and Lifestyle Medicine
NUTH4041	Approaches to nutrition and lifestyle medicine	30	M	M
NUTH4042	Nutrition in early years, adolescence and reproduction	15	M	M
NUTH4043	Nutrition and lifestyle medicine in adults	15	M	M
NUTH4044	Applications of nutrition and lifestyle medicine	30	M	M
NUTH4045	Clinical practice and business development	30	M**	M**
NUTH4046	Research methods	15	M	M



NUTH4047	Dissertation	45	M	M
NUTH4048	Negotiated Learning in Advancing Practice	30	**	**
<b>Total Credits</b>		180	120	180
<p><b>PG Diploma</b> To be awarded the PG Dip Nutrition and Lifestyle Medicine, students must successfully complete 120 credits at level 7 NUTH4041, NUTH4042, NUTH4043, NUTH4044, NUTH4045 (*or NUTH4048) ** NUTH4048 is an alternative to NUTH4045 for CNHC-registered Nutritional Therapy Practitioners</p>				
<p><b>Masters (MSc)</b> To be awarded the Masters, students must complete 180 credits at level 7 NUTH4041, NUTH4042, NUTH4043, NUTH4044, NUTH4045 (*or NUTH4048), NUTH4046, NUTH4047 ** NUTH4048 is an alternative to NUTH4045 for CNHC-registered Nutritional Therapy Practitioners</p>				

*Examples of Part Time pathways for MSc and PG Diploma:*

Mode of Study	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
PT MSc (2 years)	Sem1:NUTH4041 Sem2: NUTH4044 Sem3: Summer tasks	Sem1: NUTH4046, NUTH4042, Sem 2: NUTH4043, NUTH4047 Sem3: NUTH4045, NUTH4047	
PT MSc (3 years)	Sem1:NUTH4041 Sem2: NUTH4044 Sem3: Summer tasks	Sem1: NUTH4042, Sem 2: NUTH4043 Sem3: NUTH4045	Sem1: NUTH4046 Sem 2 and 3: NUTH4047
FT PG Diploma* PT MSc**	* Sem1:NUTH4041, 4042, 4046** Sem2:NUTH4044, 4043 Sem3: NUTH4045	** Sem 2 and 3: NUTH4047	
PT PG Diploma	Sem1:NUTH4041 Sem2:NUTH4044, (Summer clinic preparation)	Sem1:NUTH4042 Sem2:NUTH4043 Sem3: NUTH4045	

**16. QAA and professional academic standards and quality**

This award is located at Level 7 of the [OfS sector recognised standards](#) and the course is aligned with the [FHEQ Descriptor for a higher education qualification at level 7](#).

The following professional body standards have been used in designing the course : [The Skills for Health](#), National Occupational Standards; Nutritional Therapy Education Commission, [Core Curriculum](#), The Complementary & Natural Healthcare Council, [Core Curriculum](#) plus the Complementary & Natural Health Care Council [Code of Conduct for Registrants](#) and the British Association for Nutrition and Lifestyle Medicine ([British Association for Nutrition and Lifestyle Medicine](#)), Applied Nutrition and Nutritional Therapy Professional Practice Standards.

The MSc and Postgraduate Diploma in Nutrition and Lifestyle Medicine will be re-accredited by the Nutritional Therapy Education Commission (NTEC) in May 2023 and reaccredited every three years from then.

## 17. Support for students

Detailed information is provided via the University website and potential students are also invited to attend online open events and visits to see the facilities and services and to speak to tutors.

### Induction

At the start of the programme all students participate in an induction session, which includes information on access to on-line resources, the [library](#) and study centre, [Student Services](#) and [Registry](#). In addition, pre-requisites to clinical practice include student membership of a professional body and student insurance which are not included in the course fees. Student professional body membership is recommended from the start of the course to enable access to their resources. Students also complete a health declaration at the start of the course and complete a student charter and fitness to practice declaration at the start of their clinical practice. Details of this will be outlined on the website, in the interview, on induction day and in the course handbook.

### Personal Academic Tutoring

Students are allocated a [Personal Academic Tutor](#) who will provide support and advice to students on an individual or group basis throughout their programme; these tutorials also inform student PDP planning and form part of two assignments. In addition, students who undertake a dissertation will be allocated one or two supervisors. University-based learning will be directed and supported by module tutors who offer group and online tutorials to support module and assignment work. Students have access to a course handbook, which includes course materials and details of the University of Worcester Policies and Procedures and the Taught Courses Regulatory Framework. The handbook also details the support services available within the University

[Student Services](#)  
[Disability and Dyslexia services](#)

### Clinical Practice in Nutritional Therapy

Pre-requisite learning pertaining to clinical practice includes modules NUTH4041 and NUTH4044, student membership of a professional body, and student insurance, the latter two of which are not included in the course fees. Students will also complete a Student Charter which includes a Fitness to Practice statement when they start their practice.

While undertaking clinical practice, Nutrition and lifestyle medicine students will be supervised by lecturers who are experienced practitioners, qualified and registered with the [Complementary & Natural Healthcare Council](#). Students will be supervised on an individual basis, while they are working with clients. Details about the clinic processes and assessments are made available to students in the clinical practice handbook.

### 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 on a one-to-one basis. 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.

## 18. Admissions

### Admissions policy

The course team are committed widening participation in higher education and are committed to the [University policies of equality, diversity and inclusion](#). Applications are encouraged from a wide range of individuals who wish to study at postgraduate level. This may include professionals from the healthcare services, complementary therapists, the voluntary sector, and others interested in studying nutrition and lifestyle medicine at an advanced level. In addition to those with first degrees in a nutrition-related subject, a conditional offer may be made depending on a “bridging” access assessment based on resources from “Access to Nutrition and Lifestyle Medicine”. An online interview is held by the course leader or her representative prior to acceptance on the course for all applicants.

### Entry requirements

Students wishing to join the programme must normally hold an honours degree at 2:2 or above in a biological science / health / nutrition related subject, or an international equivalent or have successfully completed the “bridging” access assessment.

Any applicants whose first language is not English or who has not been educated wholly or mainly in the medium of English must reach the [Nutritional Therapy Education Commission](#) specified standard of a minimum IELTS score (or equivalent in an approved test in English) of 7.0, with a minimum of 6.5 in any element.

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

### Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

### Admissions procedures

Interested students must first complete an online application form. All applicants will be interviewed online. Each applicant will be considered on their merits.

### Admissions/selection criteria

- Evidence of successful academic study at level 6 or equivalent.
- Ability to define nutrition and lifestyle medicine and have an awareness of the [British Association for Nutrition and Lifestyle Medicine](#) and the [Complementary & Natural Health Care Council](#)
- Satisfactory academic reference (or satisfactory reference from a current employer).
- Demonstrate interest and motivation for successful study at this level in personal statement or interview.
- Evidence of basic competence in IT skills such as use of Microsoft Office applications in application or personal statement or interview.
- Occupational Health clearance

Prior to starting the clinical practice module, students are also required to have student membership of a professional body e.g., BANT, and student professional indemnity insurance.

## 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 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 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. A grade of L1 will be used.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances. A grade of L2 will be used.
- For full details of submission regulations please 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 who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- 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.

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

### Requirements for Awards

*Table 7 requirements for awards*

Award	Requirement
PG Cert Nutritional Studies	Passed a minimum of 60 credits at level 7 including NUTH4041 and any three other 15 credit modules
PG Dip Nutrition and Lifestyle Medicine	Passed a minimum of 120 credits at level 7, as specified on the award map (NUTH4041, NUTH4042, NUTH4043, NUTH4044, NUTH4045 or NUTH4048)
Masters (MSc) Nutrition and Lifestyle Medicine	Passed a minimum of 180 credits at level 7, as specified on the award map (NUTH4041, NUTH4042, NUTH4043, NUTH4044, NUTH4045 or NUTH4048, NUTH4046, NUTH4047)

PG Cert and PG Dip awards are unclassified. The award of Masters may be made with Pass, Merit or Distinction.

### Classification of Masters

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

### Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

### Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher
- c) Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2 but are eligible for the award of a Masters.

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

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

### Graduate destinations

Graduates either go into private practice, lecturing, working for supplement and testing companies or have added nutrition and lifestyle medicine to an existing discipline.

Opportunities for graduates include:

Nutritional Therapy Practitioners in private sector, healthcare, health clubs, health food stores or support groups.

Technical advisors with supplement companies.

Nutrition journalism or other fields within the media.

Healthy eating / nutrition advisors or project managers in private or public health practices or Health product sales.

Working within the education sector as a lecturer of nutrition / nutritional therapy related subjects

Research into applied nutrition / nutritional therapy

Health promotion within existing practice.

Further study- PhD / MPhil

### Student employability

The programmes prepare students for employment by developing employability skills and attributes such as independence, team working, communication skills, reflection and personal development. Several MSc students have presented their work at conferences and others have published in peer-reviewed journals. The course also provides opportunities for students to consolidate their academic study with their workplace experience and through the Research Methods and Dissertation modules.

Nutrition and lifestyle medicine students have the opportunity to work with clients to plan and design personalised nutrition and lifestyle improvement programmes. They carry out their clinical practice online or in the University teaching clinic within the [McClelland Centre](#) where they are supervised on a one-to-one basis by the team. Students also have teaching sessions on business skills and setting up in private practice as a Registered Nutritional Therapy Practitioner or Nutritionist.

### Links with employers

The course has excellent links with employers within the field of nutrition and lifestyle medicine

including:

The professional body British Association of Nutrition and Lifestyle Medicine [BANT](#), which includes a presence at the BANT AGM showcasing student research plus several students usually undertake volunteer roles.

The Nutritional Therapy Education Commission ([NTEC](#)) where several members of the NT team are involved in accreditation, and one is on the NTEC Board.

The Complementary and Natural Healthcare Council ([CNHC](#)) for which one member of the team represents Nutritional Therapy as a Professional Standards Board member.

Links with a wide range of testing and supplement companies who regularly give talks to students, offer networking opportunities and publicise job vacancies.

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