



Queen Margaret University

EDINBURGH

# Programme Specification

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	Queen Margaret University
3	<b>Professional body accreditation</b>	Association for Nutrition
4	<b>Final Award</b>	BSc (Honours) Nutrition
	<b>Subsidiary exit awards</b>	Cert (HE), Dip (HE), BSc Nutrition
5	<b>Programme Title</b>	BSc (Honours) Nutrition
6	<b>UCAS code</b> (or other coding system if relevant)	
7	<b>SCQF Level</b>	7-10
8	<b>Mode of delivery and duration</b>	FT/PT
9	<b>Date of validation/review</b>	April 2019

## 10. Educational Aims of the programme

This degree programme involves the study of human nutrition and biological and social sciences and aims to produce graduates equipped for careers in public health nutrition, the food industry, the leisure industry and further research.

Programme Aims:

1. To provide a programme of study that develops a sound understanding of the issues and concepts related to nutrition at the individual, community and population level.
2. To develop the ability to integrate contributory disciplines in the analysis and interpretation of factors influencing the maintenance and disturbance of the body's functions and overall health.
3. To develop in students the capacity for critical, analytical, reflective and independent thinking so that they become more effective problem solvers and to continue learning both as students and in their subsequent careers.
4. To encourage a research mindedness on the part of students so that they may better understand and evaluate relevant research, compare merits of alternative hypotheses and be able to undertake research themselves.
5. To facilitate the progressive development in students of a range of transferable skills relevant to the world of work including the commitment to life-long learning and a professional and ethical attitude to working.
6. To develop experimental and practical skills related to their field of study with associated skills in design of investigations, data collection, analysis and reporting.
7. To encourage awareness of the standards of proficiency for registered nutritionists.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

- ✓ QAA Benchmark Statement for Biosciences (2017)
- ✓ Scottish Credit and Qualifications Framework (SCQF) (2012) Level Descriptors
- ✓ The Association for Nutrition have set the following core competencies for the Nutrition graduate:

- Core Competency 1 - Science

Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level - for either human or animal systems.

- Core Competency 2 - Food Chain

Knowledge and understanding of the food chain and its impact on food choice. Integrating the food supply with dietary intake.

- Core Competency 3 - Social/Behaviour

Knowledge and understanding of food in a social or behavioural context, at all stages of the life course

- Core Competency 4 - Health/Wellbeing

Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.

- Core Competency 5 – Professional Conduct

Understanding of Professional Conduct and the nutritionists' Code of Ethics along with evidence of good character.

In addition knowledge and awareness for the Association for Nutrition's document 'Standards of Ethics, Conduct and Performance' (2013)

## 12. Learning Outcomes of the Programme

On completion of the programme the student will be able to:

1. Integrate knowledge of nutrition and related subjects relevant to the study of nutrition at the individual, community and population level (KU, IS).
2. Demonstrate critical understanding of multidisciplinary and interdisciplinary factors influencing the body's functions, metabolism and overall health (KU, PS).
3. Analyse, interpret and evaluate data and information both within and across disciplines (KU, PS, IS, TS).
4. Demonstrate research mindedness through the ability to evaluate current research and to undertake research themselves (IS, PS, TS).
5. Demonstrate the capacity for sustained independent work, problem solving and management of their own learning (PS, TS).
6. Display competency in a range of transferable skills relevant to the world of work (PS, TS).
7. Demonstrate awareness of the standards of proficiency for registered associate nutritionists (AfN) (KU, PS, IS, TS).

## 13. Teaching and learning methods and strategies

Our learning and teaching strategies aim to employ effective methods of achieving programme and module aims while encouraging flexibility and innovation in meeting student requirements. Thus the student learning experience encompasses a variety of forms of learning/ teaching selected to be appropriate to the particular subject and its level of the course. We appreciate that it is important to continue efforts to improve and develop, especially in times of change and an ever increasing pressure on resources. We continue to use a wide range of learning and teaching formats developed as appropriate to particular modules and levels of the programme. These include lectures, tutorials, laboratory practicals, computer workshops, workshops, peer presentations, case studies and problem-based learning.

We believe that this Honours degree programme in Nutrition should encourage and expect the development in students of critical and creative thinking and the ability for independent work. Developing these attributes, which are at the core of SCQF Level 10, will enable them as graduates to continue to develop intellectually, taking responsibility for their own life-long learning appropriate to their career paths, a core feature of all our professional benchmarking documents. To this end, student centred learning is an essential feature of the programme and is introduced progressively, becoming predominant in later levels.

## 14. Assessment strategies

Module (SCQF level) (credit rating)	Level 1
	Assessment
Physiology (7) (20)	Unseen examination (2 hours)
Contextualising you and your profession (7) (20)	<b>1500 word assignment:</b> Reflective essay incorporating a personal development plan
Food, Lifestyle and Society (7) (20)	Development of healthy lifestyle resource
Biochemistry (7) (20)	MCQ and short answer unseen exam (90 min.)
Cell Biology and Genetics (7) (20)	MCQ and short answer unseen exam (2 hours)
Introduction to Food Science (7) (20)	Group presentation (20 minutes/group)
Level 2	
Behaviour change (8) (20)	CPD portfolio - to include 5-6 short video or audio files and 1500 word annotation
Nutrient Metabolism (8) (20)	Multiple choice and short answer unseen examination (2 hours)
Medical Microbiology and Immunology (8) (20)	Examination (2 hours) Case study with unseen and seen sections and unseen essay
Pharmacology (8) (20)	<b>Case based group presentation 20 minutes in total (15minutes/group presentation + 5 minutes questions)</b>
Nutrition (8) (20)	<b>Unseen MCQ, short answer and short essay questions (2 hours)</b>
Evidence-Based Practice (8) (20)	<b>Critical Appraisal (1500 words)</b>
Level 3	
Disease Aetiology and Management (9) (20)	Unseen examination (essay question) (2 hours)
Dissertation (9) (20)	Literature Review 3500 words
Nutrition through the Life-Course (9) (20)	Written Assignment (2000 words)
Volunteering Experience (9) (20)	Critical Reflection of the voluntary experience (2000 words essay)
Clinical Nutrition (9) (20)	Unseen examination (essay questions) (2 hours)
Epidemiology in Public Health (9) (20)	2000 word case study of a public health issue
Level 4	
Honours Project (10) (60)	5000 word research dissertation
Current Issues in Nutrition Science (10) (20)	Individual oral presentation (15+5 min.)
Nutrition in Practice (optional) (10) (20)	Individual oral presentation (15+5 min.)
Health Entrepreneurship (optional) (10) (20)	Production of a social enterprise business plan or production of a tender submission for pilot funding
Food & Nutrition Policy (10) (20)	Written critique of a current food/nutrition policy (2500 words)

**15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

The BSc (Hons) Nutrition programme covers a broad spectrum of subjects in Levels 1 & 2 but develops in Levels 3 & 4 into a programme where the Nutrition student has the option to choose from specific and more specialised subjects, which would be tailored to their preferred career aspirations.

	Credits	Sem 1	Sem 2	Coordinator
<b>Level 1</b>				
Physiology	20			Dr Douglas McBean
Contextualising you and your profession	20			Dr Sara Smith
Food, Lifestyle and Society	20			Dr Jacklyn Jones
Biochemistry	20			Dr Janie McCluskey
Cell Biology and Genetics	20			Dr Mary Warnock
Introduction to Food Science	20			Dr Julien Lonchamp
<b>Exit with Cert of Higher Education</b>				
<b>Level 2</b>				
Behaviour change	20			Dr Jane Culpan
Nutrient Metabolism	20			Dr Janie McCluskey
Medical Microbiology and Immunology	20			Dr Lorna Fyfe
Pharmacology	20			Dr Douglas McBean
Nutrition	20			Dr Raquel Revuelta Iniesta
Evidence-Base Practice	20			Dr Raquel Revuelta Iniesta
<b>Exit with Dip of Higher Education</b>				
<b>Level 3</b>				
Disease Aetiology and Management	20			Dr Lorna Fyfe
Dissertation	20			Dr Douglas McBean
Nutrition through the Life-Course	20			Dr Raquel Revuelta Iniesta
Volunteering Experience	20			Dr Raquel Revuelta Iniesta
Clinical Nutrition	20			Dr Raquel Revuelta Iniesta
Epidemiology in Public Health	20			Dr Lois White
<b>Exit with BSc in Nutrition</b>				
<b>Level 4</b>				
Honours Project	60			Dr Mary Warnock
Current Issues in Nutrition Science	20			Dr Raquel Revuelta Iniesta
Nutrition in Practice	20			Dr Lois White & Professor Pol DeVos
Health Entrepreneurship	20			Mr Roddy Ferguson
Food & Nutrition Policy	20			Dr Lois White
<b>Exit with BSc(Honours) in Nutrition</b>				

## 16. Criteria for admission

### **Typical entry**

- Scottish Higher: 195 UCAS Tariff points (BBB or other grades giving equivalent points)
- A Level: 200 UCAS Tariff points (BB or other grades giving equivalent points)

### **Additional requirements**

- Biology or Chemistry and preferably one other science at Higher or A Level (which may include Mathematics, Home Economics or another relevant science).
- Chemistry, Biology, Mathematics and English should normally be held at least to S/Intermediate2/GCSE or equivalent.

### **FE & Access students**

- Year One Entry: We welcome applications from students from science based Access/Foundation Courses that include adequate Biology and Chemistry\*.
- Year Two Direct Entry: Applicants with an HNC in Applied Sciences or equivalent are considered\*.
- Year Three Entry: Applicants with an HND in Applied Biological Sciences or equivalent are considered\*.
- Each application is assessed on its individual merits and prospective students are encouraged to call the Admissions Tutor to discuss the options.

On admission, students will be required to apply to register with the Protection of Vulnerable Groups Scheme (PVG).

## 17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Placement Handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

## 18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/>