


Programme Specification for BSc (Hons) Human Nutrition

This document applies to Academic Year 2021/22 onwards

Table 1 programme specification for BSc (Hons) Human Nutrition

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	The Association for Nutrition (single honours only – subject to approval) www.associationfornutrition.org
		
4.	Final award or awards	BSc (Hons)
5.	Programme title	Human Nutrition
6.	Pathways available	Single and Joint Honours Bachelor of Science
7.	Mode and/or site of delivery	Campus-based taught course delivered on the sites and with the resources of the University of Worcester.
8.	Mode of attendance and duration	Full time over three years.
9.	UCAS Code	B400
10.	Subject Benchmark statement and/or professional body statement	<ul style="list-style-type: none"> • QAA Benchmark Statement: Biosciences (2019) • QAA Benchmark Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2019) • QAA Benchmark statement Dietetics (Pre-registration; 2019)
11.	Date of Programme Specification preparation/ revision	July 2021 August/September 2021 – AQU/School amendments

12. Educational aims of the programme

Our mission is to provide an outstanding experience for students; allowing them to develop the cognitive, practical, and professional skills needed to practice as an evidence-based nutritionist in the modern scientific world.

The course is open to people of all ages because a passion for nutrition can strike at any time of life; but further the University has a strong commitment to widening participation in higher education and students without the conventional entry qualifications will be considered on their merits and previous life achievements.

We offer a broad experience of nutritional concepts to suit a wide range of interests and vocations, ranging from:

- from Farm to Fork
- from Mouth to Metabolism
- from the Young to Old
- from Sickness to Health
- from Individuals to Populations

These are combined with a strong emphasis on professional and practical skills sought by employers allowing students to enter postgraduate study or a wide range of careers in areas such as healthcare, or the food industry as demonstrated by previous graduate destinations. In conjunction, there is a strong emphasis of building transferable skills that not only engender greater success at university and beyond, but frequently become a professional skill in themselves when motivating and supporting clients to make changes in their lives.

The focus on 'hands on' practical work provides students with useful skills, sought after by employers, to maximise the potential for success in their future careers, possibly in the NHS or industry.

In particular, the course aims to:

1. Provide a broad practical laboratory curriculum across nutritional sciences.
2. Create a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences, and which gives all students the opportunity to realise their academic potential.
3. Provide students with an informed opportunity to study nutrition at a depth and level appropriate to honours degree standard.
4. Enable the development of professionalism, team working and leadership skills, and the essential skills of time management and task prioritisation.
5. Support students in the development of intellectual skills of critical evaluation, scientific analysis and synthesis of ideas, in order for them to be able to optimise their skills of thinking and reflection.
6. Foster a spirit of enquiry, scepticism and scientific discipline to enable students to critically evaluate published research and to design and undertake an independent research project of their own.
7. Develop highly motivated employable students with the intellectual and practical skills, and resilience necessary to succeed in a developing and challenging employment environment.
8. Encourage students to develop a range of nutrition-specific and transferable skills relevant for graduate employment and/or postgraduate study in the biological sciences.

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

Intended learning outcomes

Table 2 Intended Learning Outcomes for the course

Knowledge and Understanding		
LO No.	On successful completion of the named award, students will be able to:	Module Code/s
1	demonstrate a broad knowledge base, linked to a critical understanding, of a range of nutrition and biology-based concepts and principles at a variety of biological levels (from sub-cellular to individuals and populations);	BION3302 BIOL3002
2	record and analyse data in the field and/or the laboratory; ensure validity, accuracy, calibration, precision, & replicability;	BION2108 BIOL3002
3	Demonstrate an understanding of how to prepare, interpret and present data, using appropriate qualitative and quantitative techniques, including programmes that can be used to manipulate data, perform inferential statistical analysis, and present the data visually;	BIOL3002

4	demonstrate an awareness of professional integrity and standards, including the use of: codes of ethics and professional conduct ; Good Laboratory Practice (GLP) for data collection, recording and interpretation; and Intellectual property (including plagiarism).	BION3302, BIOL3003
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Cognitive and Intellectual skills

LO No.	On successful completion of the named award, students will be able to:	Module Code/s
5	design, execute, critically evaluate, and present original, hypothesis-driven investigations; these may be carried out individually or in groups;	BION3302 BIOL3002
6	create a reasoned argument from a diverse range of evidence-based information, demonstrating proficiency in analysing, evaluating, and synthesising such information and data; whilst acknowledging relevant concepts where appropriate.	BION3304 BIOL3002
7	apply reasoned arguments creatively to solve problems using the most appropriate method, whilst stating any inherent assumptions, hypotheses, and limitations; apply such abilities to make decisions in complex and unpredictable contexts;	BION3303 BIOL3002
8	demonstrate the ability to reflect on their individual and team performance; their ability to self-manage and apply skills for lifelong learning; and to work towards targets for personal, academic, and professional development;	BION3302 BIOL3002

Skills and capabilities related to employability

LO No.	On successful completion of the named award, students will be able to:	Module Code/s
9	apply a range of techniques and evidence-based information to assess the nutrition-related health status of an individual.	BION3302 BION3304
10	apply a range of behaviour change models, using appropriate inter-personal skills whilst displaying social perceptiveness and sensitivity.	BION3302 BION3303 BION3304
11	demonstrate proficiency in planning an ethical and safe nutritional intervention on either an individual or public basis; recognising their own limitations and the need for an inter-disciplinary team; being able to identify when a project needs to be suspended; engage with appropriate post factum learning.	BION3302 BION3303 BION3304
12	display competence in assessing the effect on food of production methods and processing in terms of quality, safety, acceptability, compliance with the law, and consequences to nutrient composition and the risks to long-term health.	BION2108 BION3302

Transferable/key skills

LO No.	On successful completion of the named award, students will be able to:	Module Code/s
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13	demonstrate competence in applying a range of information and data processing skills; attention to detail and proof-reading skills; computer literacy such as the use of word processors, spreadsheets, and presentation software;	BION3302 BIOL3002
14	communicate effectively using a variety of formats and approaches; showing interpersonal skills, digital literacy, and citizenship; the ability to receive and respond to a variety of interactions in a convention-appropriate, grammatically correct manner;	BION3302 BION3303 BIOL3002
15	show self-manage, applying such attributes as: working independently, time management, organisational, enterprise and knowledge transfer skills; exercise of initiative and personal responsibility; self-improvement by continuing professional development;	BION3302 BIOL3002
16	display a flexible approach to work: being able to work co-operatively with others; the ability to take different roles within the team; identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles; recognise the importance of leadership; and respond appropriately to equal opportunities and diversity issues;	BION3303 BIOL3002

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

The University places a strong emphasis on enabling students to develop the independent learning capabilities, spirit of enquiry and sense of aspiration that will equip them for lifelong learning and future employment, as well as academic achievement.

A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will support them to flourish and be successful in their chosen career.

Learning outcomes and combined subject degrees (joint, major, and minor pathways):

- *Joint Pathway*
Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- *Major Pathway*
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- *Minor Pathway*
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Teaching

The Human Nutrition course employs a broad range pedagogic approaches to stimulate knowledge acquisition, cognitive development, and both professional and transferable skill

procurement. These will be implemented through a combination of campus and online activities including lectures and seminars (tutor and student-led), practical clinical and laboratory investigations, tutorials, directed reading, self-directed study, group work and team projects, class discussions, case studies, independent research, and interactive workshops. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities and inter-disciplinary learning. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory clinical and practical work sessions are focused on developing confidence in relevant professional skills and the ability to relate theory to practice. To maximise flexibility for the wide range of students typically studying at the University of Worcester, some sessions may be delivered as blended learning via platforms such as the Blackboard VLE

In addition, students are required to engage in a range of activities to promote reflection on their individual and team performances, and their simulated interactions with clients, and the public to improve their performance.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services, Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the subsequent years of a course, although impromptu meeting requests will also be accommodated where possible.

Students studying in the Biological Science Department at the University of Worcester benefit from a Personal Development Planning (PDP) scheme. It was developed with three main aims:

1. to help students to reflect on the skills that they need to attain the next step in their studies,
2. to make more effective use of the opportunities provided by academic tutorials to give the necessary individual support and guidance,
3. to increase the students' employability.

It contains two elements which run concurrently from induction through to level 6 and are compulsory for all students in the department.

- The Science PDP scheme is a collection of graduate and transferable skills based on chapter 4 of the Subject [Benchmark Statements for the Biosciences](#). A full list of the skills can be found in the Human Nutrition course handbook along with mapping tables to show how these skills are developed during the course by linking to the learning outcomes of modules studied. For more information regarding Graduate Attributes see the University's [Learning and Teaching Policy](#).
- The Biosciences Skills Passport is used to record practical skills that students have demonstrated in the laboratory and field-based workshops.

Contact time

In a typical week student will have at least 12 hours of contact teaching the majority of which will be on campus. However, the course team is committed to creating a supporting learning environment and contact teaching will frequently approach 16 hours most weeks of the semester. The precise contact hours will depend on the pedagogic needs of module delivery, and of the students. In the final year, contact time will be reduced to allow time to engage with an independent research project, although tutorial support with the project supervisor will be available.

The time allotted for each learning format will depend on the level of study, the objectives for that week, and where in the module cycle the teaching takes place, but is structured around:

- 4-8 hours of scheduled lectures, discussions, and feedback activities.
- 2-4 hours practical work on campus

- 1-4 hours Interactive small group seminars on campus
- 1 hour of Study Skills (Level 4 only)

Class sizes will vary; core subjects tend to have larger classes, whilst more specialised modules will have smaller class sizes, often less than 20 students.

Independent self-study

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve:

- Reviewing lecture notes and reading around topics to reinforce and expand on content
- Directed and self-directed reading and watching of video content
- Working through problems in appropriate texts and online
- Preparation of coursework assignments and revising for exams
- Working with colleagues on team tasks and projects
- Critical reflection on current pedagogic activities to engender deep learning

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

Teaching staff

Students will be taught by a committed, experienced, and expert teaching team. The team includes lecturers, senior and principal lecturers, associate lecturers, visiting professionals, laboratory technicians.

Teaching is informed by research and consultancy, and 82% of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy. University of Worcester students are taught by academics whose research is nationally and internationally recognised.

Information about the staff is available via our [Staff Profiles page](#)

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

Academic Report x2; Essay x1; Exam x3; Tests x3; Practical File x2; Practical Report x1; Practical Test x1; Presentations x1; Engage with PDP x1

Year 2

Academic Reports x3; Research Proposal x1; Exam x3; Tests x2; Laboratory Report x1; Practical Handbook x1; Poster Presentation x1; Employability Portfolio x1; Engage with PDP x1

Year 3

Reflective case study x1; Exams & Tests x2; VLE-based test x1; Research project x1; Open Viva x1; Visual Presentation x2; Oral presentation x1; Poster Presentation x1; Mock Grant Proposal x1; Interim Review x1

14. Assessment strategy

The Human Nutrition course aims to develop autonomous and independent learners who possess a broad range of cognitive and transferable skills that will support them in their personal and professional lives. Student achievement is appraised using a wide range of approaches including Essays, Guided and freeform summary reports on problem-, case-, and

team-based learning, examinations, practical tests, practical reports, in-class tests, research portfolios, and presentations which may take a variety of formats.

Students have opportunities to develop the appropriate skills necessary for the assessment type used prior to summative assessment taking place. Extensive feedback is given on assessments and students are supported via module and course leads, and the Personal Academic Tutoring Programme, in reflecting and acting on this feedback to support their academic development. In addition, formative assessment gives the students more opportunities to obtain feedback. Such feedback takes a variety of forms including:

- guidance during personal tutorials with the module teaching team
- question and answer sessions in-class
- feedback after formative presentations
- expressing alternative and sometimes controversial views during debates and discussions
- guidance during group-exercise planning
- feedback using other personal feedback systems
 - Rubrics, feedback summaries, annotated scripts, and VLE test feedback via Blackboard
 - Feedback summaries, annotated scripts, and audio feedback via the SOLE feedback portal
 - Verbal feedback in-class or during tutorial sessions.

As far as possible, the assessments have been spread throughout the modules. However, the skills and depth of understanding to be assessed take time to develop and consequently assessment deadlines do not generally occur in the first half the module. The range of assessment tasks used and their weightings, together with a calendar of submission dates, is shown in the course handbook.

The Biological Sciences follow the University of Worcester Assessment Policy which can be found at <http://www.worc.ac.uk/aqu/documments/AssessmentPolicy.pdf>.

All module outlines contain detailed assignment briefs and grading criteria which are, in most cases, specific for that assignment. This information will be highlighted at the beginning of each module and opportunities given then and in the forthcoming weeks to ask clarifying questions. Further, both in Induction week, and the weekly Study Skills sessions, which form part of the extended induction for level 4 students, general instruction on aspects on how to approach assessments to maximise success will be given.

15. Programme structures and requirements

Course Title: BSc Human Nutrition
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Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
BION 1009	Introduction to Human Nutrition	15	M	M	None	Excl BIOS 1009
BIOL 1003	Health and Disease	30	M	-	None	Excl: BIOS 1203, BIOL1003
BIOL 1001	Cell Biology	30	M	M	None	Excl: BIOS 1201
BIOL 1004	Introduction to Human Anatomy and Physiology	15	M	M	None	Excl: BIOS 1010
BIOL 1005	Chemistry for the Life Sciences	15	M	-	None	Excl: BIOS 1205
BIOL 1007	Introduction to Evolution and Genetics	15	O	-	None	None
LANG	Optional modules offered by the Language Centre	15	O	N/A	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>

Joint Honours Requirements at Level 4

Joint Honours students must take BION1009, BIOL1001, and BIOL1004.

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
BION 2107	Integration Human Nutrition	15	M	O	O	O	BION 1009 & BIOL 1001	Excl: BIOS 2107
BION 2108	The Food Supply Chain	30	M	M	M	M	BION 1009	Excl: BIOS 2108
BIOL 2001	Project & Career Development	30	M	M	-	-	None	Excl: BIOS 2200, BIOL 2001
BIOL 2002	Systems Physiology 1	30	M	O	O	-	BIOL 1001 & either BIOL 1003 or BIOL 1004	Excl: BIOS 2106, BIOL 2002
BIOL 2006	Molecular Genetics	15	M	O	-	-	BIOL 1001	Excl: BIOS 2100

Single Honours Requirements at Level 5

Single Honours students must take all mandatory.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at levels 5 and 6 for further information see table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 credits and no more than 90 credits from the table above to include BION2108 and BIOL2001.

Joint Pathway Requirements at Level 5

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above, to include BION2108.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include BION2108.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
BION 3302	Nutrition Through the Human Life Cycle	30	M	M	M	M	BION 2108	Excl: BIOS 3302
BION 3303	Public Health Nutrition	15	M	M	O	O	BION 2108	Excl: BIOS 3303
BION 3304	Human Nutrition & Disease Management	15	M	O	O	O	BION 2108	Excl: BIOS 3304
BIOL 3002	Research Project	30	M	M	-	-	BIOL 2001	Excl: BIOS 3002
BIOL 3003	Systems Physiology II	30	M	O	O	-	BIOL 2002	Excl: BIOS 3108, BIOL 3003

Single Honours Requirements at Level 6

Single Honours students must take all mandatory modules.

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at levels 5 and 6 - for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include BIOL3002, BION3302, and BION3303.

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include BION3302.

Joint pathway students must take one of the following options:

- Undertake a Research Project in both subject areas in which case they must take JOIN3002 or JOIN3013.
- Undertake a Research Project in the other School in which case they must refer to the programme specification for the other course for guidance.

Minor Pathway Requirements at Level 6

Minor pathway students must take 30 or 45 credits from the table above including BION3302.

Table3 The table below details how the title of your award will be dictated by the number of credits you take in each subject. A total of 360 credits must be taken and passed total to be awarded an honours degree in both subjects

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and professional academic standards and quality

The course has been developed with reference to the [QAA Benchmark Statement: Biosciences \(2019\)](#), the [QAA Benchmark Statement: Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences \(2019\)](#), and the [QAA Benchmark statement Dietetics \(Pre-registration: 2019\)](#). Benchmark Statements which have been used to inform course outcomes and skills. The course operates at levels four, five and six of the [Framework for Higher Education Qualifications](#) (FHEQ). This award is located at Level 6 of the FHEQ.

The course has been accredited by the [Association for Nutrition](#).

17. Support for students

Human Nutrition students experience a wide variety of learning and teaching methods detailed in Section 13 above, and these are frequently reviewed and adapted to ensure students have the best support and guidance possible.

In addition, a range of other practices are provided at department, college, and University levels. These are outlined below.

- **Welcome week (Induction)**

Welcome Week provides students with the opportunity to meet other students, the teaching team, the other members of the university. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, and the student union, as well as an address by the vice-chancellor of the University.

In the Biological Sciences, the induction programme is continued throughout the academic year in one of the 30 credit modules taken by all students. This extended induction allows the necessary study skills to be developed at the most appropriate time for the students.

- **Personal and Academic Tutoring**

The Personal Academic Tutor (PAT) system is one of the main ways in which students are supported on the course and is at the heart of supporting personal, professional, and academic development. Students meet with their tutors at least four times a year in first year and three times a year thereafter and the requirement to do so is linked to a pass/fail assessment in a mandatory module. These meetings are held in group or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media, and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice, and accommodation matters. The Personal Academic Tutors guide the students through completion of a Personal Development Plan related to the current [QAA Subject Benchmark Statement Biosciences October 2019](#).

- **Inclusivity**

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

The Human Nutrition course has a proactive and inclusive approach to disabled students. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The Disability & Dyslexia Service 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).

The Student Services home page can be found [here](#) and offers a wide range of services available to help and support students throughout their studies. Student services hosts the [firstpoint](#) drop in facility based in the Peirson Study and Guidance Centre on St John's Campus. The Disability and Dyslexia home page can be found [here](#).

18. Admissions

Admissions Policy

We welcome applications from people of all ages and backgrounds with an interest in studying biological sciences. The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The School of Science and the Environment works closely with central student support services, including the Admissions Office, the Disability and Dyslexia Service and the International team (student services) 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 students.

Entry requirements

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the University website (Course pages can be reached by following the links on the [A-Z of Courses](#) page).

However, the University has a strong commitment to widening participation in higher education and recognises that there are other qualifications and life experiences that can demonstrate the pre-graduate skills needed to succeed on the Human Nutrition course. Further information can be found in the documents listed on the Admissions [Policies & Procedures](#) page particular the [Admissions Policy](#), and also on the [How to Apply](#) page. Informal enquiries are welcomed by the course lead.

International Applications and English Language Requirements

If you are applying for a full-time undergraduate course, EU/ Non-EU students are strongly advised to apply online through the [Universities & Colleges Admissions Service](#) (UCAS).

If you are using [The Common Application](#), you can add the University of Worcester to your list of colleges via [this link](#) and complete the application there.

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure that it is, or is comparable to, IELTS level 7.0 with no element below 6.5. (AfN 2021).

Admissions procedures

Full time applicants can apply through UCAS using course code B400. Part-time applicants apply directly to the University of Worcester.

Admissions procedure

Applicants are considered based on their UCAS application form. Interviewing applicants is not standard practice but those wishing to enter via non-standard entry routes may be invited to interview as part of the process for considering their application.

Those who accept our offer to enter the course will be invited to attend one of our [Applicant days](#) to find out more about studying Human Nutrition at the University of Worcester.

19. Regulation of assessment

The course operates under the University of Worcester's: [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment and grading criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see Section 18 above.

Please note

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

Requirements for Awards

The requirements for graduating with a specific award can be found in Table 8 below. For a specific named Human Nutrition award this table should be considered in conjunction with

the information provided in section 15 above (Tables 4, 5, and 6) to identify the modules that must be passed at each Level.

Table 4 Requirements for Awards

Award	Requirement
CertHE Human Nutrition	Passed 120 credits at Level 4 or higher
DipHE Human Nutrition	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 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the dissertation/ research project module) as specified on the award map.
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 60 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

20. Graduate destinations, employability, and links with employers

Graduate destinations

Six months after graduating from the Human Nutrition award in 2018, 75% of the graduated were in employment and 25% engaged in further study. No students stated that they were unemployed. Of those in employment 80% reported that they were in a professional or management job.

An increasing number of our students now go on to study for Master or PhD awards and advice on following this pathway is included in our careers guidance within the School. There has also been an increase in those going on to a PGCE course and into a teaching career.

Some of our students have entered employment with direct links to their degree subject, for example those in technical or research posts. Others have used their transferrable graduate skills to gain employment in seemingly unrelated areas.

Career opportunities include (with examples):

- Government Agencies (e.g. Food Standard Agency, County and city councils)
- Non-governmental Organisations (e.g. Charities such as The Children's Food Trust, Cancer research, Mind)
- NHS Nutrition Educator

- Local Government (e.g. Council employees applying/advising the Governments Food and Nutrient Based Standards)
- NHS (e.g. Nutritionist, Breastfeeding Peer Support Co-Ordinator, Nutrition Support Worker)
- Further Study: including M.Sc., M.Phil or Ph.D. (e.g. Dietetics)
- Catering and Food Consultancy Firms (e.g. Taylor Shaw)
- Shop Management (e.g. Health food stores)
- Weight Loss organisations (e.g. Rosemary Connelly)
- Self-employed (e.g. Personal trainer, Boot camp organiser)
- Technical Posts (e.g. Quality control, Product and Supplement development)
- Education (e.g. teaching, lecturing & research)
- Other Graduate Professions (e.g. accountancy & management)

Student employability

Careers advice is embedded in the curriculum at all levels. At Level 4, students are introduced to the Careers Service in BIOL1001: Cell Biology, as part of the Science PDP scheme. This is followed up in BIOL2001: Project and Career Development, with a more substantial careers session that looks at career options and strategies. In this module one of the assignments takes the form of a job application, submission of a CV and an interview. Students are given the opportunity in most modules to develop skills relevant to employability. Students will also record their practical skills in the Biological Science Skills Passport as a record to show prospective employers.

The University has developed a set of Graduate Attributes that all courses endeavour to develop in our students and are designed to encourage students to reflect on their personal growth during their course, and thus more able to articulate their skills to prospective employers. It is also hoped that the acquisition of these attributes will create an alumni who will have a positive impact on the planet and the lives others. These Graduate Attributes can be found in the University's [Learning and Teaching Policy](#).

Further, the University's [Careers and Employability Service](#) is available for all students and graduates, throughout their careers. They offer in-depth support to current students and graduates including leavers toolkits, career planning sessions, CV and cover letter advice, and application guides. They also offer free psychometric testing to determine the individuals learning style, career interests and readiness to enter employment.

The Worcester Award

The [Worcester Award](#) allows students to be recognised for extra activities they have completed and reflected on that demonstrate to employers competence in the transferable skills involved, and this can help to improve future employability. The Worcester Award has four levels: Bronze; Silver; Gold and Platinum, and on completion of a level they are presented with a certificate, and their achievement recorded on their Higher Education Achievement Report when they graduate.

The Study Skills Passport

You will also have the opportunity to record your practical skills in a Technical Skills Passport which will be issued to you at the start of your course. As you develop each skill to a suitable standard it will be signed off by a member of academic or technical staff. The Passport can then be presented to prospective employers to demonstrate your technical skills and proficiency.

Links with employers and other organisations

As a community-engaged university, the University of Worcester has strong partnerships with local, regional, and National organizations. To enhance the relevance of the course and maximize the employability of graduates, the school has brokered relationships with local employers to form the Biological Sciences Employer Liaison Group.

Membership of the Employer Liaison Group includes:

- Severn Biotech

- Worcestershire Acute Hospitals NHS Trust
- Avenys UK Ltd.
- Wye Valley NHS Trust
- Gloucestershire Hospitals NHS Foundation Trust
- Sequani Ltd.
- Malvern Cosmeceutics

These employers support both course development and delivery by informing course designers and teaching staff of the skills and competencies they require from graduates, by providing opportunities for student workplace visits, and by giving talks and demonstrations to students.

The Human Nutrition also course has links to Worcestershire Food Bank, Worcester County Council, Cytoplan, and Worcester Regulatory Services.

- An example of the latter involves the **Healthier Food Choices Award**: This is an award that was being introduced by Worcester Regulatory Services for businesses who have achieved the highest Level (5 - Very Good) in the Food Hygiene Rating Scheme and prepare food at their premises.
- Worcester Human Nutrition Students contribute to every aspect of the awarding and checking of this award including:
 - o Human Nutrition Students were part of the launch of the scheme at the Worcester Food Festival.
 - o Human Nutrition Student performed recipe analysis on selected foods for businesses upgrading their menu to meet the awards requirements.
 - o Some Human Nutrition Students were trained to act as a 'mystery shopper'.

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 they take 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 outlines and the Course Handbook provided to all students at the start of the course.