

# BSc (Hons) Human Nutrition

## PROGRAMME SPECIFICATION

1	<b>Awarding institution/body</b>	University of Worcester
2	<b>Teaching institution</b>	University of Worcester
3	<b>Programme accredited by</b>	N/A
4	<b>Final award</b>	B.Sc. 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 normally during hours of 9:15 to 18:15 Monday to Friday.
9	<b>UCAS Code</b>	B400
10	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Biosciences Benchmark Statement (2007)
11	<b>Date of Programme Specification preparation/revision</b>	September 2011

### 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. Students can also map Nutritional competencies set out by the Nutrition Society against their course modules (see Human Nutrition Student Handbook).

In particular the course aims to:

- a) provide a broad practical laboratory based Human Nutrition curriculum.
- b) provide 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 Human Nutrition, 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 students 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 associate registered nutritionists with The Nutrition Society (only applies to those following a single honours course)

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

At the end of their course, students should be able to:

- a) have a broad knowledge base, and an critical understanding, of a range of nutritional concepts and principles at a variety of levels (from sub-cellular to whole organisms);
- b) access information from a variety of sources and show proficiency in assessing, evaluating, analysing, and synthesising the scientific information and data; and creativity in problem solving.
- c) communicate nutritional information and principles in an appropriate manner, employing visual, written and oral skills, using appropriate inter-personal skills and information communication technology;
- d) design ,execute and critically evaluate the outcomes of investigations carried out individually and in groups;
- e) record data accurately, analyse and interpret those data and test hypotheses;
- f) demonstrate proficiency in practical skills in the laboratory and be able to demonstrate safe working practices appropriate to this environment;
- g) demonstrate an understanding of ethical issues related to Human Nutrition and the requirement for codes of practice;
- h) 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.
- i) plan, execute and present a piece of hypothesis-driven work for an independent study in Human Nutrition.

A table mapping the learning outcomes of the course to the modules are detailed in [section 1 of the Human Nutrition student handbook](#).

#### 13.1 Learning and teaching assessment methods

The Human Nutrition course aims to provide supportive, student-centred learning environments that acknowledge and respond to the diversity of student backgrounds and experiences. The structure of the course enables students to move towards increasing

independence in their studies from level 4 to level 6 in line with the Framework for Higher Education Qualifications (FHEQ) and University policies for assessment and curriculum design. Level 4 modules offer students structured tutor support for their learning, whilst at level 5 this support becomes less structured, although the extent to which this occurs varies with the difficulty of the task. All level 6, modules offer students opportunities for more independent learning, although specific tutor help will always be available. Learning outcomes, and hence assessments will always be more demanding at level 6.

Students will participate in a wide range of learning experiences. Teaching, assessment and private study are interlinked in that they are all aspects of each student's personal and academic development. A list of the range of learning experiences that may be encountered on the course are given below:-

Lectures, practical sessions, practical demonstrations, seminars, student-led seminars, self-instructional workbooks, workshops, tutorials, field work, field classes, field trips, field visits, directed reading, independent study, group projects, web conferencing, self-directed study, reflective accounts of own work, group work, self-study packages, blended learning, laboratory investigations, class discussions, computer simulations, case studies, independent research, role-play, visiting speakers, reflective learning, interviews.

The course employs a variety of assessment methods, for more details please see section 14 of this programme specification.

### 13.2 Student skills

Students will be able to obtain a wide range of skills on this course, e.g. a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study in Human Nutrition, for details please see [PDP tables](#) in section 1 of the Human Nutrition student handbook. Nutritional competencies are mapped to Human Nutrition modules in [section 1 of the Human Nutrition student handbook](#).

## 14 Assessment Strategy

The approach to assessment is to use a wide range of assessment techniques (see [Table 4.2.1](#) in the Human Nutrition student handbook), each module normally has at least two different types of assessment. Every module will carry at least one form of formative and will deliver extensive feedback on assessments to allow students to improve their performance.

The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature and learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course.

Human Nutrition is a very practical course so there is considerable emphasis on coursework, although examinations and other forms of assessment are also utilised. We define formal formative assessment as formative work that is formally scheduled in modules. Formal formative assessment is offered on modules at all levels of the course but is especially prevalent at level 4 in the new 30 credit modules ([Table 4.2.1 in student handbook](#)). Here, rapid feedback via personal response systems will be used. Informal formative assessment is also offered on all modules on the course. A range of assessment methods is utilised to assess the learning outcomes of the course. Coursework assessment includes practical files, practical reports, skills portfolio, essays, seminar reports, interviews, and presentations. Examinations comprise end of course tests, long answer, short answer, multiple choice, practical examinations, seen examinations and open book examinations or combinations of

two or more of the above methods. This wide range of assessment methods has been devised to test a wide range of student skills.

The Human Nutrition course employs the UW generic undergraduate assessment criteria (see University Handbook), specific interpretation and elaboration of which will be outlined in assessment briefs within each individual module handbook given to the students. A table showing how each of the modules is assessed can be found in the Human Nutrition student handbook on [table 4.2.1](#).

## 15 Programme structures and requirements

### Award Map.

Modules are delivered at levels 4, 5 and 6 of the Framework for Higher education Qualifications (FHEQ). Note that all modules are 15 credits with the exception of the independent study and some modules which are 30 credits operating over both semesters. All modules are mandatory unless alternatives or options are specified. Joint honours students may study two subject areas in year 1, but thereafter may combine their subjects in different 'pathways'.

### AWARD MAP FOR A SINGLE AND JOINT HONOURS AWARDS

Title: BSc Human Nutrition

Year: 2011

Last Updated: September 2011

LEVEL 4					
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))		Prerequisites (Code of Module required)
			Single	Joint	
BIOS 1009	Introduction to Nutrition in Humans	15	M	M	None
BIOS 1010	Introduction to Human Anatomy & Physiology	15	M	O <sup>3</sup>	None
BIOS 1200	Biological Diversity	30	O <sup>1</sup>	O	None
BIOS 1201	Cell Biology	30	M	M	None
BIOS 1203	Health and Disease	30	M	O <sup>2</sup>	None
BIOS 1204	Biology of Disease	15	-	O <sup>2</sup>	None
BIOS 1205	Introduction to Molecular Biosciences	15	O	O	None

1 – Single honours Students who have studied Biology only to AS level (or its equivalent) may be asked to study BIOS 1200.

2 –Joint honours students who take their free modules in Biology are highly recommended to take BIOS 1203 or 1204

3– Joint honours students who take their free modules in Biology are highly recommended to take this module.

#### Single Honours Requirements at Level 4

*Single Honours students must take the Mandatory modules [BIOS 1009, BIOS 1010, BIOS 1201 and BIOS 1203]*

#### Joint Pathway Requirements at Level 4

*Students combining Human Nutrition with another subject must take BIOS 1009 and BIOS 1201 as mandatory modules. Students are reminded that they can take their free modules in Human Nutrition. If they choose to do so then they should consider taking BIOS 1204 instead of BIOS 1203. In a similar way combined honours students should consider taking BIOS 1010.*

#### In addition:

*All Single Honours and Joint honours students are permitted to choose up to two (2) Free Choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from Human Nutrition as listed above subject to availability. Single*

honours students who have not studied science for some time or may lack a science background may also be asked to study BIOS 1200 as both of their free modules.

LEVEL 5					
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))		Prerequisites (Code of Module required)
			Single	Joint	
BIOS 2003	Work Experience	15	O <sup>1</sup>	O	BIOS 1201
BIOS 2004	Research Methods	15	M	M <sup>2</sup>	None
BIOS 2023	Microbial Biology	15	O	O	BIOS 1201
BIOS 2024	Aerobiology and Health	15	O	O	BIOS 1200, 1201 or 1204
BIOS 2100	Molecular Genetics	15	O	O	BIOS 1201
BIOS 2104	Human Genetics	15	O	O	BIOS 1201
BIOS 2106	Systems Physiology	30	M	O	BIOS 1010 & BIOS 1201
BIOS 2107	Human Biochemistry & Metabolism	15	M	M <sup>3</sup>	BIOS 1201
BIOS 2108	The Food Supply Chain	30	M	M	BIOS 1009
BIOS 2301	Comparative digestive Anatomy & Physiology	15	O	O	BIOS 1200 or 1202

1 – Module required for students applying for accreditation by nutrition society.

2 - Joint honours students taking their independent study in Human Nutrition must choose BIOS 2004 as an additional mandatory module.

3 - Mandatory for students not taking an independent study in Human Nutrition.

#### Single Honours Requirements at Level 5

Students must take the Mandatory modules (BIOS 2004, BIOS 2106, BIOS 2107 and BIOS 2108).

Students are advised to select at least one of their remaining modules from the options given above.

#### Joint Pathway Requirements at Level 5

Joint Pathway students must take BIOS 2108. Students intending to complete Independent Study in Human Biology (BIOS 3001/2) must also take BIOS 2004. Students not intending to complete an independent study in Human Nutrition must also take BIOS 2107.

#### In addition:

All Single and Joint Honours Students are permitted to choose up to two (2) Free Choice modules at Level 5 (or a single 15 credit module at level 4 and/or level 6) from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from Human Nutrition as listed and advised above subject to availability.

LEVEL 6					
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))		Prerequisites (Code of Module required)
			Single	Joint	
BIOS 3001/2	Independent Study	30	M	M <sup>2</sup>	BIOS 2004
BIOS 3025	Nutrition through the life cycle	15	M	M	BIOS 1009 and BIOS 2108
BIOS 3027	Public Health Nutrition	15	M	M	BIOS 1009 and BIOS 1203 or 1204
BIOS 3028	Human Nutrition & Disease Prevention	15	M	-	BIOS 1009, BIOS 1203 and BIOS 2108.
BIOS 3100	Integrated Studies in Biology	15	M	M	None
BIOS 3114*	Research Methods and Project for Direct entry students	30	O <sup>1</sup>	O <sup>1</sup>	None
BIOS 3108	Communication & Integrative Physiology	30	M	-	BIOS 1010, BIOS 1201, BIOS 2106

- 1 - Direct entry students may be required to take this module depending on their background. This is taken instead of the independent study.  
 2 - Joint honours students must take BIOS 3001/2 OR an independent study in their second subject.

### Single Honours Requirements at Level 6

*Students must take the Mandatory modules (BIOS 3001/2 or BIOS3104, BIOS 3025, BIOS 3026, BIOS 3027, BIOS 3028 and BIOS3108).*

### Joint Pathway Requirements at Level 6

*Joint Pathway students must take the mandatory BIOS 3100, BIOS 3025 and BIOS 3026. Students should also take an Independent Study module (either BIOS 3001/2 or equivalent in their Joint subject).*

### Award Maps for joint subjects within the Biological Sciences programme

As there are some common modules between Biology awards we have put together a sensible programme that combines Human Nutrition with Animal Biology and Human Biology.

### BSc Animal Biology and Human Nutrition Joint

LEVEL 4				
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O)) Animal & Nutrition	Prerequisites (Code of Module required)
BIOS 1009	Introduction to Nutrition in Humans	15	M	None
BIOS 1010	Introduction to Human Anatomy	15	M	None
BIOS 1200	Biological Diversity	30	O	None
BIOS 1201	Cell Biology	30	M	None
BIOS 1202	Comparative Zoology	15	M	None
BIOS 1203	Health and Disease	30	O	None
BIOS 1204	Biology of Disease	15	O	None
BIOS 1205	Introduction to Molecular Biosciences	15	O	None
ENVS 1102	Biological Basis of Surveying	15	O	None
ENVS 1100	Introduction to Ecology	15	M	None

### Requirements at Level 4

*Students must take the mandatory modules BIOS 1009, BIOS 1200, BIOS 1201 and BIOS 1202. Students are reminded that they can take their two free modules in their chosen awards. As such they are asked to consider taking ENVS 1100 and ENVS 1102 as their free modules*

### Levels 5 and 6

*Students should take the Mandatory modules for their chosen awards in Biology and any remaining modules (except the two free modules at level 5) in either of their subjects. Students are reminded that they can take their free modules in either of their subjects.*

## BSc Human Biology and Human Nutrition combinations

LEVEL 4				
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O)) Human & Nutrition	Prerequisites (Code of Module required)
BIOS 1009	Introduction to Nutrition in Humans	15	M	None
BIOS 1010	Introduction to Human Anatomy	15	M	None
BIOS 1200	Biological Diversity	30	M <sup>1</sup>	None
BIOS 1201	Cell Biology	30	M	None
BIOS 1203	Health and Disease	30	M <sup>1</sup>	None
BIOS 1205	Introduction to Molecular Biosciences	15	O	None

1- Joint Honours students must take either BIOS 1200 or BIOS 1203. Such students would be well advised to select the module not taken as mandatory as their free module.

### Joint Honours Human Nutrition and Human Biology requirements at Level 4

*Students must take the mandatory modules BIOS 1009, BIOS 1010 BIOS 1201 and either BIOS 1200 OR BIOS 1203. Students are advised to select the module not taken as mandatory as their free module.*

#### In addition:

*All combined honours students are reminded that they can take their two free modules within their chosen subjects as described above.*

#### Levels 5 and 6

*Students should take the Mandatory modules for their chosen awards in Biology and any remaining modules (except the two free modules at level 5) in either of their subjects. Students are reminded*

### Animal welfare

All students should be aware that animal welfare and ethical regulations apply to this course and they must not be in breach of current legislation.

## 16 QAA Academic Infrastructure

The course has been developed with reference to the QAA Biosciences Benchmark Statement (2007) 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 in 13.1 above
- An induction programme extended throughout year in one of the 30 credit modules in year 1.
- Year 2 and 3 induction sessions at the start of each academic year.

- All students have a personal tutor who is available to guide them through completion of a PDP related to the current Biosciences Benchmarks. All tutors also have an open door policy.
- An award leader to offer more specific help on module choices within awards.
- Library and ILS induction.
- Opportunities to take IT training via Information and Learning Services at the University.
- Study Skills provided within the subject and by UW student services.
- Library, IT, Media and Print support is provided by Information and Learning Services (ILS) staff through desk services and the support of professionally-qualified librarians including a dedicated Academic Liaison Librarian for ISE. The Academic Liaison Team offers a portfolio of professional information services, including information literacy programmes for cohorts and one-to-one support, both in-person and online
- The Careers Service provides information, advice and training opportunities for career planning in addition to such opportunities offered within the course.
- Career planning skills also developed in BIOS 3100.
- Science PDP scheme to develop student skills.
- Equal opportunities via the Disability & Dyslexia Service which 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).
- A Virtual Learning Environment (Blackboard Learning System) to provide module-specific material, documents, activities.
- Students can obtain details of module availability, registration and results via the student online learning environment (SOLE page).
- A range of student support services, including finance and accommodation advice.
- Detailed module outlines (module handbooks), which include planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists.
- Student Handbook (published on an annual basis), which adheres to the latest University template for such documents.
- Opportunities to study abroad (optional)
- Student and academic support, representation and social networking via the Students' Union.
- A 'Human Nutrition Forum' for mutual student support across all levels of the course.

Section 1 of the Biology student handbook provides detailed information on the course and information on modules and options available.

## **18 Admissions policy, criteria and procedures**

### **Admissions Policy**

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment 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.

### **Entry requirements:**

The minimum entry requirements are 4 GCSEs (Grade C or above) plus a minimum of 2 and maximum of 3.5 A Levels or equivalent Level 3 qualifications, with a UCAS Tariff score as stated in the University prospectus. Applicants must have studied Biology or Chemistry 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 sometime or do not have a science background will be considered.

Students may also enter with EDEXCEL qualifications e.g. EDEXCEL (BTEC) National Certificate or Diploma to in a suitable subject

The University will also consider applications from candidates holding qualifications outside the UCAS Tariff, including those awarded by professional bodies and overseas qualifications (including the European Baccalaureate).

Please contact the Admissions Office on 01905 855111 for advice on all other 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.

### **Accreditation of Prior Learning:**

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for Accreditation of Prior Learning.

Entry may be possible to Year Two or Three of the course, depending upon the qualifications or experience gained. Credit can also be given for individual modules.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

## 19 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Student Module evaluation and feedback
- An Annual Evaluation Report completed by Programme Leader
- Periodic Review and revalidation including external scrutiny
- Peer teaching observation
- External Examiners' Reports
- Academic staff annual appraisal
- Staff Development Away Days and other events
- ISE Policy on Approval (Module Outlines and Assignment Briefs) and Moderation of Student Work

Committees with responsibility for monitoring and evaluating quality and standards:

- ISE Quality Assurance Committee
- Biology Programme Committee
- Academic Quality Standards and Quality Enhancement Committee
- ISE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Biology Programme Committee
- Meetings with module tutors and personal tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

## 20 Regulation of assessment

### 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.
- Some modules have attendance requirements.
- 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 5 days 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 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see Undergraduate Regulatory Framework (URF).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	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 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
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 45 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.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## 21 Indicators of quality and standards

External examiners have consistently stated that our standards are the equivalent of standards in other UK higher education institutions. They are particularly impressed with the level of feedback on offer to students.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Members of staff have been involved in a number of projects of note including an extended induction programme and work on the science PDP project, both of which have been presented at national conferences and have been identified as good practice within the university. Funding from Hereford and Worcester Lifelong Learning Network enabled staff to develop an interactive e-learning quiz which is now used in several Institutes across the University.

Scholarly activities of staff include practical research, writing of text books, writing scientific papers, pedagogic research and consultancy/practice.

## 22 Career Opportunities & Links with Employers

Careers advice is embedded in the curriculum at all three levels. In Level 4, students are introduced to the Careers Service in BIOS 1012 Cell Biology as part of the Science PDP scheme. This is followed up in year 2, with a more substantial careers session which looks at careers options and strategies. Finally, the Careers Service contribute to the Level 6 capstone module BIOS 3100 Integrated Studies, where one of the assignments takes the form of an interview and submission of a CV. Students also have the opportunity to take a Work Placement module at Level 5 or 6; this adheres fully to the university guidance on placement learning, which in turn is informed by the relevant QAA infrastructure.

The course has been designed for accreditation by The Nutrition Society, which utilises the Biosciences bench marking amongst others. The BSc in Human Nutrition would provide successful students of a single honours award with the following career opportunities; and joint honours graduates would be more limited if they wanted a career in nutrition but could still find a wealth of positions in teaching, the media, and the private sector including industry.

The Biological Science programme, of which Human Nutrition is a part, have links with the national pollen and aerobiology research unit, Worcestershire and Herefordshire wildlife trusts and Birmingham Sea Life Centre, with whom Biological Sciences staff liaise to arrange Independent Studies and employment opportunities. An employee of Worcestershire Wildlife Trust (and ex- student) also sits on the University Strategic Biodiversity Management Group, chaired by a member of the Biology staff. We also have links with West Mercia Police, the Forensic Science Service and Hereford and Worcester county council (school meals initiative).

Students can work as the following:-

**Public Health Nutritionists:** working with groups or communities to promote health, well being and reduce inequalities. The work might involve teaching nutrition, cooking or food skills to young pregnant women and low-income families, or other community work. Programmes such as Sure Start, Five-a-day or other health initiatives involve the skills of a Public Health Nutritionist. Public Health Nutritionists may also be based in Primary Care Trusts, Health Promotion, Government Departments (advisory and regulatory agencies), Community Dietetics, or Charitable organizations. Additional postgraduate work and experience could lead to work involving surveys or policy development.

**Clinical Nutritionists:** working in Dietetics departments in the NHS as a dietetic assistant - a useful way to gain experience and find out about dietetics. The dietetic assistant can work with patients, but only under close supervision by a dietitian or other regulated health professional.

**Industry Nutritionists:** working in food and drink manufacture, food technology, retailers, medical food companies, food service providers, and trade associations in a wide range of roles. Nutritionists in industry find themselves at the forefront of new product development to satisfy consumer requirements related to an increased reliance on manufactured foods, and because 'health' is becoming a central component of competition and regulation.

**Research Nutritionists:** working in specialist institutes and universities or for independent agencies or the private sector, including the media (nutrition journalism, food writers). A research nutritionist will require a good honours degree (2.1 or 1<sup>st</sup> class), or an MSc and funding before studying for a higher research degree (Mphil/PhD).

**International Nutrition:** working as nutritionists (preferably with additional experience abroad) in emergency relief or development projects in low income countries.

**Teaching:** working in schools, where there is a likelihood of a return to the teaching of food and nutrition science, in the wake of Jamie Oliver, and changes afoot to improve not only the present diets of schoolchildren, but to ensure that children become adults knowledgeable in food and its importance. To be able to teach in schools a post-graduate teaching qualification will be required.

**Private Sector:** working as nutritional advisors in agriculture, supermarkets, health food companies, health clubs; food product management and retail; food and nutrition journalism and as TV presenters; food writing; providing foundation nutritional training for bodies of individuals such as private catering companies, hotels and others in the hospitality trade.

#### **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 study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education