

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Health and Social Sciences |
| Final award(s), title(s) and credits MSc Nutrition and Behaviour, 180 (90 ECTS) Level 7 credits | |
| Intermediate award(s), title(s) and credits PG Dip Nutrition and Behaviour 120 (60 ECTS) Level 7 credits PG Cert Nutrition and Behaviour 60 (30 ECTS) Level 7 credits | |
| UCAS Programme Code(s) (where applicable and if known) | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. HECoS code :100247 |
| External reference points The Framework for Higher Education Qualifications in England, Wales and Northern Ireland Health Studies QAA subject benchmarks | |
| Professional, Statutory and Regulatory Body (PSRB) links None | |
| Places of delivery Bournemouth University | |
| Mode(s) of delivery Full-time Part-time | Language of delivery English |
| Typical duration September - Full-time 1 year (12 months) September - Part-time 2 year (24 months) | |
| Date of first intake September 2021 | Expected start dates September |
| Maximum student numbers 40 | Placements: The programme includes a work-based learning and experience minimum of 10 days |
| Partner(s) N/A | Partnership model N/A |
| Date of this Programme Specification July 2022 | |
| Version number 3.0-0922 | |
| Approval, review or modification reference numbers E202107 EC 2122 59, approved 07/07/2022 | |
| Author Dr Fotini Tsofliou | |

PROGRAMME STRUCTURE

| Programme Award and Title: MSc Nutrition and Behaviour | | | | | | | | |
|--|-----------------|-------------------|-------------------------------|----------|----------|--|------------------------|--|
| Stage 1/Level 7 | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Contemporary Nutrition | Core | 20 | | 50% | 50% | 30 | 2.0 | 100247 |
| Developing Professional Practice | Core | 20 | | 100% | | 30 | 2.0 | 100247 |
| Advanced Research Methods | Core | 20 | | 100% | | 30 | 2.0 | 100962 |
| Nutrition for Brain and Mental Health | Core | 20 | | 100% | | 30 | 2.0 | 100247 |
| Nutrition, Health and Psychology | Core | 20 | | 100% | | 30 | 2.0 | 100247 |
| Nutrition in the Prevention and Management of Disease | Core | 20 | 100% | | | 30 | 2.0 | 100247 |
| Progression requirements: Advanced Research Methods. Successful ethical clearance is required to progress to the Dissertaion | | | | | | | | |
| Exit Qualifications: | | | | | | | | |
| <ul style="list-style-type: none"> • PG Cert Nutrition and Behaviour requires 60 Level 7 credits • PG Dip Nutrition and Behaviour requires 120 Level 7 credits | | | | | | | | |
| Placement: this will be in the form of work-based experience of 10 days (under unit Developing Professional Practice) | | | | | | | | |

Programme Specification – Section 1

| Programme Award and Title: MSc Nutrition and Behaviour | | | | | | | |
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| Stage 2/ Level 7 Students are required to complete this master's project for the award of the MSc. | | | | | | | |
| Unit Name | Core/ Option | No of credits | Assessment Element Weightings | | Expected contact hours per unit | Unit version no. | HECoS Code (plus balanced or major/minor load). |
| | | | Exam 1 | Cwk 1 | | | |
| Dissertation Project | Core | 60 | | 100% | 30 | 2.0 | 100247 |
| Exit qualification: MSc Nutrition and Behaviour requires 180 Level 7 credits | | | | | | | |

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The overall aim of the MSc Nutrition and Behaviour programme is to enable individuals from both undergraduate and professional backgrounds to expand their academic expertise and knowledge in the inter-related areas of nutrition and psychology.

The students of this programme will have the opportunity to explore the complex relationship between nutrition and psychology at master level in the UK. Students will examine how the brain functions, mental functioning, and their impact on diet. Relationships between diet, cognitive and mental health from childhood into older age will be also explored within the unique curriculum of the MSc Nutrition and Behaviour. Students will gain valuable learning experiences both in nutrition related settings as well as within wider professional and clinical settings.

This programme will produce master's level graduates who are able:

- To access, appraise, use and contribute to the development of knowledge relevant to nutrition and behaviour.
- To critically understand the multifaceted interaction between diet, nutrition and behaviour, including biological, anthropological, economic, psychological and socio-cultural determinants
- To have a comprehensive understanding of the interaction between diet, nutrition, brain function, cognition and mental functioning, in health and disease.
- To have an integrated overview of the role of diet and specific nutrients in the context of the molecular and cellular bases of brain function and dysfunction
- To appreciate the interaction between psychological processes and dietary behaviour and current issues in nutrition research and their clinical and psycho-social ramifications.
- To have an advanced understanding of the principles and concepts in metabolism and physiology that are essential to maintain health for the prevention and management of nutrition-related diseases.
- To be able to critically apply the theories, knowledge and current research evidence base to professional practice

The MSc (Hons) Nutrition and Behaviour programme will develop high calibre academic focussing nutritionists who are able to provide evidence-based information and guidance focusing on both the specialism of Public Health Nutrition and Nutrition Science. This programme covers an in depth area of study preparing student for careers and continuing professional development in the field of public health nutrition but also offers an in-depth understanding of the metabolic and physiological responses of foods and nutrients in the context of pathological and health processes and the complex interactions with behaviour.

The programme has been designed to meet the core competencies for Registered Nutritionist RNutr (Public Health) and RNutr (Nutrition Science). As such graduates will be able to apply for entry onto the UK Voluntary Register of Nutritionists (UKVRN*) having demonstrated their knowledge and understanding and application of the core competencies to meet either Public Health Nutrition or Nutrition Science.

*The UKVRN is an internationally accepted mark of professional status and competence in nutrition.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

Programme Specification - Section 2

The MSc is informed by and aligned with the BU2025 strategic plan and the University's Fusion Agenda. This means that the ultimate goal is to be recognised world-wide as a leading MSc programme for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice.

Further information, including links to the strategic plan and a summary of the University's 'Excellence, Inclusivity, Creativity and Responsibility' Vision and Values are available from <https://www.bournemouth.ac.uk/about/bu2025-vision-values-strategic-plan/our-vision>

The BU Vision includes:

'creating the most stimulating, challenging and rewarding university experience in a worldclass learning community to advance knowledge by sharing our unique fusion of excellent education, research and professional practice and inspiring our students, graduates and staff to enrich the world ' (BU 2025).

At the heart of this is 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge.

The programme provides students with the opportunities to further their intellectual skills and knowledge based on current evidence led content. Research focused academics deliver units that are aimed to inspire learning and provide students with the opportunities to apply knowledge to practice and integrate research into their understanding and professional practice.

The programme is based on blended pedagogic approaches that combines technology enhanced learning with face to face interaction to create an inspiring and effective learning experience for students. Together this contributes to the BU vision to provide a personalised student experience, where students actively engage in all aspects of their learning.

LEARNING HOURS AND ASSESSMENT

Learning hours

Core knowledge and understanding is acquired through lectures, seminars, tutorials, workshops, work-based learning and independent learning. The online virtual learning environment (Brightspace) is used to enhance student engagement with their learning activities, communication and skills. Students are expected to undertake independent reading and to relate the concepts introduced in different units. The BU generic assessment criteria are used as a basis for individualised feedback on assignments. Formative feedback is given on an ongoing basis throughout all units. In this way our students can refine and develop their understanding with the regular use of feed forward via the VLE and class based activities.

Intellectual skills are developed through the learning and teaching methods and strategies outlined above. All taught units of the programme involves extensive in-class discussions and the opportunity in units to deal with the evidence based literature and policy.

Transferable skills are acquired through a variety of forms: face-to-face sessions where each may include a mix of delivery modes: lecture, seminar, tutorial, and workshop, guided reading and development, and self-managed study. Students are encouraged to share their academic expertise with their peers and workplace colleagues on placements, to enrich the learning process. Feedback on assignments allows the students to refine and develop their understanding and build on their learning.

The independent learning element will be partly directed by the unit lecturer with regard to recommended reading (text books, articles and research papers) and tutorial problems, case studies and activities to be tackled.

Assessment

Programme Specification - Section 2

Assessment strategies and methods (referring to numbered Intended Learning Outcomes) are explained in detail in Table of Programme intended learning outcomes.

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning. Assessment per 20 credit unit should normally consist of 3,000 words or equivalent in line with BU Policy 6C Principles of Assessment Design.

Level 7 Final Dissertation Projects are distinct from other assessment types: the word count for these assignments is 6000 to 10000 words, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students are taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students. Academic staff of the FHSS involved in the the delivery of the MSc (Hons) Nutrition and Behaviour are Registered Nutritionist RNutr) (UKVRN) and ANutr professionals with diverse backgrounds such as Public Health Nutrition, Nutrition Science , Food Science and Behaviour Change specialisations. Academic staff who are Chartered Psychologists from the Department of Rehabilitation and Sports Science and the Department of Psychology (Faculty of Science and Technology) are also contributing in the delivery of the programme.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME LEVEL 7 INTENDED OUTCOMES FOR MSc NUTRITION AND BEHAVIOUR

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| <p>A: Subject knowledge and understanding</p> <p>This M-Level programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 Develop comprehensive knowledge and understanding of modern contemporary nutritional and related behavioural issues across society today</p> <p>A2 Develop comprehensive knowledge and understanding of research and methodologies, ethical issues and its application in the real world.</p> <p>A3 The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level</p> <p>A4 Develop a sound grasp of in-depth critical exploration of nutritional relevance to professional practice</p> <p>A5 Develop knowledge and understanding of nutrition practice in the community and in the context of specific nutritional and health issues</p> <p>A6 Develop a comprehensive understanding of the principles underpinning, and strengths and limitations of investigating the interaction between psychology, physiology, biochemistry and nutrition in health and disease.</p> <p>A7 Develop a critical approach to understanding the evidence base behind nutritional intervention approaches</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A7) • Seminars, tutorials (A1 – A7) • Journal Clubs (A1-A7) • Research Seminars (A1-A7) • Guided reading (A1, A3, A4) • Independent reading (A1, A3, A7) • Use of the VLE (A5, A6) • Work-based learning (A3-A7) • Independent research (for dissertation project) (A4, A6-A7) |
| | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Unseen written examinations (A2, A3); • Coursework assignments (for instance literature reviews) (A2 – A4); • Dissertation project (A5). • Case study reports (A1, A4, A6-A7) |

Programme Specification - Section 2

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| <p>B: Intellectual skills</p> <p>This M-level programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 Critical thinking, problem solving, and decision making to solve nutritional problems</p> <p>B2 Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.</p> <p>B3 Be able to synthesise information and ideas autonomously</p> <p>B4 Select, design and carry out research/project activity that has congruence and intellectual integrity.</p> <p>B5 Communicate research findings to professional and academic standards</p> <p>B6 Planning, analysis, delivery, and reporting of a nutrition research project.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 – B6); • Seminars (B1 – B5); • Directed reading (B1 – B6); • Independent reading (B1-B6) • In-class critical discussions of evidence based literature/pocily (B1-B3) • Use of the VLE (B2 – B4, B6); • Independent research (for dissertation project) (B1 – B6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <p style="padding-left: 40px;">Unseen written examinations (B1-B5);</p> <ul style="list-style-type: none"> • Coursework assignments (B1 – B6); • Reseach project dissertation (B1 – B6). |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>C1 Apply and critically evaluate nutritional and health issues.</p> <p>C2 Apply in-depth knowledge and critically reflect on nutrition, behaviour and health issues</p> <p>C3 Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 – C5); • Coursework assignments (C1 - C3, C5); • Independent research for dissertation project (C1 – C2); • Group presentations (C3 – C5) |

Programme Specification - Section 2

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| <p>C4 Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.</p> <p>C5 Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Unseen written examinations (C1- C3, C5) • Coursework assignments (C1, C2, C3, C5); • Dissertation Project (C1, C2, C4, C5). |
| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>D1 Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.</p> <p>D2 Have developed and be able to apply critical evaluation skills.</p> <p>D3 Have developed self-appraisal and reflective skills.</p> <p>D4 Use reflective practice to define complex problems and develop creative problem solving skills.</p> <p>D5 Work in a group situation and as a team member in the workplace.</p> <p>D6 Develop awareness and personal interest in professional development.</p> <p>D7 Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.</p> <p>D8 Justify and defend decision based on the evidence – base, supported by reasonable analysis, evaluation and balanced consideration</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D8); • Seminars (D1- D8); • Tutorials (D1-D8) • Guided reading (D1- D8). • Self-managed study (D1-D8) • Use of the VLE (D1 – D8); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework assignments (D1 – D8); (for instance case study report) • Unseen written examinations (D1 – D8); • Dissertation Project (D1- D8). |

**PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES FOR
PG DIPLOMA NUTRITION & BEHAVIOUR, PG CERT NUTRITION AND BEHAVIOUR**

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| <p>A: Knowledge and understanding</p> <p>This programme opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 The context and scope of nutritional issues across society today</p> <p>A2 The nature of knowledge and research approaches</p> <p>A3 Applied nutritional strategies</p> <p>A4 Nutrition practice theory and strategy</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1 – A4) • Seminars, tutorials (A1 – A4) • Journal Clubs (A1 – A4) • Research Semaonras (A1 – A4) • Directed reading (A1, A3, A4) • Independent reading (A1, A3) • Use of the VLE (A1-A4) • Work-based learning (A3-A4) • Independent research for research proposal (A4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Written examinations (A3); • Coursework assignments (A2 – A4); |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 Critically review and evaluate evidence in terms of its source, reliability, validity and significance.</p> <p>B2 Synthesise information and ideas autonomously</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 – B2); • Seminars (B1 – B2); |

Programme Specification - Section 2

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| | <ul style="list-style-type: none"> • Directed reading (B1 – B2); • Dndependent reading (B1-B2) • In-class critical discussions of evidence based literature/pocily (B1-B2) • Use of the VLE (B2); • Independent research (for research proposal) (B1 – B2). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Unseen written examinations (B1-B2); • Coursework assignments (B1 - B2); |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>C1 Critically evaluate nutrition and health issues.</p> <p>C2 Apply in-depth knowledge and critically reflect on nutritional issues</p> <p>C3 Develop and communicate ideas and skills to address nutrition problems experienced in professional practice.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 - C3); • Journal clubs (C1-C3) • Research seminars (C1-C3) • Independent research for research proposal (C1 – C2); • Group exercises/presentations (C3). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Written examinations (C1-C3) • Coursework assignments (C1- C3) |

Programme Specification - Section 2

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| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 Disseminate their ideas in written format, orally and visually</p> <p>D2 Effectively utilise Information Technology</p> <p>D3 Have developed and be able to apply critical evaluation skills</p> <p>D4 Have developed self-appraisal and reflective skills</p> <p>D5 Use reflective practice to define complex problems and develop creative problem solving skills</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D5); • Seminars (D1- D5); • Tutorials (D1-D5) • Guided reading (D1- D5). • Self-managed study (D1-D5) • Use of the VLE (D1 – D5); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework assignments (D1 – D5); • Unseen written examinations (D1 – D5); |

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [MSc Nutrition and Behaviour| Bournemouth University](#)

ASSESSMENT REGULATIONS

The assessment regulations for this programme are the University's Standard Postgraduate Assessment Regulations <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf> with the following approved exceptions which align the programme with the requirements of the Association for Nutrition:

Pass Mark

A pass will be awarded where the overall unit mark is at least 50% and the mark in each separate element of the unit assessment is not less than 50%.

Compensation

Compensation is not permitted within this programme.

Awards

The award of MSc Nutrition and Behaviour leads to eligibility to apply to become an Associate Registered Nutritionist (ANutr) with the Association for Nutrition.

WORK BASED LEARNING (WBL) AND EXPERIENCE

Within the Faculty of Health and Social Sciences public/ private / government / non-government and charitable industry links are crucial to the delivery of the programmes. Over the last few years, we have established strong links with placement providers including hospitals, public sector – local and county councils, charitable organisations, food industry – large and small medium enterprise companies and schools.

MSc Nutrition and Behaviour students will have the opportunity to work in any of the aforementioned settings as well as undertake work based projects including the BU Global Talent Programme. Students will gain valuable first hand experiences of working both out in the broad setting of nutrition related settings as well as within broader professional and clinical settings. Throughout the programme there is considerable collaboration with other professions both within the department and the professional setting. Students are expected to meet the Association for Nutrition standards. Work-based experience aims to consolidate the student's competence in formulation and delivery of plans and strategies to meet the needs of both individuals and groups and whilst providing a platform for the development of critical evaluation of the impact of applied interventions. Their successful completion and the students' reflection on their placement is the basis of assessment.

Work-based Learning and Experience Element at Level 7

The work-based experience is recognised at Bournemouth University as adding considerable value to a postgraduate profile. A key feature of this master programme is the placement element: The MSc Nutrition and Behaviour programme incorporates a 10 day mandatory work based learning linked to a core unit named Developing Professional Practice. This Level 7 unit in MSc Nutrition and Behaviour requires students to undertake work-based learning and experience to be able to meet the specific learning objectives. Their assessment gives an opportunity to reflect on the learning gained and how it has impacted on their professional practice.

Satisfactory completion of a placement work-based learning will not be indicated on the Masters Certificate. However, it will be reflected on the transcript.

Programme Specification - Section 2

Programme Skills Matrix MSc Nutrition and Behaviour

| Units | | Programme Intended Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | C 1 | C 2 | C 3 | C 4 | C 5 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 | |
| L E V E L 7 | Contemporary Nutrition | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | | | | √ | √ | | | √ | √ | √ | √ | |
| | Developing Professional Practice | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | |
| | Advanced Research Methods | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | |
| | Nutrition for Brain and Mental Health | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | | | | | √ | √ | | | √ | √ | √ | √ |
| | Nutrition, Health and Psychology | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | | | √ | | √ | √ | √ | √ | √ | √ | √ | √ |
| | Nutrition in the Prevention and Management of Disease | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | √ | | | √ | | √ | √ | | | √ | √ | √ | √ |
| | Dissertation Project | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

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| <p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1 Modern contemporary nutritional issues across society today</p> <p>A2 Research and methodologies, ethical issues and its application in the real world.</p> <p>A3 The broad education necessary to demonstrate new knowledge in tackling and solving problems at a professional level</p> <p>A4 In-depth critical exploration of nutritional relevance to professional practice</p> <p>A5 Nutrition practice in the community and in the context of specific nutritional and health issues</p> <p>A6 The principles underpinning, and strengths and limitations of investigating the interaction between psychology, physiology, biochemistry and nutrition in health and disease.</p> <p>A7 A critical approach to understanding the evidence base behind nutritional intervention approaches.</p> | <p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <p>C1 Apply and critically evaluate nutritional and health issues.</p> <p>C2 Apply in-depth knowledge and critically reflect on nutrition and health issues</p> <p>C3 Critically evaluate the complexities of their own role within the context of partnership working and within the work-place.</p> <p>C4 Apply research skills related to an area of nutrition, in order to enhance existing knowledge or develop new approaches to existing problems.</p> <p>C5 Develop and communicate ideas and skills of critical reflection to address nutrition problems experienced in professional practice.</p> |
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B – Intellectual Skills

This programme provides opportunities for students to:

- B1 Critically think, solve problems, and make decisions to solve nutritional problems
- B2 Critically review and evaluate evidence in terms of its source, reliability, validity and significance in nutritional health.
- B3 Be able to synthesise information and ideas autonomously
- B4 Select, design and carry out research/project activity that has congruence and intellectual integrity.
- B5 Communicate research findings to professional and academic standards
- B6 Plan, analyse, deliver and report findings of a nutrition research project.

D – Transferable Skills

This programme provides opportunities for students to:

- D1 Research and communicate ideas and findings in written format, orally and visually to appropriate professional and academic standards.
- D2 Have developed and be able to apply critical evaluation skills.
- D3 Have developed self-appraisal and reflective skills.
- D4 Use reflective practice to define complex problems and develop creative problem solving skills.
- D5 Work in a group situation and as a team member in the workplace.
- D6 Develop awareness and personal interest in professional development.
- D7 Be able to undertake self-leadership and manage workload responsibilities and meet deadlines.
- D8 Justify and defend decision based on the evidence –base, supported by reasonable analysis, evaluation and balanced consideration.