

## ***BSc Hons Nutritional Science***

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### Programme Specification

<b>1. Programme title</b>	BSc Hons Nutritional Science
<b>2. Awarding institution</b>	Middlesex University
<b>3a. Teaching institution</b>	CNELM (Centre for Nutrition Education and Lifestyle Management)
<b>3b. Language of study</b>	English Language
<b>4a. Valid intake dates</b>	<i>January, April and September 2024</i>
<b>4b. Mode of study</b>	<i>Full and Part Time Distance Education</i>
<b>5. Professional/Statutory/Regulatory body</b>	In combination with the CNELM Personalised Nutrition Practice Diploma the BSc programme is accredited by the Nutritional Therapy Education Commission.
<b>6. Apprenticeship Standard</b>	N/A
<b>7. Final qualification(s) available</b>	<i>Ordinary Degree - Exit Award Dip HE Nutritional Science - Exit Award Cert HE Nutritional Science - Exit Award</i>
<b>8. Year effective from</b>	September 2021

#### **9. Criteria for admission to the programme**

Applications are welcomed from mature students and school leavers. We wish to recruit applicants with a keen interest in nutritional science and who wish to contribute following graduation to the nutrition profession.

**Please note that** the last valid entry to this programme is September 2024. All students enrolled or enrolling on the programme up until September 2024 must complete the programme in time for the April 2029 degree awards board.

Successful applicants will meet the criteria below:

- GCSE English Language Grade 4 or above, or Equivalent.
- IELTSs 6.0 or TOEFL equivalent is the standard requirement for applicants where English is not their first language; or evidence of having completed courses equivalent to level 3 in the English language.
- Ability to use IT facilities including word processing, internet browsing and use of email.

AND

- Two 'A' level grades A-C, or equivalent qualifications in Human Biology and Chemistry.
- GCSE in mathematics or equivalent.

OR

- Successful completion of CNELM's Bioscience Entry Modules in Chemistry, Human Biology and Maths.

'A' levels or alternatives are accepted within a 5-year currency or demonstration of continued application of knowledge in the workplace. CNELM's entry modules can be taken as a refresher.

Applicants with prior relevant, certificated learning can apply to join the programme at an advanced stage. Applicants with prior certificated learning can apply for recognition of prior learning based on degree or degree equivalent credits for up to 240 credits of the BSc (Hons) programme. All Advanced Learners irrespective of prior learning must complete a minimum of 120 credits from levels 5 and 6 of the programme. 80 credits must be from level 6 of the programme inclusive of the 40 credit Research Project in order to be awarded the BSc (Hons) Nutritional Science Award by Middlesex University.

The following Exit Awards from the programme may be conferred subject to meeting requirements including:

- Certificate Higher Education in Nutrition Science - completion of 120 credits
- Diploma of Higher Education in Nutrition Science - completion of 240 credits
- Ordinary Degree - completion of 300 credits

Advanced Learners entering the programme must complete a minimum of one-third of the modules as a university registered student to be eligible for one of the above Exit Awards. Exit Awards are not classified and awarded a Pass Grade.

## 10. Aims of the programme

### The programme aims to:

1. Provide a stimulating and supportive learning environment that fosters a positive attitude to individual and collaborative learning.
2. Introduce a range of relevant themes across the programme including fundamental nutrition principles, promotion of public health, personalised nutrition, scientific reasoning, research methods and ethics.
3. Support development of a robust knowledge base coupled with research and critical thinking skills in preparation for entering a diverse and fast-moving nutrition sector.
4. Stimulate informed discussion and debate across a range of economic, political, and ethical issues relating to contemporary food systems and the ethical application of nutritional science in clinical, industry and government settings.
5. Provide insight into the range of opportunities for professional nutritionists to develop broad, specialist and/or portfolio careers.
6. Cultivate a reflective learning style to support ongoing personal and professional development.
7. Prepare students for further academic and/or applied clinical studies.

## 11. Programme outcomes\*

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The fundamentals of human biochemistry, physiology, and pathology and how food and its nutritional components can interact with the human organism.
2. Cellular, genetic and lifestyle influencers of disease and the effective design of diet, nutrition and lifestyle strategies for personalised nutrition interventions and public health initiatives.
3. Research methodologies and approaches relevant to public health guidance and personalised nutrition interventions; research project design and implementation, interpretation of research to evaluate the strength of evidence it provides.
4. Medical paradigms and models of healthcare that inform nutrition and lifestyle practices and interventions
5. The strengths and limitations of public health strategies, nutrition education and personalised nutrition practice in managing health.
6. The use and interpretation of anthropometric data and laboratory analytes in a variety of contexts including how laboratory investigations may inform nutritional interventions and how drugs, foods and nutrients might interact within the human body.
7. The challenges and opportunities confronting the food and nutrition industries, product design and the roles of legislation, regulation, professional representation and the role of lobbying groups in the change process.
8. The significance of evaluating diverse career opportunities including full time employment, freelance roles, portfolio careers and working

### Teaching/learning methods

Students gain knowledge and understanding through

- **Live webinars and lectures** are used to support the programme to deliver key syllabus content. Appropriate student interaction is encouraged during these events. These are normally recorded for students to review after the event if needed.
- **Recorded webinars and lectures** are used widely for students to access at their convenience and are made available to students at appropriate stages within the programme modules.
- **Directed and self-directed reading** is expected to complement curricular lecture materials across the programme and to enable students to acquire increasingly deeper levels of knowledge and understanding
- **External online resources** may be signposted via CNELM subscriptions or relevant and appropriate websites to supplement key material. External resources allow students to gain a broad knowledge of how nutritional science can be applied outside of academia and provide an invaluable insight into potential careers and opportunities for graduates.
- **Module activities** such as quizzes and short answer questions are provided via the VLE to reinforce learning throughout the programme.
- **Online Tutorials** are held as group or individual sessions to provide an opportunity for students and tutors to discuss specific topics and give targeted support to students.
- **Online Module Forums** are used throughout the programme to enable students to share, discuss and debate relevant concepts and content with peers. Forums are supported by tutors where appropriate.

internationally online.

- **One on one supervision** is used at each level of the programme to help students acquire knowledge and understanding of providing dietary education at level 4; providing online services to a company at level 5; and acquiring the knowledge and understanding to complete a research project at level 6.

- **Observation and role-play** are used at level 4 to enable students to acquire knowledge and understanding of requirements for providing dietary analysis services as a potential career option.

- **Presentations and debates** are used creatively within many modules to enable students to acquire knowledge and understanding in a manner that supports participation and constructive feedback.

- **Reflection** is a learning theme used throughout the course providing students with multiple opportunities to reflect upon the acquisition of their knowledge and understanding.

Verbal and written feedback is used throughout the programme to enable students to reflect upon acquisition of knowledge and understanding and to enable students to apply feedback to further progress in their studies and future careers

#### **Assessment methods**

Students' knowledge and understanding is assessed by

- **Essays** enable students to demonstrate their developing knowledge and understanding in a comprehensive manner that incorporates discussion, description, analysis, evaluation and reflection.

- **Online Timed Assessments** are used in 5 of 15 modules over the programme and are chosen to enable students to demonstrate knowledge and understanding by explaining and discussing core concepts, critical discussion and evaluation and problem solving.

- **Reports** are used at each level of the programme to provide students with an

	<p>opportunity to demonstrate knowledge and understanding in a manner relevant to future work opportunities in practice and industry settings.</p> <ul style="list-style-type: none"> <li>- <b>Proposals</b> are used as an assessment method at levels 5 and 6 and provides students with an opportunity to creatively demonstrate knowledge and understanding of how to present a proposal in industry and research settings.</li> <li>- <b>Portfolios</b> are used at each level of the programme to enable students to acquire knowledge and understanding of how to put together themes of work in a variety of settings.</li> <li>- <b>Presentations</b> are included across each level of the programme to enable students to demonstrate their knowledge and understanding of key concepts verbally and in writing to tutors and peers. Presentations are used to disseminate public health messages, laboratory and research findings.</li> <li>- <b>Projects</b> - all students completing the programme are assessed at level 6 and demonstrate knowledge and understanding of how to undertake research in a robust and ethical manner.</li> <li>- <b>Reflection</b> is incorporated and assessed in a variety of contexts and in part enables students to develop knowledge and understanding of their own progress and development as they progress through their studies and in preparation for future employment.</li> </ul>
<p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate relevant scientific research and apply it to a range of social, cultural, economic, and political contexts related to diet, nutrition and lifestyle factors.</li> <li>2. Effectively use and apply clinical evidence and scientific research to develop, challenge and defend strong arguments relevant to human nutrition</li> <li>3. Interpret and use clinical, laboratory</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn skills through</p> <ul style="list-style-type: none"> <li>- <b>Live webinars and lectures</b> provide students with the opportunity to gain confidence by asking questions and develop critical thinking skills in an open and supportive environment</li> <li>- <b>Self-direct reading</b> is increasingly encouraged throughout the programme to develop independent research skills and confidence to work with minimal supervision.</li> </ul>

and product data to inform personalised nutrition interventions.

4. Robustly reason potential mechanisms underlying diseases processes and drivers to disease and how this relates to nutrition.
5. Contextualise and communicate a range of complex nutrition concepts to individuals and groups in a professional, ethical manner that is respectful of the culture and diversity of the audience.
6. Effectively present one's own work and ideas, enter discussion and debate to explore and challenge your own ideas and those of others in situations where evidence is ambiguous or lacking.
7. Confidently engage with the food and nutrition industry, contribute effectively in a wide range of settings and, where appropriate help facilitate change.
8. Utilise differing styles of communication to help improve health outcomes for organisations, communities, groups and individuals in a professional, ethical manner.
9. Draw upon your own resources to develop, create, innovate and implement strategies to support business objectives of employers and/or own business development.
10. Utilise critical reflective practice to support ongoing personal and professional development.

- **Online Tutorials** are held as group or individual sessions to provide an opportunity for students and tutors to discuss specific topics with tutors providing a high level of support and challenge. A key focus of tutorials is to develop skills through the application of knowledge gained.

- **Debates** are hosted in tutorials and on the student forum and may require input from individuals or groups. In preparing and participating in debates, students develop skills in critical analysis, communication, teamwork, leadership and the ability to deal positively with challenges associated with ambiguity and diversity.

- **Presentations** are expected to be active events for both the presenter and the audience. Students are actively encouraged to develop skills needed to defend and challenge strong arguments whilst in a supportive environment.

- **Reflection** is a learning theme used throughout the course providing students with multiple opportunities to reflect upon their growing understanding and student experiences. Through established models of reflection students are able to grow and develop their personal, professional, and research skills in line with both the course content and their own life goals.

- **Verbal and written feedback** is used throughout the programme to enable students to reflect upon how skills have been demonstrated and enable students to apply feedback to further progress in their studies and future careers.

#### **Assessment methods**

Students' skills are assessed by

- **Essays** the student demonstrating increasing ability to apply critical thinking skills to problem-solve, justify, reflect and where appropriate to defend in an ethical manner nutrition interventions to meet the needs of individuals and communities.

- **Online Timed Assessments** the student demonstrates increasing ability to extract relevant and pertinent information from appropriate resources in a time limited

	<p>manner to accurately describe and explain key bioscience concepts and by demonstrating problem solving skills in bioscience, applied bioscience science and clinical reasoning contexts.</p> <ul style="list-style-type: none"><li>- <b>Reports and Proposals</b> the student demonstrating the ability to use such formats to enhance potential work opportunities within the nutrition and allied health sector.</li><li>- <b>Portfolios</b> student skills are further assessed by presenting coherent themes of work across public health, research and professional development contexts</li><li>- <b>Presentations</b> enable the student to demonstrate across a range of contexts the ability to communicate effectively with others and to demonstrate appropriate management of their own ideas being challenged and challenging the ideas of others.</li><li>- <b>Projects</b> the student demonstrating the ability to conduct research both in group and individual contexts ethically and to expected standards.</li><li>- <b>Reflection</b> enables the student to demonstrate skills to apply a range of reflective models and practice to assist understanding of their own beliefs, positions, development, progress and future aspirations.</li></ul>
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## 12. Programme structure (levels, modules, credits and progression requirements)

### 12. 1 Overall structure of the programme

CNELM's academic year runs from January-December. Students enrolling in January to join the programme can complete the programme either full-time or part-time. All students must complete the programme in time for the April 2029 degree awards board.

To maximise opportunities for students enrolling in April or September to complete the programme full-time. Level 4 Thinking Critically and L6 Research Project are taught twice a year. The tables below show the first delivery time for Thinking Critically (starting in January) and the second opportunity starting in September; and for the Research Project the first delivery (starting in May), and the second opportunity starting in November.

The part-time study option detailed below is an example only and there are many variables to this example and will depend on the length of part-time study and start dates.

There are opportunities for students to take modules independently with tutor support and access to pre-recorded materials.

<b>3 Years Full Time</b>											
<b>Level 4</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND411 Thinking Critically 20 Credits						<b>OR</b>					
CND412 Nutritional Biochemistry 40 Credits											
CND421 Public Health Nutrition 20 Credits											
CND431 Applied Physiology 20 Credits											
CND432 Personalised Dietary Education 20 Credits											
<b>120 Credits</b>											



<b>3 Years Full Time</b>											
<b>Level 5</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND511 Applied Patho-Physiological Reasoning 40 Credits Prerequisite: CND 411 & 431											
CND512 Food Science and Safety 20 Credits											
CND521 Research Methods 20 Credits Prerequisite: CND411											
CND531 Food Supplements and Pharmacology 20 Credits Prerequisite: CND511											
CND532 Nutrition in Practice 20 Credits Prerequisite: CND432											
<b>120 Credits</b>											

<b>3 Years Full Time</b>											
<b>Level 6</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND611 Personalised Nutrition Interventions 20 Credits Prerequisite: CND531											
CND612 Health Culture 20 Credits Prerequisite: CND421, 521											
CND621 Nutrition Enterprise 20 Credits Prerequisite: CND532											
CND622 Research Project 40 Credits Prerequisite: CND511, 521											

<b>OR</b>											
CND622 Research Project 40 Credits Prerequisite: CND511, 521											
CND631 Contemporary Issues in Food and Nutrition 20 Credits Prerequisite: CND421, 512											
<b>120 Credits</b>											

<b>3 Years Part Time</b>											
<b>Level 4</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND411 Thinking Critically 20 Credits											
CND412 Nutritional Biochemistry 40 Credits											
CND431 Applied Physiology 20 Credits											
<b>80 Credits</b>											

<b>3 Years Part Time</b>											
<b>Level 4 and 5</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND512 Food Science and Safety 20 Credits											
CND421 Public Health Nutrition 20 Credits											
CND432 Personalised Dietary Education 20 Credits											
<b>60 Credits</b>											

<b>3 Years Part Time</b>											
<b>Level 5</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND511 Applied Patho-Physiological Reasoning 40 Credits Prerequisite: CND 411 & 431											
CND521 Research Methods 20 Credits Prerequisite: CND411											
CND531 Food Supplements and Pharmacology 20 Credits Prerequisite: CND511											
<b>80 Credits</b>											

<b>3 Years Part Time</b>											
<b>Level 5 and 6</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND611 Personalised Nutrition Interventions 20 Credits Prerequisite: CND531											
CND622 Research Project 40 Credits Prerequisite: CND511, 521 OR											
CND622 Research Project 40 Credits Prerequisite: CND511, 521											
CND532 Nutrition in Practice 20 Credits Prerequisite: CND432											
<b>80 Credits</b>											

<b>3 Years Part Time</b>											
<b>Level 6</b>	<b>Term 1</b>			<b>Term 2</b>				<b>Term 3</b>			
<b>Module Information</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Jn</b>	<b>Jy</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
CND612 Health Culture 20 Credits Prerequisite: CND421, 521											
CND621 Nutrition Enterprise 20 Credits Prerequisite: CND532											
CND631 Contemporary Issues in Food and Nutrition 20 Credits Prerequisite: CND421, 512											
<b>60 Credits</b>											

<b>12.2 Levels and modules</b>		
<b>Level 4</b>		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all of the following: CND411 Thinking Critically CND412 Nutritional Biochemistry CND421 Public Health Nutrition CND431 Applied Physiology CND432 Personalised Dietary Education	None	In order to progress students are required to have successfully completed all modules at 40% or above unless any of the conditions listed in section 13 below apply. Progression to specific level 5 modules may be interrupted if prerequisite modules have not been passed
<b>Level 5</b>		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all of the following:	None	In order to progress students are required to

CND511 Applied Pathophysiological Reasoning CND512 Food Science & Safety CND521 Research Methods CND531 Food Supplements & Pharmacology CND532 Nutrition in Practice		have successfully completed all modules at 40% or above unless any of the conditions listed in section 13 below apply. Progression to specific level 6 modules may be interrupted if prerequisite modules have not been passed.
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: CND 611 Personalised Nutrition Interventions CND 612 Health Culture CND 621 Nutrition Enterprise CND 622 Research Project CND 631 Contemporary Issues in Food and Nutrition	None	In order to graduate from the Programme students are required to have successfully completed all modules at 40% or above unless any of the conditions listed in section 13 below apply.

12.3 Non-compensatable modules	
Module level	Module code
5	CND 511 Applied Pathophysiological Reasoning
5	CND 531 Food Supplements and Pharmacology
6	CND 611 Personalised Nutrition Interventions
6	CND 612 Health Culture
6	CND 622 Research Project

### 13. Information about assessment regulations

This programme will run in line with the general [Middlesex University Regulations 2020/2021](#)

All modules on the programme have more than one assessment that goes towards the final module grade. All modules are coursework assessed.

Non-compensation of a module means that all assessments that are non-compensatable and that contribute to the final module grade must be passed with a Grade 16 (40%) or higher. See table 12.3 above for modules that are non-compensatable. Some modules have one assignment that is non-compensatable and another assignment/s that can be compensated. If the assignments that can be compensated are a marginal fail then it is possible to pass the module if the grade for the module overall is a Pass based on aggregation.

For modules where all components can be compensated then subject to the Academic Board approval a compensated pass may be permitted, as may an aggregation of marks subject to the approval of the Progression Board.

The following award classification bands can be conferred upon completion of the BSc (Hons) programme: First Class, Upper Second Class Division (2:1), Lower Second Class Division (2:2) and Third Class.

#### **14. Placement opportunities, requirements and support (if applicable)**

This programme aims to help students gain innovative intrapreneurial and entrepreneurial skills to expand their vision and to support future 'global' career opportunities within companies both as an employee or as an entrepreneur offering freelance services. This programme includes up to 50 hours of Online Work Experience at the end of Level 5 as part of Nutrition in Practice where students explore how nutrition is practised both in industry and clinical contexts. Work Experience opportunities may be commissioned by diverse companies representative of the industry including; governmental and non-governmental organisations; private companies including product companies, testing laboratories, food companies and integrative healthcare practices. The entrepreneurial students may, subject to ethics approval, have the opportunity to work independently or in groups to develop a workshop and literature for the public or professionals. Students will be informed prior to the module start of potential work placement opportunities and allocations are confirmed prior to the module start.

#### **15. Future careers / progression**

This programme is designed to prepare students to join the nutrition industry in various capacities and to potentially develop a Portfolio Career that may include or be based on freelance work and working with public sector and private companies around the world. Graduates of this programme will have demonstrated necessary skills to set up their own business or social enterprise and offer services from their location.

Such future careers include, but not limited to:

- Technical, research and development roles and community projects in governmental and non-governmental organisations; private companies including product companies, testing laboratories, food companies and integrative healthcare practices
- Educational and dietary analysis services to a variety of sectors

Graduates of this programme can combine or continue their education to complete the CNELM Personalised Nutrition Practice Diploma as an accredited route to nutritional therapy practice; and/or complete the CNELM Dietary Educator Certificate to enable the provision of dietary educational services to individuals. Graduates may also apply to join the MSc in Personalised Nutrition taught at CNELM and validated by Middlesex University. and may further their education and apply to other Higher Education Institutions including Middlesex University to enrol on other allied Masters programmes.

**16. Particular support for learning (if applicable)**

1. Access to CNELM online learning resources,
2. Online access to the RSM resources including, but not limited to: search engines e-books, e-journals and videos and access to RSM London library if in vicinity
3. ScienceDirect designated e-journals
4. Royal Society of Arts Journal, videos and other resources (open access online)
5. Health Food Manufacturer's Association online resources
6. Natural Medicines Database via BANT membership
7. Nutritics Food Analysis software
8. Nutrition Evidence Database
9. Natural Medicine e-journal
10. Industry webinars and literature and other selected webcasts and podcasts
11. Journal Club
12. SPSS
13. JASP
14. Academic Support: Programme Leader, Module leaders, Research Supervisors, Research Manager, Head of Research, Research Director, Session lecturers
15. Support Services: Programme Managers, Student Support Manager, Coach Mentor Support (by referral only) Professional Mentor, IT and Administrative Support, Support for students with Learning Needs
16. Access to Institution and University Link Tutor and other relevant Middlesex University contacts

**17. JACS code (or other relevant coding system)** B400

**18. Relevant QAA subject benchmark(s)** Biosciences, Biomedical Sciences, Dietetics and Health Studies



### 19. Reference points

The following reference points were used in designing the programme:

1. UK Quality Code for Higher Education 2018
2. QAA Benchmarks statements for Biosciences 2019, Biomedical Sciences 2019, Health Studies 2019 and Dietetics 2019
3. QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers 2018
4. CNHC Core Curriculum for Nutritional Therapy 2018
5. Skills for Health National Occupational Standards for Nutritional Therapy
6. Middlesex University Learning and Quality Enhancement Online Handbook 2020
7. Middlesex University Online Regulations 2020
8. Higher Education Academy Preparing Students for a Global Future Aug 2014
9. SEEC Credit Level Descriptors (Levels 4-6) 2016
10. [Bloom's Taxonomy](#)

### 20. Other information

Not Applicable

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Curriculum map for *[title of Programme]*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

Knowledge and understanding	
A1	The fundamentals of human biochemistry, physiology, and pathology and how food and its nutritional components can interact with the human organism.
A2	Cellular, genetic and lifestyle influencers of disease and the effective design of diet, nutrition and lifestyle strategies for personalised nutrition interventions and public health initiatives.
A3	Research methodologies and approaches relevant to public health guidance and personalised nutrition interventions; research project design and implementation, interpretation of research to evaluate the strength of evidence it provides.
A4	Medical paradigms and models of healthcare that inform nutrition and lifestyle practices and interventions.
A5	The strengths and limitations of public health strategies, nutrition education and personalised nutrition practice in managing health.
A6	The use and interpretation of anthropometric data and laboratory analytes in a variety of contexts including how laboratory investigations may inform nutritional interventions and how drugs, foods and nutrients might interact within the human body.
A7	The challenges and opportunities confronting the food and nutrition industries, product design and the roles of legislation, regulation, professional representation and the role of lobbying groups in the change process.
A8	The significance of evaluating diverse career opportunities including full time employment, freelance roles, portfolio careers and working internationally online.

Skills	
B1	Critically evaluate relevant scientific research and apply it to a range of social, cultural, economic, and political contexts related to diet, nutrition and lifestyle factors.
B2	Effectively use and apply clinical evidence and scientific research to develop, challenge and defend strong arguments relevant to human nutrition
B3	Interpret and use clinical, laboratory and product data to inform personalised nutrition interventions.
B4	Robustly reason potential mechanisms underlying diseases processes and drivers to disease and how this relates to nutrition.
B5	Contextualise and communicate a range of complex nutrition concepts to individuals and groups in a professional, ethical manner that is respectful of the culture and diversity of the audience.
B6	Effectively present one's own work and ideas, enter discussion and debate to explore and challenge your own ideas and those of others in situations where evidence is ambiguous or lacking.
B7	Confidently engage with the food and nutrition industry, contribute effectively in a wide range of settings and, where appropriate help facilitate change.
B8	Utilise differing styles of communication to help improve health outcomes for organisations, communities, groups and individuals in a professional, ethical manner.
B9	Draw upon your own resources to develop, create, innovate and implement strategies to support business objectives of employers and/or own business development.
B10	Utilise critical reflective practice to support ongoing personal and professional development.

Programme outcomes																		
A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	
<b>Highest level achieved by all graduates</b>																		
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
Thinking Critically	CND411			x						x					x				x
Nutritional Biochemistry	CND412	x	x				x					x	x						
Public Health Nutrition	CND421			x		x				x	x			x	x	x	x	x	x
Applied Physiology	CND431	x			x								x						
Personalised Dietary Education	CND432	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Applied Pathophysiological Reasoning	CND511	x	x		x		x				x	x	x		x	x			
Food Science and Safety	CND512							x		x				x	x	x	x		

Research Methods	CND521			x						x	x				x				
Food Supplements and Pharmacology	CND531	x	x		x	x	x	x			x	x	x		x	x			
Nutrition in Practice	CND532							x	x							x	x	x	x
Personalised Nutrition Interventions	CND611	x	x		x	x	x			x	x	x	x		x				
Health Culture	CND612		x	x	x					x	x			x	x	x	x		
Nutrition Enterprise	CND621							x	x						x		x	x	x
Research Project	CND622			x	x					x	x		x		x				
Contemporary Issues in Food and Nutrition	CND631					x		x		x					x	x	x		x