



<b>PART 1 – MSc HUMAN NUTRITION PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	N/A
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	N/A
<b>4</b>	<b>Award title</b>	Human Nutrition
<b>5</b>	<b>Final award</b>	MSc
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	Postgraduate Certificate (PgCert) Postgraduate Diploma (PgDip)
<b>7</b>	<b>School with responsibility for the programme</b>	Sport, Health & Applied Science
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	N/A
<b>11</b>	<b>JACS code</b>	B400, X210
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	Individuals who have successfully graduated from an AfN Accredited Degree Programme and meet eligibility requirements may apply for UKVRN Registration as a Registered Associate Nutritionist (ANutr), within three years of graduating, via the Direct Entry application route. Students will be advised to apply to register using the Direct Entry
<b>13</b>	<b>QAA subject benchmark or other relevant external reference point</b>	There is not an appropriate Master's degree QAA subject benchmarking statement published for the MSc Human Nutrition to be mapped against. Therefore the programme specification has been developed in line with the University Mission and the Association for Nutrition, key characteristics of professional nutritionists and the QAA Benchmarking Statement for undergraduate biosciences, in accordance with the Level 7 descriptors identified in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's



		Degrees (2015).
14	<b>Normal completion time and maximum duration of study</b>	<p>Normal completion time: Full-time study – one year Part-time study – two years</p> <p>The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar year or three semesters. A part-time Masters programme shall normally be followed over four or six consecutive semesters.</p>
15	<b>Mode of study</b>	The programme can be taken in full or part-time mode, or a combination of both.
16	<b>Mode of delivery</b>	Face to face.
17	<b>Date approved and name of authorised body</b>	STLQE committee.
18	<b>Applies to students commencing study in (month/year)</b>	September 2017
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	The MSc Human Nutrition is an Association for Nutrition (AfN) accredited course for bio-science graduates looking for a Master's degree in nutrition. The course provides students with an advanced and in-depth understanding of key concepts in nutrition. Modules cover a wider range of areas including public health nutrition, the relationship between diet and chronic disease, nutrition across the lifecycle, sports nutrition and nutrigenomics. The course is mainly taught on one day each week which enable students the opportunity to work alongside their studies if required.
20	<b>Aims of the programme</b>	<p><b>Primary Aims and Outcomes of the Programme</b></p> <ol style="list-style-type: none"> <li>1. To provide a balanced, stimulating and academically sound postgraduate education within the area of human nutrition which allows students to develop their academic and professional potential.</li> <li>2. To develop an advanced and in-depth understanding of the importance of nutrition and an ability to apply this knowledge, critical understanding and skills to provide solutions to current nutrition related health issues within society.</li> <li>3. To enable students to access, evaluate and critique nutrition information from a variety of sources and to communicate the principles both orally and in the written form, to specialist and non-specialist audiences, in a way that is organised, relevant and recognises the limits of current hypotheses in the field.</li> </ol>



		<p>4. For students of the MSc to meet the standards of education outlined in the Course Accreditation for Nutrition Courses documentation of the Association for Nutrition, therefore enabling successful graduates to gain entry to the UKVRN as an Associate Nutritionist.</p> <p>5. To enable students to participate effectively within society through the development of qualities and transferable, practical, cognitive and professional skills.</p> <p>On successful completion of the programme students will have achieved the following outcomes:</p> <ol style="list-style-type: none"> <li>1. An in-depth and advanced knowledge and understanding of the key concepts underlying human nutrition informed by current practice, scholarship and research. (MSc, PG Dip and PG Cert.).</li> <li>2. A critical awareness of current issues and developments in human nutrition (MSc, PG Dip and PG Cert.).</li> <li>3. The ability to critically analyse concepts, theories and research in the field of nutrition, an ability to formulate appropriate solutions to problems and the ability to communicate these issues and solutions appropriately for a variety of audiences (MSc, PG Dip and PG Cert.).</li> <li>4. A deep and systematic understanding of the stages, processes and limitations involved in preparing a research study and the tools necessary for interpretation and analysis of quantitative and qualitative data. (MSc and PG Dip).</li> <li>5. An ability to study independently to apply the methods and techniques they have learned to extend knowledge and understanding through the initiation, undertaking and dissemination of original research (MSc).</li> <li>6. Have qualities and transferable skills that can be applied in a wide range of employment situations (MSc, PG Dip and PG Cert.).</li> <li>7. Demonstrate their knowledge of professional responsibility, integrity and ethics and the ability to reflect upon, and critically evaluate, their own progress as a learner and a clear understanding of the role of Continuing Professional Development (CPD) in the professional field (MSc).</li> </ol>
21	<b>Criteria for admission</b>	<p><b>Criteria for Admission</b></p> <ul style="list-style-type: none"> <li>• Applicants must satisfy the general admissions requirements of St Mary's University. The minimum entry requirement for applicants is an undergraduate degree in an appropriate bioscience field (for example biology, physiology, biomedical science, sport science, health and exercise science), applicants with at least a lower second class category will be considered. Applicants with a BSc Nutrition will not normally be accepted onto the programme. Applicants should normally be able to demonstrate a background in research methods or a related discipline. All applicants will be</li> </ul>



		<p>asked to attend an interview prior to acceptance.</p> <ul style="list-style-type: none"> <li>Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.5 overall with no less than 6.0 in any section. Further detail on other accepted English language qualifications are available on the St Mary's website here: <a href="https://www.stmarys.ac.uk/international/english-language/overview.aspx">https://www.stmarys.ac.uk/international/english-language/overview.aspx</a></li> </ul> <p><b>Credit Accumulation and Transfer and Accreditation of Prior Learning</b></p> <ul style="list-style-type: none"> <li>Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows:  Postgraduate Certificate up to 30 credits Postgraduate Diploma up to 60 credits Master's Degree up to 90 credits</li> <li>Students who are given entry with advanced standing to a Master's programme may be exempted from taught elements only. Applications will be considered on a case-by-case basis, in the first instance, at Programme level and by the Registrar. Students will be advised that credits imported from a non AfN accredited course will mean they will not have direct entry to the UK Voluntary Register for Nutritionists.</li> </ul>																		
22	<p><b>Scheduled learning time</b> (the number of guided learning hours (GLH) is 10 hours per 1 credit <a href="http://www.gaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf">http://www.gaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</a>)</p>	<table border="1" data-bbox="451 1261 1316 1624"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>280</td> <td>16</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td>0</td> </tr> <tr> <td>Guided learning hours</td> <td>400</td> <td>22</td> </tr> <tr> <td>Independent study time</td> <td>1120</td> <td>62</td> </tr> <tr> <td><b>TOTAL*</b></td> <td><b>1800</b></td> <td><b>100</b></td> </tr> </tbody> </table> <p>*A typical 3 year undergraduate programme has a total of 3600 hours A typical 2 year Masters level programme has a total of 1800 hours</p>	Type of learning time	Number of hours	Expressed as %	Contact time	280	16	Placement/work-based learning hours	0	0	Guided learning hours	400	22	Independent study time	1120	62	<b>TOTAL*</b>	<b>1800</b>	<b>100</b>
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23	<p><b>Programme learning outcomes</b></p>	<p>On successful completion of this programme, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>An in-depth and advanced understanding of the key concepts underlying human nutrition (MSc, PG Dip and PG Cert).</li> <li>A thorough understanding of professional practice in nutrition (MSc).</li> <li>An advanced level of understanding in a chosen specialist area of nutrition</li> </ol>																		



		<p><b>Cognitive Skills</b></p> <ol style="list-style-type: none"> <li>4. An ability to think logically and to show originality in the application of knowledge when addressing current problems in human nutrition (MSc, PG Dip and PG Cert).</li> <li>5. An ability to critically evaluate and appraise current research in relation to human nutrition (MSc, PG Dip and PG Cert).</li> <li>6. An ability to evaluate/critique methodologies and where appropriate, develop new hypotheses (MSc, PG Dip and PG Cert).</li> <li>7. A sound appreciation of ethical dilemmas likely to arise in research/professional practice and an ability to formulate appropriate solutions (MSc and PG Dip).</li> </ol> <p><b>Practical Skills</b></p> <ol style="list-style-type: none"> <li>8. An ability to analyse theoretical frameworks or aspects of professional practice and to formulate new areas for investigation or alternative applications (MSc, and PG Dip).</li> <li>9. An ability to plan, design and conduct research and produce a high quality substantive research report (MSc).</li> <li>10. Demonstration of self-direction, insight, and originality in tackling and solving problems (MSc, PG Dip and PG Cert).</li> <li>11. An ability to act autonomously in planning and implementing tasks at a professional level (MSc).</li> </ol> <p><b>Key Transferable Skills</b></p> <ol style="list-style-type: none"> <li>12. Analyse, synthesise and critically evaluate information from original research articles (MSc, PG Dip and PG Cert).</li> <li>13. Communicate ideas, principles, theories and data effectively by oral, written and visual means (MSc, PG Dip and PG Cert).</li> <li>14. Use information technology including the Internet, databases, spreadsheets and word processing (MSc, PG Dip and PG Cert).</li> <li>15. Apply advanced statistical and numerical skills to quantitative information (MSc and PG Dip).</li> <li>16. Work effectively both in a team and individually (MSc and PG Dip).</li> </ol>
24	<p><b>Programme structure and module requirements</b></p>	<p>In order to qualify for the Postgraduate Certificate in Human Nutrition, students will be required to accumulate 60 FHEQ Level 7 credits (2 core taught modules + 1 optional taught module).</p> <p>For the Postgraduate Diploma in Human Nutrition, students will be required to accumulate 120 FHEQ Level 7 credits. (2 core taught modules + 3 taught optional modules + HNU7025 Directed Study)</p> <p>For the degree of Master of Science in Human Nutrition, students will be required to accumulate 180 FHEQ Level 7 credits. (5 core taught modules + 1 optional taught module + HNU7030 Research Study + HNU7031 Professional Skills).</p> <p><b>FHEQ Level 7 Modules</b></p>



		<b>Code</b>	<b>Title</b>	<b>No. of credits</b>	<b>Sem of delivery</b>	<b>Module status (core, option)</b>
		HNU7023	Principles of Human Nutrition I	20	<b>1</b>	Core
		HNU7024	Principles of Human Nutrition II	20	<b>1</b>	Core
		HNU7025	Directed Study	20	<b>2</b>	Core for PgDip
		HNU7026	Food and Nutrition Policy and Health Promotion	20	<b>2</b>	Core for MSc
		HNU7027	Nutrition and Chronic Disease	20	<b>1</b>	Core for MSc
		HNU7030	Research Study	60	<b>2</b>	Core for MSc
		HNU7031	Professional Skills	0	<b>1 and 2</b>	Core for MSc
		HNU7028	Life Cycle Nutrition	20	<b>2</b>	Core for MSc
		HNU7029	Nutrigenomics	20	<b>2</b>	Option
		SNU7013	Sports Nutrition	20	<b>1</b>	Option
<b>25</b>	<b>Work placements or study abroad</b>	N/A				
<b>26</b>	<b>Links to industry and employability</b>	<p>In line with the University mission the MSc Human Nutrition programme has been developed to enable graduates to achieve their academic and career potential. Successful accreditation of the programme by the AfN will enable graduates direct entry onto the UKVRN at Associate Nutritionist level. Registration will enable graduates to demonstrate the credibility of their qualification to potential employers and the public and will enhance their employability within the nutrition employment sector.</p> <p>The programme is designed to equip students with the knowledge and practical expertise to improve employment prospects after graduation. As such, employability has been embedded into the curriculum. The programme uses a variety of teaching and assessment tools to develop skills such as academic writing, data analysis, resource development, public speaking and presentation (written and oral). More specifically a non-credit bearing module HNU7031 Professional Skills has been developed to enhance the employability of MSc Human Nutrition graduates. This module has been designed to meet many of the AfN core competencies associated with professional conduct (Core Competency 5), therefore equipping students wishing to work in the nutrition field following graduation. The module is taught across both semesters and focuses on developing students understanding and reflection on professional conduct and the nutritionists' code of ethics. Additionally, the module will encourage students to seek relevant work experience as well as developing their study skills.</p> <p>An annual cycle of programme enhancement is organised to further develop academic and professional skills of students. This includes an annual student</p>				





		<p>nutrition conference organised at St Mary's University for St Mary's students plus invitations to students studying at Kingston University and Roehampton University. Students are encouraged to develop the practice of continuing their professional development by attending the Food Matters Live conference in November as well as attending relevant sessions within the School monthly seminar series. In January of each year the School of Sport Health and Applied Science organise a PDP week during which a number of activities for personal development are organised, including sessions to develop students learning and assessment literacy, such as writing reports, using Excel and SPSS as well as more specific sessions such as cooking for food intolerance and allergies. Finally at the end of their course students will have the opportunity to present their work at a SHAS postgraduate research forum to staff, students and alumni.</p> <p>The programme works closely with the Careers Office at St Mary's University to introduce students to the resources available to them; these include interview preparation and skills, how to appropriately engage with social media and to help them develop a clear and effective Curriculum Vitae.</p>
27	<b>Programme awards</b>	<p>This programme conforms to the University <a href="#">Academic Regulations</a>.</p> <p>In order to qualify for the Postgraduate Certificate in Human Nutrition, students will be required to accumulate 60 FHEQ Level 7 credits (2 core taught modules + 1 optional taught module).</p> <p>For the Postgraduate Diploma in Human Nutrition, students will be required to accumulate 120 FHEQ Level 7 credits. (2 core taught modules + 3 taught optional modules + HNU7025 Directed Study)</p> <p>For the degree of Master of Science in Human Nutrition, students will be required to accumulate 180 FHEQ Level 7 credits. (5 core taught modules + 1 optional taught module + HNU7030 Research Study + HNU7031 Professional Skills).</p>
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>		
28	<b>Programme teaching and learning strategies</b>	<p><b>Research - Enriched Teaching and Learning</b></p> <p>All teaching is underpinned by scholarship and research. Many modules involve data collection and analysis, the interpretation of published research, and discussion of results in the context of that research. Both of the self-directed research modules (HNU7025 and HNU7030) begin with a taught element which supports research informed teaching throughout the programme, and prepare students for the development of a research study (HNU7030) or extensive literature review (HNU7025). These modules cover all aspects of the research process, ethical considerations, research methods, data analysis and dissemination.</p> <p>Members of the teaching team are involved in research and scholarly activity, and specialised interests are included throughout the curriculum. Staff are encouraged and supported in attending conferences and other CPD events. The</p>



nutrition teaching team organise a monthly journal club, each session is organised by a different staff member who presents a current academic paper of interest to the rest of the team for discussion. In addition a larger School wide research seminar series takes place once a month where staff present their recent research activity to the School. The main area of research focus within the team is nutrigenomics; this is led by Dr Yiannis Mavrommatis who is currently supervising two PhD students in this area. Students are encouraged to take part in research studies whenever possible, including those of staff as well as projects undertaken by other students. Students may be involved as subjects or involved in data collection and recording as appropriate.

### **Teaching and Learning Methods**

The programme uses a variety of teaching methods and will provide the students with the opportunity of learning from practical as well as theoretical perspectives. Such an approach will allow students to enhance various skills such as informed debate with peers and self-directed study. Lectures will be delivered to small groups and students are expected to regard the information gained as a guideline/basis for further research and study, to be completed in non-contact time. A number of online lectures are provided for the first module HNU7023 Principles of Human Nutrition I. These are topics that are also addressed during taught sessions but enables students to revisit key areas following the teaching.

Seminars are utilised to encourage students to read more widely in the topic of interest, to clarify student comprehension of the topic and to encourage the development of argument and debate effectively and constructively. Students are directed by lecturers to appropriate reading via MyModules (VLE) prior to their seminar. These sessions encourage students to critically appraise published research.

The practical sessions mainly involve kitchen/laboratory work and vary between modules. For example, a range of practical activities are carried out by students to enable them to complete a part of their assessment for HNU7028 Life-Cycle Nutrition. In this module students are required to develop an 'Eat Well' type resource (nutritionally balanced diet plan) for an allocated target group, this assessment requires students to analyse the nutritional content of their proposed menu using nutritional analysis software. Once an appropriate menu has been developed students prepare an example day from their proposed menu to provide photographs within their resource. The HNU7029 Nutrigenomics module includes practical laboratory sessions in order to provide students the opportunity to apply in a real environment the theoretical aspects of the module. During these practicals students will collect, isolate and purify their own DNA from a saliva sample.

Within HNU7023 Principles of Human Nutrition I and HNU7030 Research Study, students are expected, with guidance to develop analytical, data handling, and scientific report writing skills. In all practical sessions students are made aware of and are expected to follow health and safety regulations and ethical considerations.





		<p>Oral presentations are employed to enable students to research a topic and present it in a clear oral/visual format. The aim is to enhance skills of information presentation to a level suitable for both a lay audience and a scientific research conference. Assessed oral presentations are delivered by students to small groups of peers and at least two members of staff.</p>
29	<p><b>Programme assessment strategy</b></p>	<p><b>Strategy for Assessment</b></p> <p>Assessment is an important part of the student learning process; consequently well considered and effective assessment practices are essential to ensure a high quality student learning experience as well as maintaining academic standards. The assessment strategy for MSc Human Nutrition has been developed in line with the St Mary's University Assessment Policy as well as the QAA assessment guidelines. The assessment strategy has been designed to not only measure student learning but to also facilitate student learning. Assessments at postgraduate level are designed to provide students with the opportunity to demonstrate critical analysis, deep and insightful thought and the application of knowledge. Coursework not only optimises the student learning experience but also enables the aforementioned skills, together with the transferable and practical/professional skills that are developed and learnt throughout modules, to be effectively evaluated. A wide variety of assessment modes are employed including essays, laboratory reports, dissemination of information suitable for an academic and lay audience, and oral presentations. In addition, unseen examinations are used to measure students' broad knowledge and understanding across a range of areas.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. According to University policy specific criteria for each piece of coursework are published in module guides. Coursework feedback sheets provide marks according to the marking criteria as well as an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All markers will initially blind mark an individual piece of work and then meet to agree how marks are awarded before the remaining work is marked. All failures in each module are double marked. A member of staff not involved with the initial marking will moderate the work. The purpose of moderation is to provide an internal check on the marking to ensure that the marking criteria are applied in a fair and consistent manner and that marking within and between modules is consistent. All dissertations are blind second marked: oral presentations are marked by two markers.</p> <p><b>Rationale for Assessment</b></p> <p>Several modes of coursework have been employed in order to effectively and rigorously assess a student's knowledge and understanding, cognitive skills, professional/practical skills and key transferable skills as appropriate to the learning outcomes of the individual modules. In HNU7023 Principles of Nutrition I and HNU7024 Principles of Human Nutrition II unseen examinations are used to assess students' broad knowledge and understanding of many of the AfN core competencies which are taught within these two modules. An unseen examination is also utilised in HNU7029 Nutrigenomics. The non-credit bearing</p>



		<p>module HNU7031 Professional Skills requires students to compile a reflective online portfolio of evidence of activities undertaken to develop transferable skills and professional practice to demonstrate their understanding of professional conduct and reflect on any areas where further training and experience are needed. Although this module is non-credit bearing students must achieve a pass in the coursework in order to meet AfN core competencies. The St Mary's University Assessment Tariff has been used to provide guidance on assessment loading for modules. SNU7013 Sports Nutrition is taken by MSc Human Nutrition students as an optional module from another programme (MSc Applied Sports Nutrition). MSc Applied Sports Nutrition has not been re-validated since the current Assessment Tariff was published therefore the assessment load for this module in terms of word limit is lower than the MSc Human Nutrition modules. The loading of this module and the MSc Applied Sports Nutrition will be brought in line with the assessment tariff when it is next re-validated.</p> <p><b>Assessment submission and feedback</b></p> <p>The majority of coursework is submitted electronically to the software programme 'Turnitin' which is used to detect cases of plagiarism from other sources and is marked online. Additional hard copies of the 'Eat Well resource' assignment (HNU7028) and dissertation (HNU7030) are submitted by means of a secure system. All module convenors provide opportunities for students to receive formative feedback, and students are encouraged to transfer their learning across modules where it is relevant. To this end, the mark sheets include a section for student self-reflection.</p> <p>Generic feedback is provided to students electronically two weeks after submission. Individual feedback on assessments is provided electronically within three weeks of submission by means of a standard marking criteria sheet. The programme uses marking criteria sheets for all pieces of assessment which detail how marks were derived and identify areas for improvement. The marking criteria sheets are included in module guides which are available electronically through MyModules (university supported virtual learning environment), from the start of each semester. The marking criteria sheets and the quality of feedback to students have been regularly commended by external examiners.</p> <p>The School places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and the programme team review the assessment pattern annually.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
30	<b>Student support and guidance</b>	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care &amp; Advice &amp; Guidance. Each student is allocated a Personal Tutor who can assist</p>



		with any academic advice and support with any personal issues.
<b>31</b>	<b>Quality management arrangements</b>	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"><li>• Five yearly cycle of revalidation</li><li>• Ongoing monitoring through the Programme Review process</li><li>• Programme Boards</li><li>• Consideration of marks and graduate profiles at Exam Boards</li><li>• Engagement with programme student representatives</li><li>• Engagement with approved external examiners</li></ul>