

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

BSc (Anrh) Maeth a Dieteteg

BSc (Hons) Nutrition and Dietetics

Internal Programme Title(s) (if different to the title on the certificate)

n/a

Programme to be included in Graduation Ceremonies

Yes

Delivery period

5 years from September 2022

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Glyndŵr University
Location of delivery
Plas Coch Campus
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
Cert HE Nutrition Science Dip HE Nutrition Science BSc (Hons) Nutrition Science BSc (Hons) Nutrition and Dietetics
Professional, Statutory or Regulatory Body (PSRB) accreditation
Upon completion of the full 360 credits and practice placement modules, to obtain the BSc (Hons) Nutrition and Dietetics, students will be able to apply for admission to the Health and Care Professions Council (HCPC) register. It is a legal requirement that anyone intending to practice using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC register. Please see the HCPC website for further information; www.hcpc-uk.org . Students who do not complete the BSc (Hons) approved programme will not be eligible to apply to the HCPC register and cannot practice as a Dietitian. British Dietetics Association (BDA) - Provisional accreditation confirmed 18 th October 2022.

Regulatory details
Upon registration with the HCPC, graduates will also be eligible to apply for full membership with the British Dietetic Association (BDA).
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.
All 360 credits, in addition to the minimum 1000 practice placement hours, for the BSc (Hons) Nutrition and Dietetics must be successfully completed to receive accreditation.
HECoS codes
CAH02-06-02 (Nutrition and Dietetics) 100744 (Dietetics)
UCAS code
DT22
Relevant QAA subject benchmark statement/s
QAA BSc Dietetics (2019) Other relevant documents: HCPC Standards of Education and Training (2017) HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Guidance on Conduct and Ethics for Students (2016) HCPC Standards of Proficiency – Dietitians (2013) HCPC Standards of Continuing Professional Development (2018) British Dietetic Association (BDA) Curriculum Framework for the Pre-registration Education and Training of Dietitians (2020) British Dietetic Association (BDA) Code of Conduct (2017) Hickson, M. (2018). Future Dietitian 2025: Informing the Development of a Workforce Strategy for Dietetics. <i>Journal of Human Nutrition and Dietetics</i> , 31(1): 23-32. Welsh Government (2019). A Healthier Wales: Our Plan for Health and Social Care. Welsh Government (2018). Allied Health Professions Framework for Wales: Looking Forward Together. Welsh Government (2015). Wellbeing of Future Generations (Wales) Act.
Mode of study
Full timeFull timeFull timeFull time
Normal length of study for each mode of study
3 years (maximum 5 years)
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/a
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	14 th March 2022
Date of approval by Academic Board:	31 st August 2022
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	<i>Enter details from section 3 following validation event confirming what arrangements are</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) August 2023 – With effect from Sep 2023 module NAD501 replaced with SCI548</i>

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's entry requirements are set out on our Admissions webpages. The essential requirement for the BSc (Hons) Nutrition and Dietetics can be any of the following:

1. 120 UCAS tariff points obtained via A-level (must include subjects of Biology and Chemistry, or one of these plus Psychology and one other subject at minimum grade C), Scottish Highers/Advanced Highers or Irish Leaving Certificates.
2. 120 UCAS tariff points from alternative Level 3 qualifications, such as the Access to HE Diploma or B-TEC Extended Diploma (Science or Health studies).

We will also normally expect applicants to demonstrate the following:

- A minimum of 5 GCSE passes (A*-C, or 9-4) to include Maths, Biological Science and English/Welsh (if first language) or equivalent.
- Insight into the role of a dietitian in a variety of settings.
- Engagement with Glyndwr University, through attendance at a University Open Day, Nutrition and Dietetics Masterclass or relevant short course.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency equivalent to level 7 of the International English Language Testing System (no element below 6.5).

European students are able to provide this evidence in a number of ways (please see [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

These criteria are intended as a general guide and all applications will be considered individually. Students achieving fewer than the standard 120 UCAS tariff points will have their applications reviewed with consideration given to prior learning, experience and engagement with relevant bodies and organisations in line with the University's widening participation philosophy.

Non Standard entry criteria

Occupational Health Clearance

All successful applicants in being offered a place on the programme will be subject to satisfactory occupational health clearance. This also includes a requirement for relevant immunisations prior to first clinical placement. This is carried out by an occupational health provider through a service level agreement between the university and provider.

Desirable Requirements

- It is desirable that a full UK driving licence and use of car is in place, as this will maximise practice placement opportunities throughout the duration of the course. This fits with local need in terms of the rural and community settings across North Wales.
- All applications are via the UCAS system. Potential students can receive pre-application information from the Glyndŵr University website, open events, short courses and specific events for potential students wishing to study Nutrition and Dietetics. The admissions tutor also visits various local further education colleges to promote the programme.

Recruitment Process

Applicants are shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants are required to provide an additional reference (source of reference specified at short listing stage) and attend a values based interview session this comprises of:

1. Group activity/discussion
2. Individual interview with tutor, clinician and service user panel

Two references from different sources (original UCAS application reference, and an additional reference collected during the application process which may be academic, character or managerial dependant on type of original UCAS reference).

Interviews will take place in collaboration with other Allied Health Profession interviews where possible, therefore delivering best values and practice across the professions. The interview and group discussion will be based upon values-based recruitment rationale (Health Education England 2016). To assure alignment with health and local authority best practice for interviews, all those attending interview will be asked the same questions. All answers will be scored based on pre-set criteria.

Those with the highest scores will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. All conditions must be met prior to commencement on the programme.

Students will be informed at interview of the following requirements:

- 80% attendance
- Funding arrangements
- Rural and community settings of placements
- Acting as models for fellow students and level of de-robing needed

2 Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Prior learning will only be recognised from other degree courses that have been approved by the HCPC and accredited by the British Dietetic Association. Due to the diverse nature of programme structures for nutrition and dietetics courses, it is likely that RPL/RPEL can only be supported at level 4.

3 DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University. Students studying for the BSc (Hons) Nutrition and Dietetics will be expected to work with both children and adults at all stages of the programme and will require an enhanced check, including both the adults' and children's barred lists. Failure to declare a conviction, which is subsequently revealed by a DBS check, may result in exclusion from the programme.

The nature of declared convictions is taken into consideration following the University's Consideration of Criminal Convictions Policy & Procedure. If, as a result of the panel's decision, a candidate with item(s) on their DBS is accepted onto the programme, consideration will have been made regarding their potential HCPC registration and employability. A self-declaration of DBS record is required each year of the programme. In line with the University's Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

4 Suitability for Practice Procedure

The Suitability for Practice Procedure will be followed when concerns arise about a student's suitability to practise nutrition and dietetics. Suitability is chiefly determined through appraisal of the HCPC Standards of Conduct, Performance and Ethics (2016) and HCPC Standards of Proficiency for Dietitians (2013) at all levels of the programme. Additionally, the BDA's Code of Conduct (2017) outlines the core principles of professional practice that all members of the dietetic workforce must demonstrate to maintain suitability to practice. These include values, practice, knowledge and skills, which are all reflected in the programme curriculum and practice placement learning outcomes.

A significant element of this appraisal occurs within practice education, but grounds for concern may also arise during university-based studies. Circumstances may develop at any stage of the programme that deem the student professionally unsuitable to continue his/her studies towards a qualification to practise as a registered dietitian. Under these circumstances, Glyndŵr University has the following procedures that enable equitable and proportionate disciplinary action to be taken:

- Suitability to Practice Procedure
- Disciplinary Procedure for Students
- Academic Misconduct Procedure

Details of these procedures are included in the Glyndŵr University Academic Regulations Handbook. The Glyndŵr procedures complement and align with the PSRB requirements of the programme.

5 Aims of the programme

The core aims of the programme directly reflect those specified in the British Dietetic Association's Curriculum Framework (2020):

- Develop dietitians who are competent, autonomous, safe and compassionate practitioners who utilise the current state of knowledge to provide outstanding, holistic, person-centred care and support within the legal and ethical frameworks of the profession.
- Produce dietitians who improve the nutritional health and wellbeing goals of individuals, groups and populations, in a holistic manner, with due consideration given to planetary health and environmental sustainability.
- Produce professionally-agile dietitians who adapt and innovate towards ever changing environments and demands.
- Educate and inspire future dietitians to lead in all spheres of personal, public and political nutrition, thereby increasing the reach of evidenced-based nutrition whilst promoting visibility and advancement of the dietetic profession.

6 Distinctive features of the programme

This BSc (Hons) Nutrition and Dietetics programme has been designed to meet the criteria specified by the Health and Care Professions Council (HCPC) and the British Dietetic Association (BDA) (BDA Curriculum Framework , 2020) for pre-registration training of dietitians. It is fortunate that the development of the new degree coincides with the release of the new curriculum framework, ensuring that the new programme is fully aligned with the most up to date national recommendations for education and training. After the programme is accredited by these bodies, graduates of the programme will be eligible for registration with the HCPC, and will be able to practice using the protected title "dietitian".

Dietitians are the only regulated health professions who assess, diagnose and treat dietary and nutritional problems at an individual and wider public-health level (QAA, 2017). Dietitians play a central role in developing and providing evidence-based nutritional care and will be pivotal in managing the growing personal and economic burden of non-communicable disease. The programme seeks to progress from the traditional view of dietitians solely working in the NHS and aims to mirror the diversity of opportunity represented in the QAA benchmark statement. Whilst dietetics has traditionally attracted a predominantly female workforce, aim is for this programme to appeal to both male and female students, thereby creating greater diversity in the workforce.

Over the last three decades, we have observed the transition of dietetics from a profession requiring close medical oversight to one that is fully autonomous, supported by a growing evidence base that includes the rights to prescribe prescription medications. These changes to the scope of professional practice demand meaningful and innovative responses from those involved in the education and training of dietitians. Pre-registration programmes must acknowledge emerging workforce strategies that incorporate the core themes of professional identity, strong foundations, amplifying visibility and influence, embracing advances in science and technology and advancing careers through emerging opportunities (Hickson, 2018).

Our degree programme incorporates some key features that will enable us to establish and grow a competent, flexible and ambitious dietetic workforce in Wales that is equipped to facilitate and drive future social, economic and political changes to the healthcare landscape, societal systems and food environment.

The teaching will be delivered through a multitude of methods, enabling students to develop all core qualities through use of the most effective teaching methods. Active participation will be central, particularly for the dietetic practice modules (more on this below) to enable students to “have a go” at various skills in a safe and supported environment. The programme design features a “dietetic practice” module at each level, with the level 6 version being a double module. The aim is to provide students with an early introduction to the clinical role in level 4, and then to logically develop this through levels 5 and 6. The emphasis will be on problem-based learning, where students will work together to solve clinical problems posed through a variety of learning environments and methods (role-play, clinical simulation, group consultations). This will ensure students are well prepared for the rigours of the level 5 & 6 placements.

An important aspect of the programme is diversity of assessment method. There will be consideration of the types of projects and tasks that dietitians might expect to become involved in. Additionally, the aforementioned clinical modules will be assessed through a combination of “live” assessment methods, making use (where appropriate) of technology such as video consultations – something seen more frequently in the NHS since the COVID-19 pandemic.

As the first organisation to deliver pre-registration training for dietitians in North Wales, WGU has ensured that the programme content will complement the strategic objectives of health and social care in Wales, as outlined by the Welsh Government in their ‘Healthier Wales’ report, ‘Wellbeing of Future Generations Act’ and the ‘Allied Health Professions Framework for Wales’. Opportunities for an ‘All Wales’ approach will be taken through collaboration with partners at Cardiff Metropolitan university.

To meet emerging demands, opportunities for practical experience and interprofessional learning will be expanded into a variety of sectors, including the food industry, hospitality and catering, sport and exercise and biomedical sciences.

7 Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Nutrition Science.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Nutrition Science.

Successful completion of 360 credits at Level 6 but *without* the placement modules, entitles the student to a Bachelor’s degree with Honours in Nutrition Science.

Students who exit at the above points are not eligible to register with HCPC or practice as dietitians.

Successful completion of 360 credits at Level 6 and all the placement modules, entitles the student to a Bachelor’s degree with Honours in Nutrition and Dietetics.

8 Programme Structure Diagram, including delivery schedule

Full-time delivery

Level 4

Level	Mod Code	Module title	Credit value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	NAD401	Professional Practice	20	Core	Semester 1 and 2
Level 4	NAD402	Introduction to Nutrition	20	Core	Semester 1
Level 4	NAD403	Human Anatomy and Physiology	20	Core	Semester 1 and 2
Level 4	NAD404	Introduction to Dietetic Practice	20	Core	Semester 2
Level 4	NAD405	Introduction to Genetics, Immunology and Biochemistry	20	Core	Semester 1
Level 4	NAD406	Food Science	20	Core	Semester 1 and 2
Level 4	NAD407	Placement 1	0	Core	Semester 2

Level 5

Level	Mod Code	Module title	Credit value	Core/Option	Delivery (i.e. semester 1,2)
Level 5	SCI548	Blood Sciences	20	Core	Semester 1
Level 5	NAD502	Developing Dietetic Practice	20	Core	Semester 1
Level 5	NAD503	Population and Public Health Nutrition	20	Core	Semester 1
Level 5	NAD504	Food, Nutrition and Behaviour	20	Core	Semester 1
Level 5	NAD505	Research Methods	20	Core	Semester 2
Level 5	NAD506	Metabolism	20	Core	Semester 2
Level 5	NAD507	Placement 2	0	Core	Semester 1 and 2

Level 6

Level	Mod Code	Module title	Credit value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	NAD601	Clinical Research Project	40	Core	Semester 1 and 2
Level 6	NAD602	Advanced Dietetic Practice	40	Core	Semester 1
Level 6	NAD603	Clinical Medicine	40	Core	Semester 1 and 2
Level 6	NAD604	Placement 3	0	Core	Semester 2

9 Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6 (Hons) N&D	Level 6 (Hons) NS
A1	Broad knowledge and understanding of dietetics and the role of the dietitian	Further developed knowledge of dietetics and it's position within the health care environment in the UK and worldwide	Advanced knowledge and understanding of dietetics as a profession, including professional competency in dietetic practice	Advanced knowledge and understanding of dietetics as a profession
A2	Broad knowledge and understanding of applied nutrition and food	Understanding of the role of the food environment in relation to dietetic practice.	Ability to utilise information related to food and nutrition in a professional and clinical context, at level of graduate dietitian	Ability to utilise information related to food and nutrition in a professional and clinical context
A3	Broad knowledge and understanding of food science, food skills and food systems management	Develop ability to utilise understanding of food science to assist work in the clinical environment	Advanced working knowledge of food science and it's place underpinning dietetics.	Advanced working knowledge of food science and it's place underpinning dietetics.
A4	Broad knowledge and understanding of the core science underpinning dietetics.	Develop ability to utilise core scientific knowledge to assist in the dietetic care process	Understanding of the fundamentals of clinical medicine and their association with the profession of dietetics.	Critical awareness of the fundamentals of clinical medicine and their association with the profession of dietetics
A5	Awareness of sociology and psychology as factors in nutritional health.	Understanding of the role of society and individual psychology on food choice, health and health outcomes.	Ability to conceptualise information from a social and psychological to inform clinical practice and MDT decision making, at a level of graduate dietitian	Ability to conceptualise information from a social and psychological to inform clinical practice and MDT decision making.

Intellectual Skills

	Level 4	Level 5	Level 6 (Hons) N&D	Level 6 (Hons) NS
B1	Development of basic communication skills required for individual assessment and care planning.	Ability to use communication skills to effectively work with varied patient groups and health professionals.	Display advanced communication skills in a multitude of environments, client groups and settings. Achieve level of graduate dietitian.	Display advanced communication skills in clinical contexts and scenarios encountered in University training.
B2	Basic application of the theories, concepts and principles of research and evidence informed practice	Ability to use key guidelines and research to inform practice, whilst also understanding the limitations of these.	Evidence of a through working knowledge of appropriate guidelines and evidence relating to all areas of practice.	Evidence of a through working knowledge of appropriate guidelines and evidence relating to all areas of practice.

Subject Skills

	Level 4	Level 5	Level 6 (Hons) N&D	Level 6 (Hons) NS
C1	Understand the fundamentals of the Model and Process of Dietetic Practice	Acquire a through working knowledge of the Model and Process of Dietetic Practice and develop experience of using in practice.	Ability to use the Model and Process in all clinical situations, at level of graduate dietitian	Advanced understanding of the Model and Process in a clinical context
C2	Demonstrate and apply knowledge of the physical assessment of individuals	Learn and apply more advanced physical assessment techniques, whilst understanding their limitations.	Demonstrable ability in practical use of physical assessment, including interpretation across multiple and varied patient groups.	Demonstrable ability in practical use of physical assessment, including interpretation across multiple and varied patient groups.
C3	Application of nutritional analysis in a range of settings and contexts	Develop more advanced knowledge of nutritional analysis, including ability to assess dietary data to estimate macronutrient content.	Demonstrate ability to gather nutritional information and accurately interpret for use in clinical decision making and care planning.	Demonstrate ability to gather nutritional information and accurately interpret for use in clinical decision making and care planning.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6 (Hons) N&D	Level 6 (Hons) NS
D1	Demonstrate an awareness of professionalism and the professional role of a dietitian	Further display a professional attitude and awareness the role of dietetics in the MDT	Act and behave in a way consistent with a qualified AHP professional/HCP registered dietitian.	Act and behave in a way consistent with a clinical health professional
D2	Demonstrate an awareness of the importance evidence-based practice and behaviour	Use ability to interpret and understand evidence to inform clinical decision making.	Advanced understanding of the importance of evidence in decision making, including ability to recognise gaps in the research where further research is necessary	Advanced understanding of the importance of evidence in decision making, including ability to recognise gaps in the research where further research is necessary
D3	Demonstrate an awareness of the fundamentals of safe and ethical practice	Practical application of safe and ethical practice within the clinical setting.	Demonstrate ability to practice in a safe and ethical way across varied and complex clinical settings.	Demonstrate understanding of the clinical environment and of the importance of safe and ethical practice
D4	Demonstrate an awareness of quality improvement processes in health care	Understand the role of the dietitian in service design and commissioning of services.	Demonstrate the capability of contributing to service planning, evaluation and audit in an informed and professional manner.	Demonstrate an advanced understanding of research, evaluation and audit in professional settings.
D5	Demonstrate awareness and understanding of the importance of team working, collaboration and leadership	Demonstrate ability to act as a core member of the MDT.	Act as a core member of the MDT, with ability to act as a responsible representative of the profession.	Understand and demonstrate the importance of teamwork and collaboration in professional settings

10 Learning and teaching strategy

The learning and teaching strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), relevant QAA Benchmark Statements, and with consideration of key employability skills and capabilities. It is flexible, engaging, dynamic, responsive and supportive, taking into account the diverse backgrounds of students and the demands of the wider health and social care landscape. Essentially, a 'blended' learning and teaching strategy will be employed whereby students will be required to attend face to face learning opportunities on campus, as well as to complete directed study activities provided virtually.

The programme also recognises the importance of inter-professional learning, and this will be imbedded into the programme. There are modules at all levels where students will be taught alongside students on other health profession programmes (for example, Speech & Language Therapy, Biomedical Science). Additionally, the clinical simulation components will allow for significant inter-professional learning, with the aim to utilise students from different disciplines to maximise the experience - for example nursing students and speech and language therapy students contributing in ward simulations.

Face to Face Learning

Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars, workshops and clinical simulation. The sessions will cover core module content and include individual and group work, drawing upon case studies and problem based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

Virtual Learning

Virtual learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bite-sized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries, virtual visits and simulation activities. Synchronous learning activities will involve discussions, case studies, reflections, problem-based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE.

Tutorials

Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning.

Dissertation supervision

Supervision will take place both face to face and virtually at scheduled times during the academic year. Structured guidance and online appointment booking via the VLE will be utilised in order that students make full and active use of their supervision.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes

are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

Dietetics programmes are required to have clinical placements built into the programme. These are seen as a key component in the transition from knowledge acquisition and professional understanding to becoming an independent professional capable of autonomous practice as a dietitian. The placement experience will involve a more varied array of opportunity at level 4, where students will have the opportunity to experience work within NHS and non-NHS settings such as catering, schools, health-clubs, private health companies, sports clubs (as available and appropriate). Placements at level 5 will amount to a total of 10 weeks of clinical NHS placement during the academic year. At level 6, the placement will centre on developing clinical competency through structured placement activities – progressing to practice of all skills required to become a dietitian. These placements will take place in approved NHS dietetic departments located in mid to north Wales. A Placement Competency Framework will be developed to provide detail of the expectations of students at all levels of placement. This will be important both for the student and the placement trainers. Achievement of the competencies at the level required will be required to pass the placement module.

The BDA curriculum framework stipulates key requirements for placement provision within pre-registration programmes. In summary, these are:

- Students will usually undertake not less than 1000 hours practice-based learning.
- At one practice-based learning should be of sufficient length to enable continuity of learning and demonstrate consistency of performance and case load management in a clinical setting. This practice-based learning should usually be: not less than 350 hours long, and undertaken on a continuous, full or part time, basis within the programme
- Students should usually be allowed to extend or repeat not more than 500 hours of practice-based learning.
- Any designated period of practice-based learning may usually only be repeated once.
- Any absence from placement will usually need to be made up, in order than the student can complete the necessary number of hours. How this is done will be through liaison between the HEI, the placement and the student.
- A named practice educator will be responsible for student training within the placement environment.

Please refer to the full document ***A Curriculum Framework for the pre-registration education and training of dietitians (BDA, 2020)***, for further detail and requirement.

From an academic perspective, placements will be non-credit bearing. The reasons for this are

- As they are fully assessed by the placement provider, they are therefore not subject to the same academic processes as other modules.

- Removing credit from placement modules makes the process of dealing with students who fail placements easier. For example, students who fail placements at level 6 will still be able to leave with an exit award of BSc (hons) level, although they will not be able to register as a dietitian.

13 Welsh medium provision

The programmes will be delivered through the medium of English. However, students will be entitled to submit assessments in the medium of Welsh.

14 Assessment strategy

The assessment strategy focuses on diversity of assessment method. This is in order to provide opportunity for students to be assessed through different mediums and formats, but also to reflect the ways in which students may work once qualified. For example, report writing is likely to be central to graduates post-qualification, as will the ability to present findings of assessment to other professionals. The dietetic practice modules will be assessed through a combination of “live” assessment methods, making use (where appropriate) of technology such as video consultations – something seen more frequently in the NHS since the COVID-19 pandemic. The assessment of these will involve a framework of key competencies which the students will be assessed against. Another benefit of this is that it will allow student ability to be assessed in these areas prior to clinical placements at level 5 and 6. There will also be opportunity for students to be assessed in completion of group tasks, again preparing students for the need to work well in a team on clinical placement and once qualified. Technology will also be used in assessment, for example the research Methods module at level 5 will involve an online statistical analysis exam.

Module code & title	Assessment type and weighting	Indicative submission date
NAD401 Professional Practice	100% Presentation	May
NAD405 Introduction to Genetics, Immunology and Biochemistry	100% Examination	January
NAD403 Human Anatomy and Physiology	50% In-class test (MCQ) 50% Written Assignment	May January
NAD406 Food Science	50% Practical 50% Coursework	April May
NAD402 Introduction to Nutrition	100% Coursework	January
NAD404 Introduction to Dietetic Practice	70% OSCE 30% Written Assignment	May April
NAD407 Practice Placement One	100% Portfolio	May

Module code & title	Assessment type and weighting	Indicative submission date
SCI548 Blood Sciences	50% Written Assignment 50% Examination	December January
NAD502 Developing Dietetic Practice	100% OSCE	May
NAD503 Population and Public Health Nutrition	100% Presentation (Health Promotion Event)	January
NAD504 Food, Nutrition and Behaviour	50% Coursework 1 50% Coursework 2	January May
NAD505 Research Methods	20% In-class test (Online) 80% Coursework (Research Proposal)	May May
NAD506 Metabolism	100% In-class test (MCQ)	May
NAD507 Practice Placement 2	100% Portfolio	June
NAD601 Clinical Research Project	100% Dissertation/Project Report	May
NAD602 Advanced Dietetic Practice	100% OSCE	March
NAD603 Clinical Medicine	100% Examination	March
NAD604 Practice Placement 3	100% Portfolio	June

15 Assessment and award regulations

Derogations

All assessment the components in each module must be passed for the student to pass the module overall (i.e. a mark of 40% or above for credit-bearing modules, and a “pass” for the non-credit-bearing placement modules). A failure at a first attempt will cap the overall possible mark for the module at 40%

Due to previously mentioned stipulations from the BDA, placement modules, the following derogations apply to placements/ placement modules:

- Students should usually be allowed to extend or repeat not more than 500 hours of practice-based learning.
- Any designated period of practice-based learning may usually only be repeated once.

Therefore, students will usually only be allowed one resit of a failed placement module.

Non Credit Bearing assessment

The placement modules are non-credit bearing, but are a compulsory requirement for the BSc (hons) Nutrition & Dietetics. Students failing a placement are allowed to re-sit it once.

However the maximum number of hours any one student may complete on placement will not normally exceed 1500. Students completing the placement modules at first attempt and with no time extensions will complete a minimum of 1000 hours.

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for any level 6 module (all are 40 credits) is within the higher classification.

16 Accreditation

Upon completion of the full programme (including all placement modules) students will be eligible to apply to the HCPC for registration as a Dietitian.

17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)
Subject Benchmark

18 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. The aim will be to allocate students with a PAT who is a qualified dietitian. If this (for any reason) is not possible, then an appropriate PAT will be sought, likely from partner AHP programmes.

As placements are a key feature of this programme, students will receive specific support and guidance on all matters relating to placements. In attrition to their PAT, students will be able to contact the placement module lead (one for each placement) for support and advice if required.

A Placement Allocation Policy will be developed (in collaboration with placement providers) to help facilitate fair and equitable placement allocation, from both the student and the provider perspective.

19 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)