

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to learner and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a learner's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. Any changes will be balanced against our obligations to learners as set out in our Student Agreement and Apprentice Agreement and will be discussed with and communicated to learners in an appropriate and timely manner.

Basic Course Information

Final exit award and title	MSc Dietetics (Integrated Degree Apprenticeship)	Course Code	MSDDAF
FHEQ level and credit of final award	FHEQ Level 7 180 credits		
Interim awards titles	Postgraduate Diploma (PG Dip) Nutrition Studies Postgraduate Certificate (PG Cert) Nutrition Studies Aegrotat and intermediate exit awards do not convey eligibility to apply for registration with the HCPC		
FHEQ level and credit of intermediate award	PG Dip Nutrition Studies– Level 7, 120 credits PG Cert Nutrition Studies – Level 7, 60 credits		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Apprenticeship	Dietitian		
Apprenticeship Code	ST0599	Apprenticeship Level	6
End Point Assessment Type	Integrated		
Apprenticeship Duration	24 Months		
Planned off the job learning hours protected learning time	1709		
Apprenticeship standard review date	2030		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	British Dietetic Association (BDA) - accreditation underway Health Care Professions Council (HCPC) - approved 01 July 2024		
Duration of PSRB accreditation/ recognition (where applicable)	BDA- Accreditation/approval procedure underway HCPC- Ongoing		

Mode of study	Part –time	
Distance Learning- Proportion of the course	235 hours 20% distance	1106 hours 80% face to face, including practice-based learning
Standard length of course	24 months/2 years	
Language of delivery	English	
Place of delivery	AECC University College	
UCAS code (where applicable)	Not applicable	
HECOS Code(s)	100744 100%	
Date Course initially approved	June 2024	
Version number	1	
Date this version approved	03 June 2024	
Academic year from which this applies	2024/2025	
Author and End Point Assessment Lead	Ann Kennedy, Claire Nadaf, Michelle Holmes EPA Lead – Steve Thomas (Academic Registrar)	

Course Overview

1. Admissions regulations and entry requirements

Admissions Regulations

The regulations for this Course are the University College’s Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

Entry Requirements

The detailed entry requirements for the course may be found from the relevant course page on the University College [website](#)

As this is an Institute for Apprenticeships and Technical Education integrated degree, the learner, employer and university must also adhere to the requirements set for the [Dietitians apprenticeship](#) and the eligibility [funding criteria of the Department for Education](#) and be employed with full employer support.

Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Aims of the course

The aims of the course are to:

1. Develop the dietetic knowledge, skills, values, and behaviours required to meet the standards for proficiency to register as a dietitian with the HCPC.
2. Develop the breadth and depth of competence, autonomy, reasoning and compassion required to provide exceptional, professional, person-centred dietetic care and support within the legal and ethical frameworks of the profession.
3. Develop dietetic practitioners who ensure the well-being of service users if protected at all times, respecting and upholding the dignity, values and autonomy of all service users.

2. Aims of the course	
4.	Develop an appreciation of the impact of culture, equality and diversity on practice enabling learners to practise in a non-discriminatory and inclusive manner
5.	Equip learners with effective and appropriate communication skills.
6.	Develop flexible practitioners who can work effectively, within their scope of practice and based on evidence, to improve the nutritional health and well-being of individuals, groups, and populations, with the agility and ability to adapt to work in diverse areas of practice.
7.	Develop practitioners who can effectively manage workload and resources effectively including adopting clear strategies to protect their own mental and physical well-being.
8.	Produce independent learners with the skills to undertake critical enquiry, research, and quality and service improvement as part of their practice.
9.	Develop reflective, critical practitioners with a commitment to lifelong learning, and to the development and advancement of standards of excellence in the dietetic profession.

3. Course Learning Outcomes and Knowledge, Skills and Behaviours (KSBs): what apprentices will be expected to achieve as set out in the Apprenticeship Standard

The **KSBs and learning outcomes mapping document** on page 16 shows the relationship between the KSBs and ILOs for units and the overarching KSBs and ILOs of the course.

Knowledge	<p>K1: The importance of continuing professional development throughout own career.</p> <p>K2: The importance of safeguarding, signs of abuse and relevant safeguarding processes.</p> <p>K3: What is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics.</p> <p>K4: The importance of valid consent.</p> <p>K5: The importance of capacity in the context of delivering care and treatment.</p> <p>K6: The scope of a professional duty of care, and how to exercise that duty.</p> <p>K7: Legislation, policies and guidance relevant to own profession and scope of practice.</p> <p>K8: Policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics.</p> <p>K9: The ethical and legal implications of withholding and withdrawing feeding including nutrition support.</p> <p>K10: The importance of own mental and physical health and wellbeing strategies in maintaining fitness to practise.</p> <p>K11: How to take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary.</p> <p>K12: The need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice.</p>
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K13: Equality legislation and how to apply it to own practice.

K14: The duty to make reasonable adjustments in practice.

K15: The characteristics and consequences of barriers to inclusion, including for socially isolated groups.

K16: That regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards and across all areas of practice

K17: The significance and potential effect of dietary and non-dietary factors when helping individuals, groups and communities to make informed choices about interventions and lifestyle, across a diverse range of dietetic interventions.

K18: When disclosure of confidential information may be required.

K19: The principles of information and data governance and the safe and effective use of health, social care and other relevant information.

K20: The need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support, such as interpreters or translators.

K21: That the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms.

K22: The characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.

K23: The need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter.

K24: The need to provide service users or people acting on own behalf with the information necessary in accessible formats to enable them to make informed decisions.

K25: The principles and practices of other health and care professionals and systems and how they interact with own profession.

K26: The need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.

K27: The qualities, behaviours and benefits of leadership.

K28: That leadership is a skill all professionals can demonstrate.

K29: The need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals.

K30: The value of reflective practice and the need to record the outcome of such reflection to support continuous improvement.

K31: The value of multi-disciplinary reviews, case conferences and other methods of review.

K32: The value of gathering and using data for quality assurance and improvement programmes.

K33: The structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession.

K34: The roles of other professions in health and social care and how they may relate to the role of dietitian.

K35: The structure and function of health and social care systems and services in the UK.

K36: The theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention and evaluation.

K37: in the context of nutrition and dietetic practice:- biochemistry- clinical dietetics- clinical medicine- epidemiology- genetics- genomics- immunology- microbiology- nutritional sciences- pathophysiology- pharmacology- physiology- psychology- public health nutrition.

K38: in the context of nutrition and dietetic practice:- food hygiene- food science- food skills- food systems management- menu planning- the factors that influence food choice.

K39: The principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results.

K40: In the context of nutrition and dietetic practice legislation relating to food labelling and health claims.

K41: In the context of nutrition and dietetic practice, the use of appropriate educational strategies, communication, and models of empowerment, behaviour change and health promotion.

K42: In the context of nutrition and dietetic practice:- management of health and social care- public health relevant to the dietetic management of individuals, groups or communities- social policy- sociology.

K43: The methods commonly used in nutrition research.

K44: A range of research methodologies relevant to own role.

K45: The value of research to the critical evaluation of practice.

K46: The need to maintain the safety of themselves and others, including service users, carers and colleagues.

K47: Relevant health and safety legislation and local operational procedures and policies.

K48: The role of the profession in health promotion, health education and preventing ill health.

K49: How social, economic and environmental factors, wider determinants of health, can influence a person's health and well-being.

<p>Skills</p>	<p>S1: Identify the limits of own practice and when to seek advice or refer to another professional or service.</p> <p>S2: Recognise the need to manage own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment.</p> <p>S3: Keep own skills and knowledge up to date.</p> <p>S4: Maintain high standards of personal and professional conduct.</p> <p>S5: Engage in safeguarding processes where necessary.</p> <p>S6: Promote and protect the service user's interests at all times.</p> <p>S7: Respect and uphold the rights, dignity, values, and autonomy of service users, including own role in the assessment, diagnostic, treatment and/or therapeutic process.</p> <p>S8: Recognise that relationships with service users, carers and others should be based on mutual respect and trust, and maintain high standards of care in all circumstances.</p> <p>S9: Obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented.</p> <p>S10: Apply legislation, policies and guidance relevant to own profession and scope of practice.</p> <p>S11: Recognise the power imbalance which comes with being a health care professional, and ensure it is not for personal gain.</p> <p>S12: Identify own anxiety and stress and recognise the potential impact on own practice.</p> <p>S13: Develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment.</p> <p>S14: Recognise that they are personally responsible for, and must be able to, justify their decisions and actions.</p> <p>S15: Use own skills, knowledge and experience, and the information available, to make informed decisions and / or take action where necessary.</p> <p>S16: Make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately.</p> <p>S17: Make and receive appropriate referrals, where necessary.</p> <p>S18: Exercise personal initiative.</p> <p>S19: Demonstrate a logical and systematic approach to problem solving.</p> <p>S20: Use research, reasoning and problem-solving skills when determining appropriate actions.</p>
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- S21:** Make reasoned decisions to accept or decline requests for intervention.
- S22:** Respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences.
- S23:** Recognise the potential impact of own values, beliefs and personal biases, which may be unconscious, on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity.
- S24:** Make and support reasonable adjustments in own and others' practice.
- S25:** Actively challenge barriers to inclusion, supporting the implementation of change wherever possible.
- S26:** Demonstrate sensitivity to factors that affect diet, lifestyle and health and that may affect the interaction between service user and dietitian.
- S27:** Adhere to the professional duty of confidentiality.
- S28:** Respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public and recognise situations where it is necessary to share information to safeguard service users, carers and/or the wider public.
- S29:** Use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others.
- S30:** Communicate in English to the required standard for their profession.
- S31:** Work with service users and/or own carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate.
- S32:** Modify own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible.
- S33:** Use information, communication and digital technologies appropriate to own practice.
- S34:** Keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines.
- S35:** Manage records and all other information in accordance with applicable legislation, protocols and guidelines.
- S36:** Use digital record keeping tools, where required.
- S37:** Work in partnership with service users, carers, colleagues and others.
- S38:** Contribute effectively to work undertaken as part of a multi-disciplinary team.
- S39:** Identify anxiety and stress in service users, carers and colleagues, adapting own practice and providing support where appropriate.

- S40:** Identify own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion.
- S41:** Demonstrate leadership behaviours appropriate to own practice.
- S42:** Act as a role model for others.
- S43:** Promote and engage in the learning of others.
- S44:** Empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments.
- S45:** Work with service users to implement changes in interventions in line with new developments, evidenced-based practice and their outcomes.
- S46:** Engage in evidence-based practice.
- S47:** Gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to own care.
- S48:** Monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement.
- S49:** Participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures.
- S50:** Evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary.
- S51:** Demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process.
- S52:** Critically evaluate research papers.
- S53:** Change own practice as needed to take account of new developments, technologies and changing contexts.
- S54:** Gather appropriate information.
- S55:** Analyse and critically evaluate the information collected.
- S56:** Select and use appropriate assessment techniques and equipment.
- S57:** Undertake and record a thorough, sensitive, and detailed assessment.
- S58:** Undertake or arrange investigations as appropriate.
- S59:** Conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively.
- S60:** Critically evaluate research and other evidence to inform own practice.
- S61:** Engage service users in research as appropriate.

	<p>S62: Accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources.</p> <p>S63: Analyse and critically evaluate assessment information to identify nutritional needs, develop a diagnosis and develop intervention plans including the setting of timescales, goals and outcomes.</p> <p>S64: Critically evaluate the information gained in monitoring to review and revise the intervention.</p> <p>S65: Monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures.</p> <p>S66: Use nutritional analysis programs to analyse food intake, records and recipes and interpret the results.</p> <p>S67: Use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice.</p> <p>S68: Choose the most appropriate strategy to influence nutritional behaviour and choice.</p> <p>S69: Undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice.</p> <p>S70: Advise on safe procedures for food preparation and handling and any effect on nutritional quality.</p> <p>S71: Advise on the effect of food processing on nutritional quality.</p> <p>S72: Advise on menu planning, taking account of food preparation and processing, nutritional standards and requirements of service users.</p> <p>S73: Interpret nutritional information including food labels which may have nutritional or clinical implications.</p> <p>S74: Demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies.</p> <p>S75: Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation.</p> <p>S76: Select appropriate personal protective equipment and use it correctly.</p> <p>S77: Establish safe environments for practice, which appropriately manages risk.</p> <p>S78: Empower and enable individuals, including service users and colleagues, to play a part in managing their own health.</p> <p>S79: Engage in occupational health, including being aware of immunisation requirements.</p>
<p>Behaviours</p>	<p>B1: Have courage to challenge areas of concern.</p> <p>B2: Have an enquiring attitude and willingness to share knowledge with others.</p>

	<p>B3: Have empathy, commitment, compassion and respect.</p> <p>B4: Be adaptable, flexible and resilient.</p> <p>B5: Act in a non-discriminatory manner, respect and uphold the rights, dignity, values, and autonomy of others.</p> <p>B6: Practice sustainability by focusing on reducing the environmental impacts on the workplace.</p>
Core Apprenticeship Curriculum	<p>Democracy: DDA7001, DDA7005, DDA7006, DDA7007, DDA7008</p> <p>Equality and Diversity: DDA7001, DDA7004, DDA7005, DDA7006, DDA7007, DDA7008</p> <p>Further Development of English and Maths: DDA7002, DDA7003, DDA7004, DDA7005, DDA7007, DDA7008</p> <p>Individual Liberty: DDA7001, DDA7003, DDA7004, DDA7005, DDA7006, DDA7007, DDA7008</p> <p>Personal Development: DDA7001, DDA7005, DDA7008</p> <p>Prevent: DDA7001, DDA7004, DDA7005, DDA7008</p> <p>Respect and Tolerance: DDA7001, DDA7004, DDA7005, DDA7006, DDA7007, DDA7008</p> <p>Rule of Law: DDA7001, DDA7005, DDA7006, DDA7007, DDA7008</p> <p>Safeguarding: DDA7001, DDA7005, DDA7006, DDA7007, DDA7008</p>
This course provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
<p>Subject Knowledge and Understanding Having successfully completed this course learners will be able to demonstrate knowledge and understanding of:</p> <p>A1 Nutrition and Dietetics for the prevention and treatment of disease.</p> <p>A2 Applied Food and Nutrition, including sources of nutrients, assessment of nutritional status, nutrient requirements and guidelines and the diet of the UK population.</p> <p>A3 Food Science, food skills and food system management.</p> <p>A4 The biomedical - physiological, biochemical, immunological, genetical, microbiological and nutritional determinants of health and disease and the biomedical basis of nutrition and dietetic interventions.</p> <p>A5 Social, educational and psychological theory in relation to dietary and health behaviour and behaviour change.</p> <p>A6 The role of dietetics in public health and public health nutrition.</p>	<p>Teaching and Learning Methods The teaching and learning strategies for this course use a blended learning approach. This includes:</p> <ul style="list-style-type: none"> • A1 – Seminars, lectures, workshops, case-based discussions, role plays, practice-based learning, and reflections. • A2 – Online activities exploring theoretical content, group discussions, case-based discussions • A3 – Group discussions, case-based discussions, reflection, practice-based learning • A4 – Lectures, group discussions, clinical scenarios, seminars, small-group learning, practice-based learning. • A5 – Seminars, workshop, case-based discussions, role-plays, practice-based learning, clinical skills sessions, clinical simulation. • A6 - Seminars, workshop, case-based discussions, role-plays, practice-based learning, clinical skills sessions, clinical simulation. • A7 – Simulated practice-based learning, peer-led discussions, role-plays, seminars,

<p>A7 The role of dietetics within the health and social care sector, the third sector and industry.</p> <p>A8 Research and information management in the development, evaluation, and enhancement of dietetic practice.</p>	<p>workshops, case-based discussions, and practice-based learning.</p> <ul style="list-style-type: none"> • A8 - Simulated practice-based learning, peer-led discussions, role-plays, seminars, workshops, case-based discussions, and practice-based learning. <p>Assessment Methods How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications. Assessment includes:</p> <ul style="list-style-type: none"> • A1 – Coursework, presentation, open-book examination, portfolios (including competency of dietetic practice, reflections) • A2 – Portfolio of practice (including assessment of nutrition, dietary intake) • A3 – Portfolios (including competency of practice, learning logs, clinical skills, reflections and reports), coursework • A4 – Literature review, open-book examination, portfolio, coursework, presentation • A5 – Coursework, portfolio, presentation • A6 - Coursework, portfolio, presentation • A7 – Coursework, presentation, portfolios • A8 – Coursework, presentation, reflective essay, portfolios, project report
<p>Cognitive Skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>B1 Critically appraise and select relevant methodologies to determine the nutritional needs of individuals and groups.</p> <p>B2 Formulate reasoned, evidence- based dietetic interventions to support and manage the health of individual and groups of service users.</p> <p>B3 Monitor, assess and evaluate the effectiveness of interventions and service delivery and contribute to the evolution and enhancement of dietetic practice.</p> <p>B4 Apply critical research skills to design and conduct either primary scientific research or a service improvement project, that advances and supports dietetics.</p>	<p>Teaching and Learning Methods The teaching and learning strategies for this course use a blended learning approach. This includes:</p> <ul style="list-style-type: none"> • B1 – group discussions of theoretical content, case-based discussions, practice-based learning, reflective activities, seminars, small groups learning, clinical skills sessions. • B2 – simulated practice-based learning, practice-based learning, peer-led discussions, role-play, reflections, seminars, lectures, group discussions, workshops, case-based discussions, clinical skills sessions. • B3 – seminars, workshops, case-based discussions, role-plays, practice-based learning, reflection, workshops, practice-based learning, clinical skills sessions. • B4 - Workshops <p>Assessment Methods How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications. Assessment includes:</p> <ul style="list-style-type: none"> • B1 – Coursework, presentation, portfolios, open-book examination • B2 – Presentation, coursework, portfolios, open-book examination • B3 – Coursework, portfolios, project report, presentation • B4 – Project report, presentation

<p>Practical Skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>C1 Apply appropriate communication and education practices including using advancing technology to support effective dietetic practice.</p> <p>C2 Demonstrate critical, integrated and applied knowledge, understanding and application of the dietetic model and process.</p> <p>C3 Undertake appropriate physical assessments and recognise physical signs and symptoms relating to nutritional status.</p> <p>C4 Undertake assessments of dietary and nutritional intake and plan suitable menus for population groups.</p> <p>C5. Apply principles of research to support evidence informed practice to innovate and enhance dietetic practice.</p>	<p>Teaching and Learning Methods</p> <p>The teaching and learning strategies for this course use a blended learning approach. This includes:</p> <ul style="list-style-type: none"> • C1 - Simulated-practice-based learning, peer-led discussions, role-plays, group discussions, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions. • C2 – Practice-based learning, small group learning, reflections, seminars, practice-based learning, and clinical skills sessions. • C3 – Case-based discussions, practice-based learning, reflection, seminars. • C4 - Case-based discussions, practice-based learning, reflection, seminars. • C5 – Simulated-practice-based learning, peer-led discussions, role-plays, group discussions, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions.
	<p>Assessment Methods</p> <p>How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications. Assessment includes:</p> <ul style="list-style-type: none"> • C1 – Presentation, coursework, portfolios, project reports • C2 – Coursework, presentation, portfolios, open-book examination • C3 – Coursework, presentation, portfolios, open-book examination • C4 – Coursework, presentation, portfolios, open-book examination • C5 – Presentation, coursework, presentations, project report
<p>Transferable skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>D1 Critically evaluate information to problem solve and enhance practice.</p> <p>D2 Communicate effectively, coherently and concisely, orally and in the written form with service users and stakeholders.</p> <p>D3 Effectively use digital skills, make effective use of information systems and technology to support and improve the quality-of-service provision, evaluation and enhancement.</p> <p>D4 Within the scope of practice, work effectively, in a changing environment, demonstrating adaptability, independence and maturity.</p> <p>D5 Effectively manage time, organise and prioritise tasks, work autonomously and as a member of a team.</p>	<p>Teaching and Learning Methods</p> <p>The teaching and learning strategies for this course use a blended learning approach. This includes:</p> <ul style="list-style-type: none"> • D1 – Seminars, workshops, clinical skills sessions, practice-based learning, group discussions, case-based discussions. • D2 – Practice-based learning, peer-led discussions, seminars, lectures, workshops, small group discussions. • D3 – Practice-based learning, peer-led discussions, seminars, lectures, workshops, small group discussions. • D4 – Seminars, workshops, case-based discussions, role-plays, practice-based learning, reflection, clinical skills sessions • D5 – Seminars, workshops, case-based discussions, role-plays, practice-based learning, reflection, clinical skills sessions • D6 – Practice-based learning, reflection, workshops • D7 – Practice-based learning, peer-led discussions, role-plays, reflection, clinical

<p>D6 Undertake research, clinical audit and service improvement to support the adoption of best practice and the advancement of the profession.</p> <p>D7 Work effectively as a reflective practitioner to identify professional development needs. Develop resilience and protect one’s own health and work life balance.</p>	<p>skills sessions.</p> <p>Assessment Methods How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications. Assessment includes:</p> <ul style="list-style-type: none"> • D1 – Presentation, reflective essay, portfolios, coursework, open-book examination, project report • D2 – Presentation, reflective essay, coursework, portfolio, project report • D3 – Presentation, reflective essay, coursework, portfolio, project report • D4 – Coursework, portfolios, project report, presentation • D5 – Coursework, portfolio, project report, presentation • D6 – Coursework, portfolio, project report, presentation • D7 – Coursework, presentation, reflective essay, portfolios
<p>Professional competencies</p> <p>Having successfully completed this course learners will be able to;</p> <p>E1 Act with professionalism and within the statutory and regulatory frameworks for dietetics, in all aspects of behaviour and practice.</p> <p>E2 Demonstrate a critical, integrated and applied understanding of evidence-based practice and behaviour.</p> <p>E3 Work safely, ethically, and effectively within the scope of practice of a dietitian.</p> <p>E4 Support the quality improvement and enhancement of the dietetic service.</p> <p>E5. Demonstrate leadership skills and be able to work independently and as part of teams to support high quality service to service users and other stakeholders.</p>	<p>Teaching and Learning Methods The teaching and learning strategies for this course use a blended learning approach. This includes:</p> <ul style="list-style-type: none"> • E1 - Simulated practice-based learning, peer-led discussions, role-plays, reflection, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions. • E2 - Simulated practice-based learning, peer-led discussions, role-plays, reflection, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions.. • E3 - Simulated practice-based learning, peer-led discussions, role-plays, reflection, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions. • E4 - seminars, workshops, case-based discussions, practice-based learning. • E5 - Simulated practice-based learning, peer-led discussions, role-plays, reflection, seminars, workshops, case-based discussions, practice-based learning, clinical skills sessions. <p>Assessment Methods How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications. Assessment includes:</p> <ul style="list-style-type: none"> • E1 – Presentation, reflective essay, coursework, portfolios, open-book examination, project report • E2 – Presentation, reflective essay, coursework, portfolio, open-book

- examination, project report
- E3 – Presentation, reflective essay, coursework, portfolio, project report
- E4 - Coursework, portfolio, open-book examination, project report, presentation
- E5 – Presentation, reflective essay, coursework, portfolio, project report

Intermediate exit award outcomes

Postgraduate Certificate Nutrition Studies

Learners awarded the PG Certificate in Nutrition Studies will be able to demonstrate knowledge and understanding of:

A1 Nutrition and Dietetics for the prevention and treatment of disease.

A2 Applied Food and Nutrition, including sources of nutrients, assessment of nutritional status, nutrient requirements and guidelines and the diet of the UK population.

A3 Food Science, food skills and food system management.

A4 The biomedical - physiological, biochemical, immunological, genetical, microbiological and nutritional determinants of health and disease and the biomedical basis of nutrition and dietetic interventions.

A5 Social, educational and psychological theory in relation to dietary and health behaviour and behaviour change.

A6 The role of dietetics in public health and public health nutrition.

A7 The role of dietetics within the health and social care sector, the third sector and industry.

A8 Research and information management in the development, evaluation, and enhancement of dietetic practice.

And will be able to:

B1 Critically appraise and select relevant methodologies to determine the nutritional needs of individuals and groups.

B2 Formulate reasoned, evidence- based dietetic interventions to support and manage the health of individual and groups of service users.

B3 Monitor, assess and evaluate the effectiveness of interventions and service delivery and contribute to the evolution and enhancement of dietetic practice.

C1 Apply appropriate communication and education practices including using advancing technology to support effective dietetic practice.

C3 Undertake appropriate physical assessments and recognise physical signs and symptoms relating to nutritional status.

C4 Undertake assessments of dietary and nutritional intake and plan suitable menus for population groups.

C5. Apply principles of research to support evidence informed practice to innovate and enhance dietetic practice.

D1 Critically evaluate information to problem solve and enhance practice.

D2 Communicate effectively, coherently and concisely, orally and in the written form with service users and stakeholders.

D3 Effectively use digital skills, make effective use of information systems and technology to support and improve the quality-of-service provision, evaluation and enhancement.

D4 Within the scope of practice, work effectively, in a changing environment, demonstrating adaptability, independence and maturity.

D5 Effectively manage time, organise and prioritise tasks, work autonomously and as a member of a team.

E1 Act with professionalism and within the statutory and regulatory frameworks for dietetics, in all aspects of behaviour and practice.

- E2 Demonstrate a critical, integrated and applied understanding of evidence-based practice and behaviour.
- E3 Work safely, ethically, and effectively within the scope of practice of a dietitian.
- E4 Support the quality improvement and enhancement of the dietetic service.
- E5. Demonstrate leadership skills and be able to work independently and as part of teams to support high quality service to service users and other stakeholders.

Postgraduate Diploma Nutrition Studies

Learners awarded the PG Diploma in Nutrition Studies will be able to demonstrate knowledge and understanding of:

- A1 Nutrition and Dietetics for the prevention and treatment of disease.
- A2 Applied Food and Nutrition, including sources of nutrients, assessment of nutritional status, nutrient requirements and guidelines and the diet of the UK population.
- A3 Food Science, food skills and food system management.
- A4 The biomedical - physiological, biochemical, immunological, genetical, microbiological and nutritional determinants of health and disease and the biomedical basis of nutrition and dietetic interventions.
- A5 Social, educational and psychological theory in relation to dietary and health behaviour and behaviour change.
- A6 The role of dietetics in public health and public health nutrition.
- A7 The role of dietetics within the health and social care sector, the third sector and industry.
- A8 Research and information management in the development, evaluation, and enhancement of dietetic practice.

And will be able to:

- B1 Critically appraise and select relevant methodologies to determine the nutritional needs of individuals and groups.
- B2 Formulate reasoned, evidence- based dietetic interventions to support and manage the health of individual and groups of service users.
- B3 Monitor, assess and evaluate the effectiveness of interventions and service delivery and contribute to the evolution and enhancement of dietetic practice.
- C1 Apply appropriate communication and education practices including using advancing technology to support effective dietetic practice.
- C2 Demonstrate critical, integrated and applied knowledge, understanding and application of the dietetic model and process.
- C3 Undertake appropriate physical assessments and recognise physical signs and symptoms relating to nutritional status.
- C4 Undertake assessments of dietary and nutritional intake and plan suitable menus for population groups.
- C5. Apply principles of research to support evidence informed practice to innovate and enhance dietetic practice.
- D1 Critically evaluate information to problem solve and enhance practice.
- D2 Communicate effectively, coherently and concisely, orally and in the written form with service users and stakeholders.
- D3 Effectively use digital skills, make effective use of information systems and technology to support and improve the quality-of-service provision, evaluation and enhancement.
- D4 Within the scope of practice, work effectively, in a changing environment, demonstrating adaptability, independence and maturity.
- D5 Effectively manage time, organise and prioritise tasks, work autonomously and as a member of a team.

D6 Undertake research, clinical audit and service improvement to support the adoption of best practice and the advancement of the profession.

D7 Work effectively as a reflective practitioner to identify professional development needs. Develop resilience and protect one's own health and work life balance.

E1 Act with professionalism and within the statutory and regulatory frameworks for dietetics, in all aspects of behaviour and practice.

E2 Demonstrate a critical, integrated and applied understanding of evidence-based practice and behaviour.

E3 Work safely, ethically, and effectively within the scope of practice of a dietitian.

E4 Support the quality improvement and enhancement of the dietetic service.

E5. Demonstrate leadership skills and be able to work independently and as part of teams to support high quality service to service users and other stakeholders.

Course Structure

4. Outline of course content

The MSc Dietetic (Integrated Degree Apprenticeship) is a qualifying apprenticeship route for graduates with a suitable and relevant first degree seeking to train as a dietitian. This course aims to develop the skills and learning required in a wide variety of dietetic settings. This course is mapped to the HCPC Standards of Proficiency – Dietetics (2023), British Dietetic Association Curriculum Framework for Pre-Registration Education and Training of Dietitians (2020), and the IfATE (2023) Dietetic apprenticeship standard.

The aims and learning outcomes of the course are underpinned by the following four principles:

- **Professionalism** – The course aims to develop dietetics graduates who abide by the standards of conduct and demonstrate professionalism and ethical practice.
- **Evidence-based practice** – The course aims to develop competent evidence-based dietetics graduates. This includes understanding the key concepts of the knowledge base relevant to dietetics and utilising research, professional knowledge and patient values to provide care to patients.
- **Autonomy and teamwork** – The course aims to develop autonomous professionals. You will be able to assess professional situations, make reasoned decisions, and solve problems.
- **Person-centred care** – The course aims to develop dietetics graduates who can provide patient-centred care, practicing compassionately and understanding patients' individual needs.

The MSc Dietetics (Integrated Degree Apprenticeship) course consists of eight core units:

- DDA7001 Professional Skills for Dietitians 1
- DDA7002 Food and Nutrition, Concepts and Principles
- DDA7003 Nutrition, Health and Disease
- DDA7004 Behaviour Change and Health Promotion
- DDA7005 Professional Skills for Dietitians 2
- DDA7006 Clinical Nutrition
- DDA7007 Research in Dietetic Practice
- DDA7008 Dietetics in Practice.

5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

Practice-based learning

Practice-based learning is integral to this course to enable you to develop and demonstrate your skills in dietetic practice and apply to join the HCPC register as dietitians. You are required to undertake 1000 hours of practice -based learning. These practice-based learning hours are periods of study and activity that allow

5. Tripartite arrangements, placements, work-based learning and End Point Assessment (and any other special features of the course)

you to apply and consolidate your learning. You will use the academic theory you have learnt and develop knowledge, skills and behaviours required to register as a dietitian. It allows you the opportunity to develop a range of transferable skills such as communication, collaboration, leadership, critical appraisal and to become reflective practitioner. Practice-based learning will familiarise you with and allow you to be comfortable and confident in the practice environment, with all its demands.

Practice based learning is included in units DDA7001 – Professional Skills for Dietitians 1 where you will experience simulated practice-based learning and under supervision contribute to the service in the AECC University College on-site clinic.

In unit DDA7004 – Behaviour Change and Health Promotion your practice-based learning hours will focus on the design, planning, development, delivery, and evaluation of a programme of activities related to the promotion of health and prevention of disease.

In unit DDA7005 – Professional Skills for Dietitians 2 – you will undertake a 10-week placement which includes 4 weeks in a food service environment and 6 weeks based in a dietetic service where you will support the service provision but additionally have the opportunity to work alongside a range of health care professionals in order to fully appreciate their roles in the effective provision of services for service users. You will also observe and be able to recognise the opportunities for leadership in the profession and how these skills contribute to effective service delivery at all levels.

Unit 7008 – Dietetics in Practice involves a period of 12 weeks full-time practice-based learning in a clinical environment. This will allow you to experience continuity of learning and demonstrate consistency of performance and case-load management in a clinical setting as you develop to become an autonomous practitioner, ready to join the register of professionals.

Tripartite review structure and process

Tripartite progress reviews take place every 12 weeks with you, your workplace supervisor, and apprenticeship tutor. This provides an opportunity to review your progress towards the targets set out in your training plan. The tri-partite reviews will consist of a discussion to:

- Check progress against the relevant apprenticeship standard, discuss personal and career development, including any successes and achievements
- Review off-the-job learning hours and attendance
- Discuss and review yours learning and any additional support needs
- Agree future targets and objectives and identify any improvements that could be made, discuss the preparation for the end-point-assessment
- Identify any revisions required to the learning plan
- Feedback on the apprenticeship or any concerns about employer support, or time for off-the-job training

Preparation for EPA and EPA overview

The EPA for this apprenticeship is the completion of the examination board and submission of documentation to HCPC. There are no additional assessments for the EPA.

6. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided in **Appendix 1**.

The KSBs and learning outcomes mapping document in Appendix 2 and Appendix 3 shows the relationship between ILOs for units, KSBs and the overarching ILOs of the course.

The Course summary in Appendix 5 shows the structure of each unit in terms of summative assessment **and Appendix 4** gives an indication of learning hours/ workload for each unit, in line with the apprenticeship

6. Course structure, levels, units credit and award

requirements and academic course expectations.

Apprenticeship course structure (Also refer to Appendix 1)

	Autumn	Spring	Summer
Year 1	DDA7001 Professional Skills for Dietitians 1 (20 credits, Level 7)	DDA7003 Nutrition, Health, and Disease (20 credits, Level 7)	DDA7005 Professional Skills for Dietitians 2 (20 credits, Level 7)
	DDA7002 Food and Nutrition, concepts and principles (20 credits, Level 7)	DDA7004 Behaviour Change and Health Promotion (20 credits, Level 7)	
Year 2	DDA7006 Clinical Nutrition (20 credits, Level 7)	DDA7008 Dietetics in Practice (20 credits, Level 7)	
	DDA7007 Research in Dietetic Practice (40 credits, Level 7)		

7. Learning hours/ workload

The total off the job learning hours are set out in the **Planned Learning Hours/ Credits matrix** on page 24.

Off the job learning hours refers to the indicative planned off the job / protected learning time designed and planned for a typical apprentice to achieve the level of competence required to successfully achieve this apprenticeship. This is the indicative time that the apprentice will need to plan for and set aside during their paid working hours to achieve the Knowledge, Skills and Behaviours required.. They may need more or less time – this time is a guide.

Completion of the Off the job learning log Apprentices are required to maintain a live log of the activities, learning and time that they spend undertaking their apprenticeship. This record of progress and achievement will be reviewed regularly by the university to confirm that each apprentice is being provided with the protected learning time planned and is achieving the progress planned in their individual training plan

Off the job learning is prescribed in the following ways;

Opportunities for one to one interaction with members of staff, during which learners can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one to one sessions at set times. Interactions via email for e.g. is another example of contact time.

Tutor-guided learning covers specific learning activities that learners are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions. Within your training plan, these are logged as asynchronous online hours.

Work-based learning – You negotiate your mandatory off-course (both on-the-job and off-the-job) hours, based on your agreed, signed, individual training plan. This is critical and a mandatory requirement for

7. Learning hours/ workload

ensuring you are enabled to apply knowledge, skills and behaviours from your overall academic and work-based learning into their practice.

Independent study incorporates learner-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps learners build an understanding of how to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

This has been split into self-directed learning to be reported for your off-the-job learning log, this includes assessment preparation and completion. In addition, there are a number of elective additional self-directed learning hours that you complete as part of your 'on-the-job' hours or as part of individual study time. These are enhancement opportunities for you to pursue further learning but are outside the requirements for logging off-the-job learning hours.

Tri-partite progress reviews take place four times every year of your apprenticeship with your coordinating workplace supervisor and university apprenticeship tutor. This meeting includes the line manager and is a formal, mandatory review of progress towards meeting the KSBs in your apprenticeship and preparation for your End-Point Assessment. This review will also review your progress in meeting the protected off the job learning required by the apprenticeship. All off-the-job learning hours must be recorded in accordance with your individual training plan. At this meeting we will review progress and set objectives for the next phase of learning. We will check that you are able to make the progress at work required and that you are on target to achieve your apprenticeship, based on your achievements in learning and at work. You and your employer will sign and return the record of this meeting and any action plans arising

8. Staff supporting and delivering the course

Apprentices will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. All apprentices will be allocated an apprenticeship tutor and coordinating workplace supervisor who will lead their tri-partite progress reviews. In addition there are a number of seconded / joint posts which is essential for the delivery of the course which requires the teaching team to be clinically current registered healthcare professionals.

9. Academic progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

Specific regulations for the MSC Dietetics (Integrated Degree Apprenticeship) require that learners successfully complete unit DDA7005 before commencing DDA7008.

If a learner does not complete the PBL requirements for DDA7005 or DDA7008 within the designated timeframe, they will be considered to have failed the unit.

The length and time of the second attempt of PBL components will be determined by the University College Progression Board (in some instances, to avoid delay to learner progression, the Progression and University College Assessment Board may be combined). The Progression Board will consider the previous performance and detail of the failed outcomes, including whether these relate to the number of hours of PBL required, competencies or the assessment and evidence submitted. Board decisions will enable the

9. Academic progression and assessment regulations

opportunity for learners to consolidate knowledge and skills, and to redeem any failure of DDA7005 and DDA7008. Where possible, learners will be given the opportunity to redeem failure through reassessment, in advance of the scheduled start of the next Unit containing PBL. Where the Board deems the scale of failure or the number of hours irredeemable in this timeframe, learners will be given the opportunity to repeat the PBL activity. Learners will be counselled on any reassessment requirements and detailed guidance, including the number of hours and the learning outcomes that must be evidence will be provided as part of the Board Outcomes.

Learners are only permitted to extend or repeat a maximum of 500 PBL hours. The minimum number of hours for a repeat PBL component will be 20 hours.

In the event that PBL hours associated with any unit are not passed at the second attempt, the learner will not be eligible for registration with HCPC.

Learners who complete 120 level 7 credits (excluding DDA7007 Research in Dietetic Practice and DDA7008 Dietetics in Practice) are eligible for the award of Postgraduate Diploma Nutrition Studies.

Learners who complete 60 level 7 credits (to include DDA7002 Food and Nutrition – Concepts and Principles, DDA7003 Nutrition, Health and Disease, and DDA7004 Behaviour Change and Health Promotion are eligible for PG Certificate Nutrition Studies.

10. Employment progression routes

Dietitian

The apprenticeship and individual units have been designed to enable the apprentice to attain the academic award at Level 7, alongside meeting the competences and capabilities of a Dietitian. Graduates from this course will be able to register as Dietitians with the Health and Care Professions Council (HCPC).

Career progression

Dietetic graduates may wish to go onto specialist training such as Enhanced Clinical Practice, First Contact Practice or Advanced Clinical Practice. In addition, this qualification will provide the basis for further study such for clinical academics, doctoral study, or as a practice educator.

Employment skills

Units of learning and practice-based learning opportunities focus around professional practice. Through the content of the course, apprentices enhance their knowledge and understanding, cognitive and practical skills, and will be able to demonstrate person-centred care in the field of dietetics. Through the content of this course, you will be supported to develop transferable skills such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills.

11. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which will need to be met for full participation in and successful completion of the course. Mandatory additional costs should be met by the employer. Optional costs may be met by the apprentice. Employers and apprentices will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

‘Special or unusual conditions’ are aspects of the course which apprentices and employers may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to apprentices on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

12. Methods for evaluating the quality of learning and teaching

A Course Steering Committee meeting is held at least four times a year, for every course at the University College, including apprenticeship courses. Apprentice representatives are included in every Course Steering Committee meeting and have the opportunity to feedback on their learning experiences.

The Course Steering Committee is responsible for maintaining the academic standards of the course, and ensuring that it operates in accordance with the approved course specification. The Course Steering Committee is also responsible for maintaining and enhance the quality of opportunities for learners on the course, ensuring that issues requiring improvement are addressed, and good practice shared.

The Course Steering Committees for apprenticeship courses have additional and specific responsibilities for monitoring and ensuring compliance with external regulatory requirements.

In addition, the quality of the University College's courses is monitored and assured, both inside and outside the institution, through the following mechanisms:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years
- Appointed external examiners, who produce an annual report
- Professional body accreditation and annual reports to these bodies
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

Apprentices have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Providing feedback via the tripartite progress review meetings
- Completing surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative or engaging with the elected learner representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course

13. Inclusivity statement

AECC University College is committed to being an institution where learners and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy.

We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all learners admitted to our courses have the opportunity to fulfil their educational potential. The interests of learners with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

14. External reference points

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- Characteristics Statement Higher Education in Apprenticeships (2022)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- SEEC Credit Level Descriptors for Higher Education (2021)
- Knowledge and Skills Framework (NHS 2010)
- A Health and Care Digital Capabilities Framework (NHS 2018)
- QAA Subject Benchmark Statement for Dietetics (2019)
- HCPC Standards of Proficiency – Dietetics (2023)
- British Dietetic Association Curriculum Framework for the pre-registration education and training of dietitians (2020)
- ST0599 Dietitian Apprenticeship standard (2023)
- IfATE Apprenticeship Quality Statement
- ESFA Funding Rules
- Ofsted Education Inspection Framework
- ESFA Apprenticeship Accountability Framework

15. Internal reference points and policy frameworks

AECC University College Strategic Plan
AECC University College Course Design Framework
AECC University College Feedback on Assessments policy
The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

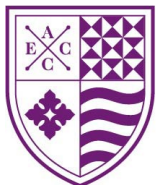
Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies



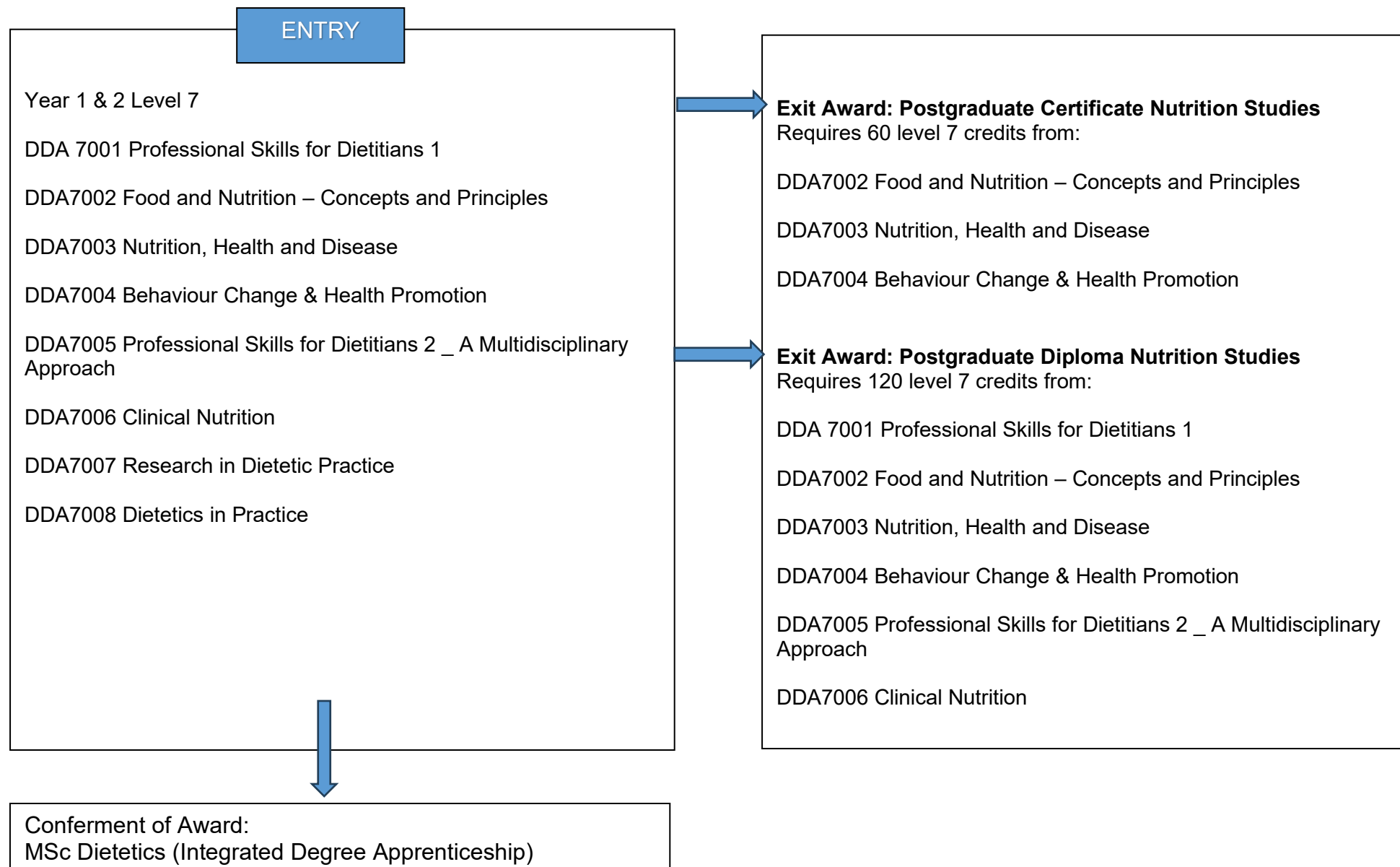
Appendix 1
Apprenticeship Diagram

The level of study, units and credits required for the final award are set out below.

Also included are the **tri-partite progress review schedule, EPA elements** and the **gateway review point(s)**

MSc Dietetics (Integrated degree apprenticeship) Route Diagram with work-based learning /progress review and Gateway review point				
	Autumn Sept - January	Spring Feb-May	Summer Jun-July	
Year 1	DDA 7001 Professional Skills for Dietitians 1 20 credits, level 7 59 hours PBL Tri-partite progress review	DDA7003 Nutrition, Health, and Disease 20 credits, level 7 	DDA7005 Professional Skills for Dietitians 2 – A Multidisciplinary Approach 20 credits, level 7 417 hours PBL Tri-partite progress review	
	DDA 7002 Food and Nutrition, Concepts and Principles 20 credits, level 7 	DDA7004 Behaviour Change & Health Promotion 20 credits, level 7 95 hours PBL Tri-partite progress review		
Year 2	DDA7006 Clinical Nutrition 20 credits, level 7 Tri-partite progress review	DDA7008 Dietetics in Practice 20 credits, level 7 510 hours PBL Tri-partite progress review x2		Gateway review point
	DDA7007 Research in Dietetic Practice 40 credits, level 7 Tri-partite progress review			

Appendix 1 – Course Diagram

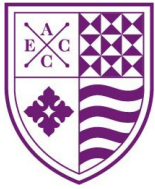


Appendix 2

Course Outcomes

This table shows where a learning outcome referenced in the course specification may be taught, developed or assessed within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template

	Level	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	E1	E2	E3	E4	E5	
DDA7001	7							TD	TD		T			TD				TDA	TD	TDA	TDA				TD	TDA	TD	TD		TD	
DDA7002	7		TDA	TDA						TDA						TDA	TDA		TDA												
DDA7003	7	TDA			TD						TD			TDA				TD	TDA	TDA											
DDA7004	7	TDA				TDA	TDA	D	TDA		DA	TDA		TDA				TDA	TDA	TDA	TDA	TD	TDA			TDA	TDA	TD	TDA	TDA	
DDA7005	7	TDA		TDA				TDA	TDA	TDA	DA	DA		DA	TDA	DA	TDA		TDA	TDA	DA	TDA	TDA	TD	TDA	TDA	TDA	TD	TDA	TDA	
DDA7006	7	TDA			TDA					TDA	TDA				TDA	TDA	TDA		TDA							TDA	TDA		TDA		
DDA7007	7								TDA			TDA	TDA	TDA				TDA	TDA	DA	TDA	TDA	TDA	TDA		TDA	TDA	TD	TDA	TDA	
DDA7008	7	TDA			TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA			TDA	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA		TDA	



Appendix 3

KSBs and Learning outcomes mapping

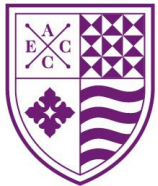
The map of units to the knowledge, skills and behaviours required to demonstrate competency in the apprenticeship Standard (this refers to the unit map included in each unit specification)

Knowledge								
	DDA7001	DDA7002	DDA7003	DDA7004	DDA7005	DDA7006	DDA7007	DDA7008
K1					*			*
K2	*				*			*
K3	*				*		*	*
K4	*				*	*	*	*
K5	*				*	*		*
K6	*				*	*		*
K7	*				*	*		*
K8	*				*	*	*	*
K9						*		
K10	*				*			*
K11	*				*			*
K12	*				*			*
K13	*				*			*
K14	*				*			*
K15	*				*			*
K16	*				*			*
K17			*					*
K18	*				*			*
K19	*				*		*	*
K20	*				*		*	*
K21	*				*		*	*
K22					*			*
K23					*			*
K24					*			*
K25					*			*
K26					*			*
K27					*			*
K28					*			*
K29					*			*
K30	*				*		*	*
K31					*			*
K32							*	*
K33			*					
K34					*			*
K35	*				*			*
K36		*			*			*
K37		*	*			*		
K38					*			
K39		*						
K40		*						
K41				*				*
K42				*				*
K43							*	
K44							*	
K45				*			*	*
K46	*				*			*
K47	*				*			*
K48				*				*
K49			*	*				*

Skills								
	DDA7001	DDA7002	DDA7003	DDA7004	DDA7005	DDA7006	DDA7007	DDA7008
S1	*				*			*
S2	*			*	*			*
S3	*				*			*
S4	*			*	*			*
S5	*			*	*			*
S6	*			*	*		*	*
S7	*				*			*
S8	*				*			*
S9	*				*		*	*
S10	*				*	*	*	*
S11	*				*		*	*
S12	*			*	*			*
S13	*			*	*			*
S14	*			*	*		*	*
S15				*	*			*
S16						*		*
S17								*
S18				*	*		*	*
S19				*	*	*	*	*
S20				*	*	*	*	*
S21						*		*
S22				*	*			*
S23								*
S24								*
S25								*
S26				*				*
S27	*				*		*	*
S28	*				*			*
S29			*	*	*		*	*
S30				*	*		*	*
S31								*
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S33				*	*		*	*
S34	*				*		*	*
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S39				*				*
S40					*			*
S41					*		*	*
S42				*	*			*
S43	*		*		*	*	*	*
S44								*
S45								*
S46				*	*	*		*
S47				*			*	*
S48				*	*		*	*
S49				*			*	*
S50				*				*
S51							*	*
S52			*				*	
S53								*
S54		*	*	*	*		*	*
S55		*	*	*	*		*	*
S56		*						*
S57								*
S58								*
S59								*

	DDA7001	DDA7002	DDA7003	DDA7004	DDA7005	DDA7006	DDA7007	DDA7008
S60			*			*	*	*
S61							*	*
S62		*			*			*
S63		*			*	*		*
S64								*
S65							*	*
S66		*						
S67			*				*	
S68				*				*
S69					*			*
S70					*			
S71		*						
S72					*			
S73		*						
S74	*				*			*
S75	*				*			*
S76	*				*			*
S77	*				*			*
S78				*	*			*
S79	*				*			*

Behaviours								
	DDA7001	DDA7002	DDA7003	DDA7004	DDA7005	DDA7006	DDA7007	DDA7008
B1							*	*
B2	*	*	*	*	*	*	*	*
B3	*			*	*	*	*	*
B4				*	*			*
B5	*			*	*	*	*	*
B6				*	*			*



Appendix 4

Planned Learning Hours/ Credits

The breakdown of planned learning hours in the apprenticeship required to deliver the KSBs and demonstrate competency in the Apprenticeship Standard including the calculation of *minimum* and actual planned hours over the duration

Unit Code	Unit Name	Off the job learning hours by unit of learning						
		Learner Contact Time (Hours)		Tutor guided learning	Independent Study	Workplace planned learning hours	Tripartite progress reviews Hours	Total off the job learning hours by unit of learning
		On-campus, learning	Live on-line learning hours	*Logged as Asynchronous on-line learning hours	* Only self-directed hours (off-the-job hours) are logged			
DDA7001	Professional Skills for Dietetics	9	9	9	32	59	1	119
DDA7002	Food and Nutrition, Concepts and Principles	16	18	32	18	0	0	84
DDA7003	Nutrition, Health and Disease	0	24	24	42	0	1	91
DDA7004	Behaviour Change and Health Promotion	0	24	0	31	95	1	151
DDA7005	Professional Skills for Dietetics 2	0	0	0	14	417	1	432
DDA7006	Clinical Nutrition	0	22	28	46	0	1	97
DDA7007	Research in Dietetics	0	21	16	171	0	1	209
DDA7008	Dietetics in Practice	0	0	0	14	510	2	526
DURATION – 22 MONTHS TRAINING AND 24 MONTHS TO END OF APPRENTICESHIP								
OTJ Total HOURS CALCULATION planned learning hours for this apprenticeship								1709 HOURS

Appendix 5

Course summary

Course title: MSc Dietetics (Integrated Degree Apprenticeship)

Unit details						Assessment Component Weightings (%) [*]						PSRB requirement applies [*]	Estimated off the job learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled contact [*]	Directed non-contact	Self-directed	Total
DDA7001	Professional Skills for Dietitians 1	1	20	Core	-			60%		40%		N	78	9	32	119
DDA7002	Food and Nutrition, Concepts and Principles	1	20	Core	-			100%				N	34	32	18	84
DDA7003	Nutrition, Health and Disease	1	20	Core	-			60%		40%		N	25	24	42	91
DDA7004	Behaviour Change and Health Promotion	1	20	Core	-			100%				N	120	0	31	151
DDA7005	Professional Skills for Dietitians 2	1	20	Core	-			P/F%	70%	30%		N	418	0	14	432
DDA7006	Clinical Nutrition	1	20	Core	-	100%						N	23	28	46	97
DDA7007	Research in Dietetic Practice	1	40	Core	-			80%		20%		N	22	16	171	209
DDA7008	Dietetics in Practice	1	20	Core	-			P/F%	70%	30%		N	512	0	14	526
<p>Where the PSRB Requirements box is marked 'yes,' then it is a requirement set by the relevant professional statutory or regulatory body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark. (detail within the Basic Course Information, page 1)</p> <p>[*]Scheduled contact includes learner contact, tripartite reviews, and workplace planned learning hours.</p>																