

## PROGRAMME SPECIFICATION

<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>	Nutritional Therapy Council (NTC) - Stage 1 of the accreditation process has been completed. Stage 2 process and requirements are currently being progressed. For more information see <a href="#">British Association for Applied Nutrition and Nutritional Therapy (BANT)</a> and <a href="#">Nutritional Therapy Council</a> and Complementary and Natural For Healthcare Council (CNCH) <a href="#">Complementary and Natural Healthcare Council (CNHC)</a> .
<b>4</b>	<b>Final Awards:</b>	MSc Nutritional Therapy, Postgraduate Diploma Nutritional Therapy, Postgraduate Certificate in Diet Therapy. (Certificate and Diploma level are exit points). The MSc is awarded after successful completion of all nine Master's modules. The Diploma is awarded after completion of six modules (including the clinical practice – but excluding Research and Independent Study). The Certificate in Diet Therapy is awarded after completion of three modules (and does not include clinical practice or prescription of nutraceuticals).
<b>5</b>	<b>Programme Title:</b>	MSc in Nutritional Therapy, Postgraduate Diploma Nutritional Therapy, Postgraduate Certificate in Diet Therapy.
<b>6</b>	<b>Pathways Available:</b>	N/A
<b>7</b>	<b>Mode and/or Site of Delivery:</b>	Blended learning; University of Worcester campus for all taught sessions.
<b>8</b>	<b>Mode of Attendance:</b>	Part time/Full time; block attendance.
<b>9</b>	<b>UCAS Code:</b>	Not applicable
<b>10</b>	<b>Subject / Professional Benchmark Statements.</b>	<p>There is no relevant subject benchmark statement but the following professional body standards have been used in designing the course:</p> <ul style="list-style-type: none"> <li>• National Occupational Standards for Nutritional Therapists (NOS) and Core Curriculum (CC)</li> <li>• Nutritional Therapy Council Standards of Conduct, Performance and Ethics for Nutritional Therapists (NTC)</li> <li>• Codes of Practice for the British Association for Applied Nutrition and Nutritional Therapy (BANT)</li> </ul> <p>All of the above relate to practice of Nutritional Therapy within the United Kingdom.</p>
<b>11</b>	<b>Date of Programme Specification Preparation / Revision:</b>	September 2010/Feb 2012
<b>12</b>	<b>Educational Aims of the Programme:</b>	<ol style="list-style-type: none"> <li>I. To develop competent and safe Nutritional Therapy practitioners or competent and safe dietary advisors.</li> <li>II. To provide a comprehensive knowledge base and the opportunity to develop advanced, practical skills at the forefront of nutritional therapy/diet therapy; and to provide.</li> </ol>

- III. To foster a flexible, interdisciplinary, student-centred forum for the advanced study of nutritional therapy/diet therapy.
- IV. Provide opportunities for the systematic development of the skills of objective analysis, evaluation, and presentation to enable students to further develop confidence in effectively appraising or researching nutritional therapy/diet therapy.
- V. To support a stimulating academic environment which is based on the values of academic openness and critical appraisal.
- VI. To develop the ability to demonstrate a critical appreciation of different perspectives and values held by users of complementary and alternative therapies, various health professions and lay cultures.
- VII. To further an understanding of the application of different research methods and to prepare students to design and implement a personal project based on empirical research related to nutritional therapy (this aim applies to MSc students completing module NUTH 4018, and not those exiting at postgraduate certificate or postgraduate diploma).

### **13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods**

The intended learning outcomes for the award of Postgraduate Diploma in Nutritional Therapy reflect the learning outcomes I – XI (inclusive); those for the Postgraduate Certificate in Diet Therapy reflect the learning outcomes I – VIII (inclusive).

Successful students will be able to:

Demonstrate self-direction and originality in tackling and solving problems.

Retrieve, interpret and evaluate specific knowledge in applied nutrition, diet therapy and nutritional therapy, using established methods of enquiry and critical appraisal.

Critically reflect upon theoretical frameworks and methodologies and their application to 'real' issues in applied nutrition, dietary therapy and nutritional therapy.

Critically evaluate current research and evidence in applied nutrition, dietary therapy and nutritional therapy and, where appropriate, contribute to this body of knowledge.

Demonstrate skill in effective communication through a variety of methods and media, and to a range of different audiences, demonstrating high standards of clarity and coherence.

Consolidate cognitive and transferable skills and develop independence and autonomy in learning.

Demonstrate self-awareness, critical understanding of their own and others

perspectives values and practice within a multi-sectorial environment as the focus for reflective practice.

Demonstrate a systematic understanding and critical awareness of specialist, nutritional knowledge at the forefront of this discipline and select and utilize this knowledge effectively.

Work independently and collaboratively with clients and other health professionals.

Demonstrate the ability to deal with complex issues and make sound judgments in order to systematically and creatively assess, plan, implement and evaluate treatment plans in negotiation with nutritional therapy clients, and be instrumental in patient self-education.

Demonstrate safe competent, effective nutritional therapy practice.

Independently design, manage and evaluate a personal project relating to nutritional therapy through the process of advanced scholarship.

Learning, teaching and assessment in the programme is designed to develop specialist knowledge, skills and attitudes relevant for practice in diet therapy and nutritional therapy. Additionally, students will be provided with the opportunity to develop academic and transferable skills (See Appendix 10), which will contribute to their development as independent and autonomous learners.

Knowledge, skills and attitudes will be developed through a variety of learning strategies, lead lectures, group work, peer and tutor evaluation, dietary analysis, student presentations, discussions and debate, case study analysis, case management, therapeutic dietary design, role-play, video analysis, tutorial support, and 'live' consultations in practice (Postgraduate Diploma and MSc only). In keeping with Masters level study, students will be expected to extend their learning through a range of independent study activities including formative assessment (see Section 14).

Reflective practice is a key element of the learning and teaching strategy and facilitates the integration of theory and practice. Reflection provides students with the opportunity to examine and map their personal progress and development throughout the programme and to devise strategies to support further development. In addition, reflective practice provides students with the opportunity to critically analyse theory, research and other evidence, and reflect on this in the light of their own practice of nutritional therapy. Throughout the course, students will be required to maintain a reflective portfolio of evidence (reflective journal), which will become part of the Portfolio of Evidence (formative). This will enable them to record and demonstrate their achievement of the course learning outcomes and National Occupational Standards for Nutritional Therapists. Furthermore, the portfolio provides a vehicle for students to critically reflect on their individual learning in order to identify areas for further development.

See Section 14 for Assessment Methods (both summative and formative) mapped to Modules.

## 14 Assessment Strategy

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and outcomes, and the National Occupational Standards for Nutritional Therapists (NOS). 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 rectify any weaknesses. This will be achieved by formative and summative assessment of both theory and practice and through the use of reflection and reflexivity both in theory and practice.

Students will experience a range of assessment strategies. The table below shows the full range of assessment items used within the subject, by module.

Key: f = Formative; s = Summative

Assessment Type	NUTH 4011	NUTH 4012	NUTH 4013	NUTH 4014	NUTH 4015	NUTH 4016	NUTH 4017	NUTH 4018 or NUTH4019
Dietary analysis	f	s	f	f	f	f		
Dietary management plan	s	s	s	s	s	s/f		
Case history analysis	f	s	s	s	s	s/f		
Functional Medicine protocol design				s	s/f	s/f		
Complex case analysis				s	s	s/f		
Portfolio of evidence	s	f	f	f	f	s/f		
Oral presentation					s/f	f	s	
Dissertation								s
Reflective practice	s	s	s	f	f	s/f	f	f
PDP Action plan				s	f	s	s	f
Critique					s			
Clinical audit evaluation						f		

Discussion and debate	f	f	f	f	s	f	f	
Group work	f	f	f	f	f	f		
Role play		f	f	f	f	f		

**AWARDS**

POSTGRADUATE CERTIFICATE IN DIET THERAPY\*

(\*Note this will not provide a qualification in Nutritional Therapy)

**NUTH 4011 Masters Skills for Diet Therapy and Nutritional Therapy**

**NUTH 4012 Diet Therapy 1**

NUTH 4013 Diet Therapy 2

**POSTGRADUATE DIPLOMA IN NUTRITIONAL THERAPY**

**ALL OF THE MODULES FOR THE POSTGRADUATE CERTIFICATE PLUS**

NUTH 4014 Functional Medicine

NUTH 4015 Complex Case Analysis

*NUTH 4016 Nutritional Therapy Practice and Practitioner Development*

**MSC NUTRITIONAL THERAPY**

**ALL OF MODULES FOR POSTGRADUATE DIPLOMA PLUS:**

NUTH 4017 Planning Research - and -

NUTH 4018 Advanced Independent Study (Double Module) OR

NUTH 4019 Nutritional Therapy Dissertation

**14.1 Summative Assessment of Theory**

Summative assessment of theory has been developed to reflect the requirements of the UW postgraduate framework. That is, assessments are designed on a 4000 words equivalency per 20 M level credit module. Students who successfully complete M level credits can do so at Pass, Merit or Distinction. (UW PRF 2007) (See also Taught Masters Student Handbook 2007/8). Students will be subject to the regulations and policies of the University of Worcester. For example, Mitigating Circumstances, Appeals. <http://www2.worc.ac.uk/agu> UW Regulatory Frameworks [Postgraduate Regulatory Framework](#). Quality & L&T policies.

**14.2. Summative Assessment of Practice**

Summative assessment of practice will occur via assessment against the core competencies of the NOS and will be recorded in the Nutritional Therapy Practice Handbook. Additionally the student will provide a summatively assessed. Personal Portfolio of Evidence which will include their formative reflection throughout the course. Achievement of practice learning outcomes and national occupational standards will be assessed by a practice assessor/mentor. Students are required to participate in supervised practice, which will be competence based and part of the summative assessment to ensure core clinical competencies, specified by NTC, are met. Summative practice experience will occur in real life clinical settings in which students will have an opportunity to demonstrate their competence in working with a

variety of clients over a sustained period of time, sufficient to allow for follow-up consultations. Summative assessment of practice will involve students undertaking and initial assessment and follow-up of a sufficient number of real cases along with a one or more simulated cases to ensure coverage of a complete range of skills and experiences. Most clinical assessment occurs in NUTH 4016.

### **14.3 Formative Assessment of Theory and Practice**

Formative assessment occurs throughout the course and includes ongoing portfolio development, reflective practice, tracking of transferable skills, role-play, discussion groups, debates, simulated consultations, video evaluation, case history analysis, groupwork, sharing good practice, personal development plans, and interactive Blackboard sessions.

## **15. Programme Structures and Requirements**

The course is a postgraduate course, which can be studied part-time or full-time, leading to an MSc in Nutritional Therapy, Postgraduate Diploma in Nutritional Therapy or Postgraduate Certificate in Diet Therapy.

The part-time course is designed in study blocks to facilitate attendance by students in employment, or students who are not local to this region. Each study block will normally include at least one week-end day. The full-time course is also delivered in study blocks of two to four days duration, with student-centred work and tutorials occurring between blocks to accommodate completion of the course within 18 to 24 months. (See pages 15 and 16 for course structure)

**Postgraduate Certificate (Diet Therapy)** students will undertake the first three of these modules, namely NUTH 4011 to NUTH 4013. Successful students will have a qualification which will allow them to provide general dietary advice, usually within the framework of existing clinical disciplines. Postgraduate certificate students (Diet Therapy) will have the opportunity to carry out some simulated diet therapy practice within their course.

**Postgraduate Diploma students** will take the three modules from the certificate programme and the next three modules of the sequence, namely NUTH 4014 to NUTH 4016. Since this programme of study includes nutritional therapy clinical practice, successful students will be able to follow careers involving the practice of nutritional therapy, within the United Kingdom

**MSc Nutritional Therapy** students will undertake all 8 modules of the programme. Successful students will be able to follow careers involving the practice of nutritional therapy, within the United Kingdom, and will additionally have a masters qualification which may be used to follow pathways of further study and research, or to engage in the teaching of nutritional therapy.

**For Postgraduate Diploma and Masters** students, Nutritional Therapy Practice will

begin after the fifth module has been successfully completed; normally, a maximum period of 12 months is allowed for completion of clinical practice. Successful students wishing to register as Nutritional Therapists in the United Kingdom must successfully complete supervised practice and be 'fit to practice'; other practitioner bodies may be available outside of the UK. Support for students undertaking Advanced Independent Study will be by individual tutorial supervision. Students will normally complete the Advanced Independent Study within a 24 month period, from registration on the module. To receive the award of MSc in Nutritional Therapy students must pass both the practice element and the advanced independent study.

Students are required to maintain the professional standards identified in the National Occupational Standards for Nutrition Therapists (NOS), and to comply with the Codes of Practice of BANT and the NTC. Those students who fail to maintain the professional standards expected of them will be required to attend a Professional Conduct Committee which will be convened by Registry in liaison with the Institute of Health, Social Care and Psychology. For further information on the University's Fitness to Practice Policy please see [Fitness to Practise Procedures](#)

The core curriculum for the MSc provides the standards required for independent, safe practice in nutritional therapy, as identified in the National Occupational Standards (See Appendix 7 for NOS mapped to modules), and Nutritional Therapy Council (NTC) and British Association for Applied Nutrition and Nutritional Therapy (BANT) guidelines.

**TITLE: MSC NUTRITIONAL THERAPY**

Year: 2008 Last Updated: September 2010 (Subject to Approval)

LEVEL 7		Credits (Number)	Status (Mandatory or Optional)	Prerequisites Delete column
NUTH4011	Masters Skills for Diet Therapy and Nutritional Therapy	20	M	None
NUTH4012	Diet Therapy 1	20	M	
NUTH4013	Diet Therapy 2	20	M	
NUTH4014	Functional Medicine	20	M	
NUTH4015	Advanced Case Analysis	20	M	
NUTH4016	Nutritional Therapy Practice and Practitioner Development	20	M	NUTH4011 NUTH4012 NUTH4013 NUTH4014 NUTH4015
NUTH4017	Planning Research	20	M	None
NUTH4018 or NUTH4019 (double module)	Advanced Independent Study/Nutritional Therapy Dissertation	40	M	None, but recommended that NUTH 4017 (or equivalent) be a prerequisite

**Attendance**

All modules within the programme are mandatory, and must, normally, be studied in sequence. If a student is unable to attend a module, or part of a module, it may be possible to provide the student with an alternative activity, sufficient to fulfil the learning outcomes for that module, so long as the student has had sufficient tutorial support and undertaken appropriate formative work to ensure safety in nutritional therapy practice. Each taught study block, of either two days or four days, clinical practice and advanced independent study supervisory tutorials, are to be undertaken on campus as mandatory. (Some advanced independent study supervisory tutorials may be by telephone or email.)

Study blocks will provide students with foundation knowledge required for each module and will provide a basis for further independent study on identified areas of the curriculum. Students will have an opportunity to work with other diet therapy and nutritional therapy students, which will provide a forum for students to share experience and learning. Simulated activities, peer/tutor evaluation, and reflective practice will be important elements of the programme.

### **Practice Based Learning:**

Students will participate in a range of increasingly complex practice in order to be able to demonstrate independence and competence as nutritional therapists. Theory modules will be vocationally focused and applied to the practice of diet therapy/nutritional therapy.

Nutritional Therapy Practice will begin with case study analysis supported by video analysis and role-play. Once students have developed relevant knowledge and understanding, and have successfully completed modules NUTH 4011 to NUTH 4015, they will participate in the supervised assessment of clients in clinic sessions. All students of Nutritional Therapy must undertake sufficient clinical practice with 'real' patients (work undertaken in NUTH 4016) to demonstrate competency in meeting the requirements of the Nutritional Therapy Council (NOS and CC) to enable them to eventually become accepted by the registering and professional bodies. The assessed practice may be extended to ensure the student has a full range of experience expected. Supervised and assessed practice, in the University clinic setting, will take place in NUTH 4016 Nutritional Therapy Practice and Practitioner Development and will relate to the Nutritional Therapy Practice Handbook. Within clinical practice students will assess and manage the nutritional requirements of the complete range of skills and clients, in accordance with the National Occupational Standards (see Appendix 2), necessary for the professional requirements of the Nutritional Therapy Council (NTC) in the United Kingdom, and will be supervised by appropriately qualified nutritional therapy practitioners. All activities undertaken in practice will be clearly identified and logged in a personal Portfolio of Evidence that will be maintained for the duration of the course. The Portfolio will provide evidence to show the development of skills attainment; this will be accompanied by observed tutor/practitioner assessment and written assignment submission. Practice learning assessment will take place at designated intervals during the course.

The performance evidence will demonstrate the increasing self-awareness, self-promotion and self-confidence of the student. Skills in exploring and creating opportunities, action planning, clinical audit and decision-making will also be evident. Above all the evidence presented will clearly identify how the required competencies, set out in the National Occupational Standards, have been met. (See Nutritional

Therapy Practice Handbook).

### **E-Learning**

In keeping with the University of Worcester E-Learning Strategy students will be encouraged and supported to extend their IT skills and utilise a range of electronic resources to support their learning on the programme. In addition, students may participate in a range of study activities and discussion groups on Blackboard. The reflective learning tool Pebblepad will also be used. Email will be a key means of facilitating student tutor communication.

## **16. QAA Academic Infrastructure**

The MSc in Nutritional Therapy reflects the Level 7 requirements of the FHEQ Academic infrastructure. The programme provides opportunities for students to access postgraduate awards at postgraduate certificate (60 M level credits; Diet Therapy), postgraduate diploma (120 M level credits; Nutritional Therapy) and masters level (180 M level credits; Nutritional Therapy).

The Institute of Health, Social Care and Psychology has a long experience of supporting students in placement learning. The QAA Code of Practice (2007) [Code of Practice - Work Based and Placement Learning](#) is used as a guide for establishing the quality and value of the placement learning experience.

## **17. Support for Students**

### **• Induction and Tutorial Support**

Before the commencement of the programme all students will participate in an induction to the University of Worcester and to the MSc Nutritional Therapy. Usually this will take place at the beginning of the first module. Additionally, prior to commencement of the course, and usually at the interview forum, the course leader will ensure that all students are aware of the expectations for the course, including prerequisites from the NTC Core Curriculum (See Appendix 7), study time requirement, and general information with regard to access to University documentation and other course information.

Students will be allocated an Academic Tutor who will provide support and advice to students on an individual basis throughout the course. In addition, students who undertake an Advanced Independent Study will be allocated a personal, independent study supervisor. The usual PDP (Personal Development Profile) is replaced by the Professional Reflective Portfolio. College based learning will be directed and supported by module tutors, however, it is anticipated that selected, specialist practitioners will contribute to the learning experience

### **• Support in Practice**

Whilst undertaking practice learning experiences, students will be supervised by the University of Worcester under the guidance of an appropriately trained nutritional therapist, and will undertake practice based assessment to ensure that students achieve competencies specified in the National Occupational Standards for

Nutritional Therapists.

- **Handbooks and Supporting Information**

All students on the course will receive a Student's Handbook, which contains course material including module outlines, Nutritional Therapy Practice Handbook, Professional Reflective Portfolio, and will have access to the Guide to the Advanced Independent Study, and other university documentation, including the regulations for the UW Postgraduate Regulatory Framework, and Policies and Procedures for University of Worcester. More specific module information will be given at the commencement of each module.

- **Practice Learning Resources**

The students will normally have access to the University Clinic. Members of the public, university staff and students will be invited to attend for nutritional therapy assessment and management, under supervision of qualified staff. Specific tools for the assessment of health and nutritional status are available within the Department. Additionally, students will develop practice skills through the use of role-play, and video analysis, to ensure a full range of skills are developed

- **Department of Information and Learning Services**

The Department of Information and Learning Services (ILS) supports students and staff using library, IT and media services. ILS is based in the Peirson Building where advisors are available to help staff and students get the most from the resources. Further information on all of these services can be found on the University of Worcester website at: <http://www.worc.ac.uk/ils/>

- **Library Resources**

The Peirson Library has a good collection of books relating to applied nutrition, nutritional medicine and functional medicine. In addition to books for loan there are print reference texts and a set of online reference sources. *Resources Online* (part of the Talis library management system) provides users with access to their library record, the library catalogue and a range of online resources. This service is available on computer terminals within the Peirson Building and via student and staff UW network accounts. The catalogue is publicly available at <http://resopublic.notlong.com>.

The Peirson Library holds a range of print journals of relevance to the subject. It also subscribes to *Academic Search Premier*, which provides electronic access to full text journals, and a number of subject specific electronic resources including *CINAHL with Full Text*, *Medline* and *Science Direct*. In addition, *InfoTrac Custom Newspapers* provides access to full text newspaper articles. The *RefWorks* service, providing bibliographic management software, is available to students and staff. All staff are allocated an Athens Account to provide access to these electronic resources which are available on and off campus. Students access these via their UW network account.

Subject Librarians work in close liaison with academic colleagues. The librarians provide both formal and informal teaching sessions on information literacy, e.g. search skills, provide advice on the selection of resources and staff the enquiry service.

- **IT and Media Services**

IT and Media Services are provided by the User Services Team within ILS. In the Peirson Building, the IT & Media Support Desk is the main point for help with IT enquiries, printing, photocopying, scanning, laminating, binding and video editing. A range of equipment, including DVD players, video cameras, laptops, projectors, cameras and microphones can be booked for use. User Services are responsible for maintaining audiovisual equipment across the University, including the interactive whiteboards. A digital video editing facility is available for use by students and staff. The print room provides photocopying services to support teaching and administrative functions.

PCs are available for student use. All machines have access to the Internet, Microsoft Office and networked printer facilities. All students are given a University of Worcester network account providing them with access to University PCs and a range of online facilities including a University email account, and access to the virtual learning environment.

IT workshops are provided by the E-learning and IT Training Officers who also provide individual support for students. The E-learning Team provides support and training for staff in the development of e-learning.

- **Registry Services**

Are responsible for ensuring that students are registered on programmes and maintain a central record of student progress. They also administer claims for mitigating circumstances and appeals, and deal with award ceremonies.

- **Student Services**

The University is committed to supporting the student experience and to this end has a range of student services; counselling service, financial advice, childcare provision, careers advice.

- **Disability and Dyslexia Service**

One of the key strategic aims for the University of Worcester is inclusive education. Therefore, the unit works together with staff throughout the University to ensure that all students are treated with dignity and fairness. The Disability and Dyslexia Service provide confidential advice and support for students. One of the primary roles of the unit is advising, supporting and assessing students who have specific learning difficulties.

- **Setting up a Business**

Separate modules in setting up a business are available within the University Business School for those wishing to set up a new business.

## **18. Admissions Policy, Criteria and Procedures**

- **Admissions Policy**

The course team are committed to the University Strategic Plan's aim of widening participation in higher education. The course actively encourages applications from a wide range of individuals who wish to study at postgraduate level. This includes professionals from the healthcare services and therapists in complementary and alternative medicine, the voluntary sector and others interested in studying nutrition and nutritional therapy at an advanced level, in addition to those with first degrees in a nutrition related subject.

- **Entry Requirements**

Students wishing to access the programme must normally hold a first degree, or equivalent, in a biological science/nutrition related subject, or be able to demonstrate the ability to successfully study at an advanced level, together with evidence of knowledge of human anatomy, human physiology and biochemistry in accordance with the NTC's Core Curriculum. A lower level qualification together with appropriate experience or substantial related experience alone will be considered, so long as the NTC's Core Curriculum in fundamental topics can be demonstrated. Applicants without the required level of anatomy, physiology and biochemistry will be offered a place on a level 6 bridging module APPS3231 Nutrition and Health. For these applicants successful completion of this module (or equivalent) will be a condition for admission on to the MSc Nutritional Therapy programme. Candidates who are unsuccessful in the bridging module will be offered a resit attempt. IELTS at 6.5 is required for students for whom English is not their first language. Professional experience within the alternative and complementary sector is **not** a requirement for entry to this course. If you are unsure about your suitability for entrance, contact the university for further information.

- **Admissions Procedure**

Interested students must first complete an application form; this can be on line from the University web site or in hard copy. The qualifications and background of each applicant will be considered on their merits. Suitable applicants, including those who have taken the University Access module, will participate in an advisory interview, and, regardless of qualification, will be asked to undertake a variety of tests to demonstrate their knowledge base. (Please note that the procedures are the same for all prospective students, and that results of these tests are used in assessing areas for further student support). Tests include: anatomy & physiology, numeracy, comprehension, discussion group, timed essay.

- **Access Module**

The university normally runs an access module, which covers fundamental concepts outlined in NTC Core Curriculum (see Appendix 7) which we consider to be prerequisites to the MSc Nutritional Therapy. These topics are likely to have been covered by those students who have undertaken a nutrition degree or diploma, but not in other study areas. Therefore, students who feel they need to access these parts of the NTC Core Curriculum are advised to contact the university to discuss alternatives. Students undertaking an access module will be required to pass the

module.

- **Additional Requirements**

Other criteria for the course include:

1. Satisfactory Criminal Records Bureau (Enhanced Disclosure) Police Check (appropriate form sent from Registry Admissions to students prior to entry onto the course).
2. Satisfactory Medical Questionnaire (appropriate form sent from Registry Admissions to students prior to entry onto the course).
3. Student membership of BANT (application form provided at interview forum).
4. UW Fitness to Practice criteria met (assessed at certain times within the course and during clinical practice).
5. First Aid Certificate (1 day) (usually a course will be available at University of Worcester at some point prior to the commencement of clinical practice).
6. Basic competence in IT; i.e. use of Microsoft applications.

Where a cost is involved in any of the above 6 criteria, this is to be self-funded by the student

### **APL/APEL**

Applications for accreditation of prior learning, or prior experiential learning, will be considered and will be assessed using the UW APL/APEL guidance for postgraduate courses. Normally this would only apply to theoretical parts of the course.

## **19 Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.**

Quality and standards of the course will be monitored using a variety of methods:

- Student Evaluations of Modules, by discussion and anonymous questionnaire on Blackboard.
- Annual External Examiner Report
- Annual Course Monitoring Report
- Course Committees
- Peer Review
- Professional Accreditation Monitoring
- Subject Review and QAA review of programmes

## **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 50% 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 (delete if this does not apply).
- 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 50% 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, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

**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 takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

**Requirements for Awards**

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

Students are assessed by a combination of course work within modules and for the Postgraduate Diploma in Nutritional Therapy and the MSc in Nutritional Therapy by their ability to pass clinical work as determined by the National Occupational Standards for Nutritional Therapy.

The following awards will be available to students who meet the following requirements:

Award	Requirement
Postgraduate Certificate (PGCert) in Diet Therapy	60 credits at Level 7 NUTH 4011, 4012 and 4013
Postgraduate Diploma (PGDip) in Nutritional Therapy	120 credits at Level 7 NUTH 4011, 4012, 4013, 4014, 4015, 4016
MSc in Nutritional Therapy	180 credits at Level 7 including an Advanced Independent Study or Nutritional Therapy Dissertation; successful completion of all modules

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

To be awarded Post Graduate Certificate (in Diet Therapy) students must successfully complete NUTH 4011, 4012 and 4013.

***N.B.*** Students exiting the programme at this level will not have engaged in clinical practice and will not have met the National Occupational Standards for nutritional therapy in the United Kingdom. Therefore their exit award will be Postgraduate Certificate in Diet Therapy.

To achieve the Post Graduate Diploma (in Nutritional Therapy) students must pass NUTH 4011, 4012, 4013, 4014, 4015 and 4016.

To be awarded MSc Nutritional Therapy students must successfully complete all modules for the Post Graduate Diploma and pass either Advanced Independent Study NUTH 4018 or Nutritional Therapy Dissertation NUTH 4019 together with NUTH 4017 Planning Research, normally taken prior to NUTH 4018/4019.

***NB.*** Diploma and MSc Students must pass the practice component, and be assessed for their fitness to practice within their Nutritional Therapy Practice modules (NUTH 4016).

Both diploma and MSc students will need to have passed all modules up to and including NUTH 4015 Complex Case Analysis before progressing to NUTH 4016 Nutritional Therapy Practice and Practitioner Development.

Awards of Pass, Merit or Distinction will be governed by the regulations set out in the

UW Postgraduate Regulatory Framework (2007). Awards will be confirmed at an annual Examination Board attended by the External Examiner.

The programme will be subject to the regulations set out in the Post Graduate Regulatory Framework. Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the University Assessment Policy, Assessment and Moderation Policy Institute of Health & Society (See Appendix 12).

<http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>.

## 21 Indicators of Quality And Standards

- External Examiner Reports
- External Accreditation by the Nutritional Therapy Council (NTC); Stage 1 and visit for Stage 2 (March 2011), Report on Stage 2 (May 2011).

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.

## 22 Career Opportunities & Links with Employers

Possible careers for successful students of the Postgraduate Diploma and the MSc in Nutritional Therapy:

- Nutritional Therapist in private sector, healthcare, health clubs, health food stores or support groups.
- Nutrition journalism or other fields within the media.
- Nutritional advisors in private or public health practices.
- Technical advisors.
- Food writers.
- Health product sales.
- Working within the education sector as a lecturer of nutrition and nutritional therapy related subjects.
- Research into applied nutrition / nutritional therapy.
- Health promotion within existing practice.

In addition, a postgraduate qualification in Nutritional Therapy is a valuable, complementary tool for those working with clients in the wider health arena.

Possible careers for successful students of the Postgraduate Certificate:

- Diet Therapists in private sector, healthcare, health clubs, health food stores or support group.
- Diet and food journalism or other fields within the media.
- Diet advisors in private or public health practices.
- Technical advisors.
- Food writers.
- Health product sales.

**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 guide 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.

Key sources of information about the Course can be found in:

- Definitive Validated Document
- Postgraduate Student Handbook
- MSc Nutritional Therapy Student Handbook
- MSc Nutritional Therapy Practice Handbook