Course Specification

Part A

BSc. (Hons) Dietetics

Course Code: HLSU221

Faculty of Health and Life Sciences
School of Nursing Midwifery and Health

Academic Year: 2020/2021

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Revised November 2018

Course Specification Revised April 2019
PART A Course Specification (Published Document)
BSc. (Hons) Dietetics

1. Introduction

Registered dietitians are qualified health professionals that assess, diagnose and treat diet and nutrition problems at an individual and wider public health level. Uniquely, dietitians use the most up-to-date public health and scientific research on food, health and disease, which they translate into practical guidance to enable people to make appropriate lifestyle and food choices (British Dietetic Association 2017).

The Dietetics course is aimed at aspiring dietitians, who have a passion for working with people to promote healthy lifestyles, optimise health, manage and prevent diet related diseases. This professional course at Coventry University is well-established having provided dietetic education since 1999.

This course prepares students for a range of rewarding careers in a variety of clinical and non-clinical settings including large teaching, medium and small sized acute hospital settings, community settings, public health, industry, media, research and Non-Governmental Organisations to name a few. Students are equipped with the skills to undertake further study both nationally and globally.

The course is designed to encourage a reflective and problem solving approach to learning and to consolidate knowledge within the practice education placements. The British Dietetic Association stipulate that all students must have at least 1000 hours of practice education and therefore the course is designed to meet this requirement. Practice-based placements are provided across a variety of settings within the professional dietetics landscape in order to maximise the potential for deep learning and graduate employability. This reflects the continually evolving nature of a future global workforce.

This course has been co-designed following extensive consultation with alumni, local service users, dietitians working in practice and dietetic managers to meet the requirements of the Health and Care Professions Council (HCPC) Standards of Proficiency, the HCPC Standards of Education and Training, and the British Dietetic Association Curriculum Framework.

Students who successfully complete the course are eligible to apply for registration with the HCPC as a Dietitian. Registration with the HCPC is required for employment within the National Health Service (NHS), and to use the title ‘Dietitian’ which is protected by the HCPC.

Through our innovative approaches to teaching and learning, students have the opportunity to experiment, innovate and experience immersive situations as they learn in a safe, secure and inspiring environment. Simulated real-life scenarios will utilise contemporary, innovative and authentic assessments, which embed service user involvement throughout.

All students have access to excellent support services including welfare services. Students will be provided with an academic personal tutor and a placement support tutor to support their development across the course.

With the development of the curriculum, a number of specialist strands have developed and facilitated a collaborative approach in key areas across all healthcare courses:

- **Inter-professional education (IPE)** is threaded throughout the course and enables students from different health and social care professions to learn and work with each other. Students will experience authentic inter-professional learning experiences within their course as well as studying together in shared modules, and in doing so will develop a set of values and capabilities that are essential in becoming collaborative, practice ready health and social care professionals.

- **Leadership** - Coventry graduates will be prepared with the attributes and personal resilience to provide compassionate, inclusive and expert care, and to understand their duty to continually improve the services
they deliver and demonstrate leadership capabilities to influence and work effectively within the complex systems and multi-professional teams in which healthcare is delivered. Students on the BSc (Hons) Dietetics Course will undertake a specific module on leadership and management within healthcare. They will have the opportunity to work with students from other health courses, in small groups, to explore ways of improving healthcare services and present their findings.

- **Research** inspired teaching is a thread that runs throughout the course with a distinct research module in each stage of study. It is designed to incrementally build and apply the principles and practice of health care and evidenced informed research, to enhance their ability to make safe and evidence informed decisions as future health professionals.

- **Internationalisation** - Creating healthcare professionals that are global in outlook and local in impact is crucial in terms of working in a diverse health arena, locally, nationally and internationally. Embedding international and intercultural experiences into the curricula at every level allows students to develop knowledge and engage in activities and approaches that develop intercultural competencies.

The distinctive features of this course are:

- Four periods of practice education in a range of NHS and non-NHS settings predominantly in the West Midlands region supported by experienced and trained educators.
- Innovative and varied assessments offering a range of assessment methods aimed at providing real life skills. Use of creative and innovative teaching approaches with an emphasis on applying the learning to dietetic practice.
- Working collaboratively across multi-professional groups in simulation facilities enhancing professional identity, knowledge and behaviours.
- Highly qualified academic staff and an experienced practice team who are able to support and challenge students to make a difference in practice. Staff are active and influential members of the profession, for example sitting on committees and boards within the BDA and other national organisations.
- The use of student led case study based practical workshops in a specially equipped kitchen for the teaching of nutrition and diet therapy modules. Students gain large scale catering skills alongside a valid food hygiene certificate during the four-week practical catering training at well-equipped local catering college in year 1.
- Students will undertake a Food Safety course and will be awarded a Level 2 Food Safety Certificate from the Chartered Institute of Environment Health enabling them to prepare food safely.
- The opportunity for students to conduct a self-directed public health project allows students to gain experience in diverse settings to enhance their employability.
- International experiences including a collaborative online international learning (COIL) project where students have the opportunity to gain an insight into global challenges in public health and the roles of dietitians in other countries.
- Optional field trips offer students the chance to attend international conferences. In recent years, students have been to Poland, Malta and Spain.

Our dedicated and committed team are passionate in supporting students through their studies and empowering them to succeed within their chosen career in Dietetics.

### 2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc. (Hons) Dietetics</td>
<td>FT 3 Years</td>
<td>B410</td>
<td>Level 6</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Fall back only:** | **Awarding Institution/Body**<br>BSc. Nutrition Studies<br>Diploma of Higher Education<br>Certificate of Higher Education | Coventry University.<br>Coventry University (Main Campus).<br><br>**4 Collaboration**<br>Not Applicable.<br><br>**5 Teaching Institution and Location of delivery**<br>Coventry University (Main Campus).<br><br>**6 Internal Approval/Review Dates**<br>Date of latest review: July 2019<br>Date for next review: Academic year 2027/28<br><br>**7 Course Accredited by**<br>The course is undergoing re-approval by the Heath and Care Professions Council (HCPC) and re-accreditation by the British Dietetic Association (BDA) prior to commencing in September 2020.<br><br>**8 Accreditation Date and Duration**<br>TBC<br><br>**9 QAA Subject Benchmark Statement(s) and/or other external factors**<br>QAA Subject Benchmark for BSc. & PgDip/MSc Dietetics (pre-registration) (2017) [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dietetics-17.pdf?sfvrsn=2290f681_14](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dietetics-17.pdf?sfvrsn=2290f681_14)<br>HCPC Standards of Education and Training (2015) - [https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/](https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/)<br>HCPC Standards of Proficiency for Dietitians (2013) - [https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---dietitians.pdf](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---dietitians.pdf)<br>British Dietetic Association’s Curriculum Framework (2013) - [https://www.bda.uk.com/training/practice/preregcurriculum](https://www.bda.uk.com/training/practice/preregcurriculum)<br>British Dietetic Association’s Practice Education Guidance (2015) [https://www.bda.uk.com/training/practice/home](https://www.bda.uk.com/training/practice/home)<br><br>**10 Date of Course Specification**<br>August 2019<br><br>**11 Course Director**<br>Stephen Garvey
12 Outline and Educational Aims of the Course

This course has been designed to provide students with a transformative learning journey enabling interpersonal and professional skills development and an understanding of lifestyle choice and behaviour change whilst developing scientific knowledge and an evidence informed whole-person approach. This will enable students to meet the HCPC Standards for eligibility for registration as a Dietitian and practice the vision and skills to improve and develop dietetic practice.

Underpinning the course are the School and Faculty aims that it should provide high quality education to a diverse range of students, underpinned by a strong commitment to student support.

This course aims to educate students with the knowledge, skills and behaviours in order to:

- Become graduate dietitians, who are eligible to apply for registration with the HCPC and membership of the British Dietetic Association.

- Graduates will be workplace ready and able to work flexibly within the inter-professional and multi-agency environment of current and future health and social care as well as within diverse settings.

- Become professionally competent, achieve knowledge, skills and behaviours fundamental to practice.

- Value person-centred practice and the contribution of the service user.

- Practise autonomously, basing their practice on a critical understanding of the evidence and reflecting on their own professional contribution, acknowledging and responding to their own strengths and aspirations.

**Explore issues related to achieving effective and appropriate interprofessional working in practice in order to improve the quality of care for service users.**
13 Course Learning Outcomes

On successful completion of the course a student will be able to:

1. Meet all the necessary requirements of the HCPC in relation to the Standards of Proficiency, so that they are eligible to apply for registration as a dietitian and to use the protected title of dietitian.

2. Critically apply scientific knowledge pertinent to nutrition and dietetic practice and acquire transferable skills in preparation for graduate employment as a dietitian and support career progression.

3. Utilise leadership and management skills for both autonomous dietetic practice and team working.

4. Integrate professional reflective capabilities to facilitate critical thinking and an analytical approach to dietetic practice.

5. Employ communication skills, which support holistic and compassionate approaches enabling the dietitian to facilitate behaviour change in individuals, groups and populations.

6. Demonstrate collaborative capabilities that promote integrated learning and working within public, private and third sector organisations, for the health and well-being of people in communities.

7. Practise as a healthcare professional that can demonstrate intercultural competencies at a national and international level and be able to appraise their own intercultural development in order to enhance their lifelong learning.

8. Be emotionally intelligent and resilient individuals, who are able to manage their own personal health and well-being, and have insight and self-awareness of when and how to access support.

9. Interpret, apply and contribute to research activities as evidence informed practitioners within the context of health and social care.

10. Perform ethically and within their scope of practice in accordance with the current HCPC’s Standards of Conduct, Performance and Ethics.
14 Course Structure and Requirements, Levels, Modules, Credits and Awards

14.1 Course Structure

The Dietetics Course is a three-year full-time course to be delivered as laid out in the table below.

The course is designed to meet the requirements of the HCPC standards of education and training (2017), standards of proficiency for Dietitians (2013), QAA Benchmark Statements for Dietitians (2017), and BDA Curriculum Framework (2013). On successful completion of the programme, students will be eligible to apply for registration with the HCPC as a Dietitian.

Students are required to comply with the HCPC Guidance on Conduct and Ethics for Students during their undergraduate studies.

All modules are mandatory and attendance is compulsory throughout the course.
<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Assessment Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4000DT</td>
<td>Human Nutrition and Metabolism</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4001DT</td>
<td>Foundations of Evidence Informed Practice</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4002DT</td>
<td>Food and Food Production</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4004DT</td>
<td>Nutrition, Physiology and Eating Behaviour</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4003DT</td>
<td>Health and Wellbeing in the Community</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4005DT</td>
<td>Foundation in Dietetic Practice (Including Placement A)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Includes placement preparation and statutory &amp; mandatory training</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>5000DT</td>
<td>Neurology and Ethical Decision Making</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5001DT</td>
<td>Lifestyle Management of Diseases</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>5003DT</td>
<td>Gastrointestinal and Excretory Systems</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5004DT</td>
<td>Paediatric Nutrition and Dietetics</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5005DT</td>
<td>Critical Care and Hypermetabolism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5006DT</td>
<td>Developing Evidence Informed Practice</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>6000DT</td>
<td>Developing Dietetic Practice: Placement B</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6001DT</td>
<td>Consolidating Dietetic Practice: Placement C</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6002DT</td>
<td>Dietetic Practice in Workplace Settings</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6003DT</td>
<td>Leadership and Management for Healthcare Professionals</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6004DT</td>
<td>Evidence Based Research Project</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
## 14.2 Modules Mapped Against Course Learning Outcomes

Modules within the course and the levels at which they are studied, and their credit value are identified in the table below. All modules are mandatory.

<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Assessment Credits</th>
<th>Teaching Credits</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4000DT</td>
<td>Human Nutrition and Metabolism</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4001DT</td>
<td>Foundations of Evidence Informed Practice</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4002DT</td>
<td>Food and Food Production</td>
<td>10</td>
<td>10</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4004DT</td>
<td>Nutrition, Physiology and Eating Behaviour</td>
<td>30</td>
<td>30</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4003DT</td>
<td>Health and Wellbeing in the Community</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4</td>
<td>4005DT</td>
<td>Foundations of Dietetic Practice</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5000DT</td>
<td>Neurology and Ethical Decision Making</td>
<td>20</td>
<td>30</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5001DT</td>
<td>Lifestyle Management of Diseases</td>
<td>15</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5002DT</td>
<td>Clinical Reasoning</td>
<td>15</td>
<td>0</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5003DT</td>
<td>Gastrointestinal and Excretory Systems</td>
<td>30</td>
<td>30</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5004DT</td>
<td>Paediatric Nutrition and Dietetics</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5005DT</td>
<td>Critical Care and Hypermetabolism</td>
<td>10</td>
<td>10</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5</td>
<td>5006DT</td>
<td>Developing Evidence informed Practice</td>
<td>10</td>
<td>10</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6000DT</td>
<td>Developing Dietetic Practice: Placement B</td>
<td>30</td>
<td>30</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6001DT</td>
<td>Consolidating Dietetic Practice: Placement C</td>
<td>30</td>
<td>30</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6002DT</td>
<td>Dietetic Practice in Workplace Settings: Placement D</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6003DT</td>
<td>Leadership and Management for Health Care Professionals</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6</td>
<td>6004DT</td>
<td>Evidence Based Research Project</td>
<td>20</td>
<td>20</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>
14.2 Progression on the BSc. (Hons) Dietetics

Progression on the course is in line with the University’s academic regulations and at the discretion of the Programme Assessment Board.

14.3 Engagement

In class and practice placement attendance is compulsory and engagement is monitored. A minimum level of 80% attendance is expected at all modules. A minimum of 1000 practice hours needs to be completed.

Practice Placements can only be commenced when all statutory and mandatory training is completed in addition to satisfactory occupational health and DBS clearance and placement preparation sessions.

14.4 Eligibility for HCPC Registration

All aspects of the course have been designed to meet the validation process of the Health and Care Professions Council and the accreditation process of the British Dietetic Association. The programme is approved by HCPC and on successful completion of the programme; students will be eligible to apply for registration with the HCPC.

For students to graduate and to be eligible to apply for registration as a Dietitian with the HCPC all modules on the BSc. (Hons) Dietetic course must be passed.

Those students who are not eligible for registration with the Health and Care Professions Council may be awarded the degree BSc. Nutrition Studies, subject to meeting the criteria. This named award does not confer eligibility to apply for registration with the HCPC.

14.5 Cascade of Awards:

```
BSc. (Hons) Dietetics
↓
BSc. Nutrition Studies*
↓
Diploma of Higher Education*
↓
Certificate of Higher Education*
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*Only available as fall-back awards.

Students must have passed all modules at levels 4, 5 and 6. The degree classification will be calculated in line with university academic regulations.

There are no specific stepping off points and stepping on points, however, a student may, under special circumstances, be allowed to temporary withdraw from the course with a view to resuming at a specified later date, which falls into the time constraints of completion of the course and is within the general university regulations. If a student permanently withdraws, after completion of the required number of modules, they may be eligible for the award of Certificate of Higher Education or Diploma of Higher Education.

Fall back awards are as follows:
14.5.1 BSc. Nutrition Studies

This will be awarded to those students who:

- may be considered unsuitable to apply for HCPC registration by the Faculty Professional Suitability and Fitness to Practise Panel
- have passed a minimum of 300 credits, to include a minimum of 100 at level 4, 80 at level 5 and 80 credits at level 6.
- The following modules must be passed to be eligible for the BSc Nutrition Studies fallback award:

  **Level 4**
  
  4000DT Human Nutrition and Metabolism  
  4001DT Foundations of Evidence Informed Practice  
  4002DT Food and Food Production  
  4003DT Nutrition, Physiology and Eating Behaviour  
  4004DT Health and Wellbeing in the Community

  **Level 5**
  
  5001DT Lifestyle Management of Diseases  
  5003DT Gastrointestinal and Excretory Systems  
  5004DT Paediatric Nutrition and Dietetics  
  5006DT Developing Evidence informed Practice

  **Level 6**
  
  6000DT Developing Dietetic Practice: Placement B  
  6002DT Dietetic Practice in Workplace Settings: Placement D  
  6003DT Leadership and Management for Healthcare Professionals  
  6004DT Evidence Based Research Project

14.5.2 Diploma of Higher Education

This will be awarded to students who have passed a minimum of 240 credits, to include a minimum of a 100 credits at level 4 and 100 credits at level 5.

14.5.3 Certificate of Higher Education

This will be awarded to students who gain 120 credits at level 4 or above
15 Practice Education

All students will be required to undertake practice placements occurring at relevant stages throughout the course and there is integration between University and placement-based learning. Students will engage in simulation practice throughout level 5 to enable them to develop the skills and knowledge required of a student dietitian in a safe environment. Dietitians from practice and service users are utilised in these sessions to simulate authentic placement experiences.

The British Dietetic Association requires that placement should make progressively greater demands on students in terms of competencies. Therefore, this is written into the placement capabilities and assessment of the placement modules. Students will complete placements sequentially.

Four periods of practice education totalling 1000 hours are embedded into the fabric of the curriculum over twenty-eight weeks. Periods of practice education take place in work-based settings and are reflective of the diversity of professional practice. They are usually held at the following times;

- 4005DT two-week placement in Semester 3 of year 1
- 6000DT twelve-week placement in Semester 1 of year 3
- 6001DT twelve-week placement in Semester 2 of year 3
- 6002DT two-week placement in Semester 3 of year 3

15.1 Preparation for Practice

Coventry University as a Higher Education Institution will ensure that learners undertaking practice education will have achieved the core relevant standards in relation to statutory and mandatory requirements outlined by Skills for Health. Students must complete all statutory and mandatory training prior to commencing the placement. Failure to do so may result in a student being temporarily withdrawn from their programme of study until the requirements are met. This will ensure students can demonstrate the minimum requirements of safe and ethical practice, to protect the interests of the public.

In addition to the statutory and mandatory training, students will receive practice preparation that is tailored to their discipline. The practice preparation elements of the course are embedded throughout the course from induction, taught modules including simulated learning and clinical skills training, and bespoke preparation for practice sessions addressing assessment on placement and professionalism. Students must complete this training prior to commencing each placement.

The benefits of adopting a standardised approach to practice preparation across the school is to ensure greater consistency, to benchmark against national standards and to demonstrate clearly to practice partners the readiness of students for their practice placement.
16 Criteria for Admission and Selection Procedure

UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on ‘Entry profile’.

Additional entry requirements:

- Evidence of experience and understanding of the role of a Dietitian demonstrated through the undertaking of at least one day’s observation of a hospital dietitian or equivalent dietetic careers event or reflective account of the role of a dietitian.

- Applicants whose first language is not English will be asked to provide evidence of competence in written and spoken language. Applicants whose first language is not English must be able to communicate in English to the standard equivalent to Level 7 of IELTS with no element below 6.5.

- Enrolment is subject to a satisfactory Enhanced Disclosure and Barring Service check and an Occupational Health assessment, to assess fitness to undertake the clinical component of the degree.

- Evidence for selection is gained from personal statement, reference from UCAS forms, academic qualifications and from interview.

- Occupational health assessment, to assess fitness to undertake the clinical component of the degree.

- Demonstration of suitable values, as outlined by the values-based recruitment approach used by Health Education England.

16.1 Recognition of Prior Learning (RPL) and Recognition of Prior (Experiential) Learning RP(E)L.

This scheme provides the opportunity for applicants to make claims for both certificated and experiential (non-certificate) learning. Recognition for prior learning (RPL) and Recognition of Prior (Experiential) Learning RP(E)L is in accordance with University regulations. Students on the programme shall submit an RPL/RP(E)L portfolio on admission and will be permitted to present further evidence from their work experience or employer training, during the course for consideration.
17 Academic Regulations and Regulations of Assessment

This Course conforms to the standard University Academic Regulations Undergraduate Mode E.

The following exemptions to the Regulations have been sought:

1 Add+vantage scheme

Exemption from the Add+vantage scheme due to Professional Body recognition.

6b.2.7 All full-time courses must include provision for 10 credits worth of modules at each stage of the course from the University’s career development suite of modules (Add+vantage), according to the notified criteria. Only courses with Professional, Statutory or Regulatory Body recognition resulting in a licence to practise upon award of a degree are exempt from this requirement.

2. Sequencing of Clinical Placement Modules

An exemption to the Regulations has been granted for clinical placement modules to allow for them to be taken sequentially by students. The practice placement learning outcomes and capabilities represent a progression in responsibilities and in the expectations of students. Students will need to undertake clinical placement sequentially so that they can develop the skills, knowledge and abilities required in the order in which they have been integrated into the course.

3 Resit/retake opportunities for placements

An exemption to the Regulations has been granted with respect to resit/retake opportunities for placements. Students will have 1 attempt at the core element of practice placements. Additionally, due to BDA requirements, students should usually be allowed to extend or repeat no more than 500 hours (or 50% of the total standard hours) of practice placement.
**18 Indicators of Quality Enhancement**

The following are key indicators of quality:

The Course is managed by the Allied Health Professions Board of Study of the Faculty of Health and Life Sciences. The Programme Assessment Board (PAB) for Allied Health Professions is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The course is subject to a major review involving subject experts external to the University, normally on nine-year cycle. The views of stakeholders, which includes current and former students, managers of Dietetic services and service users have been actively sought to inform this process.

External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry’s web site.

Informal feedback on the quality and standards of teaching and learning within the course is facilitated by the on-going dialogue between student representatives and the course team within the Dietetics student forum, which meets five times per year. Student representatives are nominated to formally represent the views of their cohort and are also represented at the Board of Study. In addition, views are sought from students through module and course evaluation questionnaires.

The course is subject to annual review by the HCPC and the British Dietetic Association, which involves subject experts external to the University as well as the University’s quality review process. The views of stakeholders, including current and former students, managers of Dietetic services and service users have been actively sought to inform this process.

Coventry University has achieved a Gold rating in the first ever Teaching Excellence Framework (TEF) report. The TEF judging panel noted that Coventry, where the focus on outstanding teaching and student experience sits alongside developing research excellence, has:

- Consistently outstanding student support services to all students, in particular those from disadvantaged backgrounds that support retention and progression
- A rigorous and critical approach to assessment and feedback that effectively supports students from all backgrounds towards progression and attainment
- An outstanding institutional culture that places emphasis on recognising and rewarding excellent teaching
- An outstanding focus on employability and developing entrepreneurship skills that are highly valued by employers.

19 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

- Induction programme
- Course and Professional Practice Handbook
- Module Information Directory
- Study Support information is accessible from student services home page
- HUB – Providing a variety of student resources
- SIGMA – Mathematics Support Centre
- Centre for Academic Writing
- Virtual Learning Environment
- 24hr IT Support