



Course Specification Template

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 they take full advantage of the learning opportunities that are provided.

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

Basic Course Information

Final award and title	MSc Dietetics (Pre-registration)	Course Code	MSDPRF
FHEQ level and credit of final award	180 Credits at FHEQ Level 7 120 Credits at FHEQ Level 6		
Intermediate awards titles	MSc Nutrition & Health Studies (awarded to those who complete all Level 7 units but do not complete the Level 6 practice-based learning unit HRS6002). PG Dip Nutrition & Health Studies. PG Cert Foundations in Dietetics and Health Studies. Agerotat and intermediate awards do not convey eligibility to apply for registration with the HCPC.		
FHEQ level and credit of intermediate award	MSc Nutrition & Health Studies (180 Credits at FHEQ Level 7 only). PG Dip Nutrition & Health Studies (120 Credits at FHEQ Level 7). PG Cert Foundations in Dietetics and Health Studies (60 Credits at FHEQ Level 7).		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		

Professional, Statutory & Regulatory Body (PSRB) accreditation/recognition	Health and Care Professions Council (HCPC) originally approved 2022. British Dietetics Association (BDA) originally approved 02 October 2023.
Duration of PSRB accreditation/ recognition (where applicable)	HCPC approval granted December 2022 BDA approval granted August 2025 with a 12-month review.
Mode of study	Full-Time
Distance Learning course	No
Standard length of course	2 Years
Language of delivery	English
Place of delivery	Health Sciences University (Bournemouth Campus)
UCAS code (where applicable)	N/A
HECOS Code(s)	Dietetics - 100744
Date Course initially approved	December 2022
Version number	2.0
Date this version approved	12/12/2025
Academic year from which this applies	2025-2026 Jan 2026 Cohort
Author	Gráinne Ford, Course Lead

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: [Recruitment, Selection and Admission Regulations](#).

These regulations include the general entry requirements.

The detailed entry requirements for the course may be found from the relevant course page on the University's website. [MSc Dietetics \(pre-registration\) | Health Sciences University](#).

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#) which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures>.

2. Additional entry requirements

Occupational Health

All students are required to undertake occupational health checks as part of the application process and are required to have specific vaccinations in order to be able to undertake placements while studying the course. Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively.

DBS

Students will have substantial access to children and vulnerable adults, and as such UK applicants are required to undertake an enhanced DBS check before being eligible to proceed onto the course. Overseas applicants will be requested to provide details of a relevant police check.

English Language

Students for whom English is not their first language must achieve a score of 7.0 overall or equivalent (with no element below 7.0) for the International English Language Test Score (IELTS) that is no more than 2 years old on application; or Test of English as a Foreign Language (TOEFL) with a minimum score of 100 with minimum scores of 24 in listening and reading, 23 in speaking and 27 in writing.

Interview Process

Applicants are normally required to attend an interview as part of the admissions process. At HSU, we place strong emphasis on applicants' values and behaviours, and how these align with the values and expectations of the University and the profession. Interviews may involve relevant stakeholders and service users, providing an opportunity to explore applicants' suitability for the profession and their understanding of relevant professional and regulatory requirements. The interview also offers applicants the opportunity to ask questions about the course and the profession.

3. Aims of the course

The aims of the course are to:

1. To develop competent, evidence-informed Dietitians who are fit for award, practice, professional registration, and the responsibilities of their respective professions.
2. To foster strong professional identity, autonomy, accountability, resilience, and ethical awareness, underpinned by strategies for personal wellbeing and self-care.
3. To prepare graduates to deliver safe, compassionate, and person-centred Dietetic practice using inclusive approaches to assess, plan, implement, and evaluate practice across diverse populations and settings.
4. To prepare graduates to become reflective, confident, and skilled Dietitians who act with professionalism, uphold dignity, and promote health and wellbeing.
5. To create graduate Dietitians who act as ambassadors for their profession, advocating for service users and the value of their discipline within healthcare and society.

6. To strengthen graduates' capabilities in clinical leadership, research, digital practice, and interprofessional collaboration, supporting innovation and advancement in healthcare
7. To promote independence in learning, self-directed development, and a commitment to lifelong learning and continued professional development.
8. To integrate theoretical knowledge with clinical application to enhance outcomes for service users and contribute to service improvement.

4. Course Learning Outcomes – what students will be expected to achieve

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1: the biological, physiological, pathological, biomedical, pharmacological and nutritional sciences underpinning dietetic practice.</p> <p>A2: the processes of food production, preparation, cost, safety, legislation, meal planning and nutritional assessment.</p> <p>A3: scientific knowledge, critical thinking and values in contemporary dietetic practice.</p> <p>A4: the theoretical basis of dietetic practice including the range of conditions that present to dietitians, their diagnosis and appropriate management.</p> <p>A5: the educational, sociological, psychosocial, contextual and public health factors which may influence a patient's management</p> <p>A6: the determinants of health which may influence a patient's management.</p> <p>A7: the ethical, moral and legal frameworks and legislation relating to dietetic practice the nature of contemporary dietetic practice.</p>	<p>Teaching and Learning Methods</p> <p>A1-A7 are achieved by integration of theory and practice. Theoretical content will be covered in asynchronous online material. This content will be supported with face-to-face synchronous sessions emphasizing the utilization of theoretical content into professional skills. Synchronous seminars may include a variety of activities, including but not limited to case-based problem solving, group discussions, and critical reflection.</p> <p>Assessment Methods</p> <p>A1-A7 are assessed throughout the course in a variety of formats. Students' systematic understanding and knowledge of dietetics principles is assessed through written examinations and coursework. In addition, the application of this subject knowledge into practice is assessed with practical assessments including logbooks, as well as Objective Structured Clinical Examinations (OSCEs) and demonstrated in reflective portfolios that assess skills developed via practice-based learning.</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p>	<p>Teaching and Learning Methods</p> <p>B1-B5 are achieved through development of autonomous and reflective thinking. Students will be provided with asynchronous material in a</p>

<p>B1: formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation.</p> <p>B2: acquire, assess and apply appropriate contemporary evidence of dietetics.</p> <p>B3: design, implement and evaluate appropriate and effective short- and long-term management plans and care.</p> <p>B4: monitor patient progress through evaluation of outcomes and appropriate modification of care plans.</p> <p>B5: critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements.</p>	<p>variety of units, they will then be supported by synchronous face-to-face seminars, where they will have the opportunity to reflect on their learning and apply skills to practice.</p> <p>Assessment Methods</p> <p>Students' cognitive skills are examined throughout the course, through practical assessments and practice-based learning opportunities. B1 is assessed through case-based coursework and B5 is assessed through a case-based examination. B1, B3, B4, and B5 are assessed through completion of a portfolio during the clinical placement units. B2, B3, and B4 are assessed with ongoing practical assessment through a logbook.</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1: consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.</p> <p>C2: apply appropriate assessment techniques, taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in, to inform clinical decision making.</p> <p>C3: practice as an autonomous evidence-based professional, exercising their own professional judgement within their scope of knowledge.</p> <p>C4: demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).</p> <p>C5: demonstrate levels of clinical decision making necessary for autonomous practice.</p> <p>C6: demonstrate advanced skills in data collection, analysis and interpretation of data.</p>	<p>Teaching and Learning Methods</p> <p>C1-C6 are developed by students throughout the course. This will include both practical content and activities with seminars, and practice-based learning. Examples of practical activities within seminars include physical assessment skills and role-playing the application of behaviour change techniques. In addition, practice-based learning is a core focus, providing a safe and effective system for students to develop their clinical expertise and clinical competence. Students will have the opportunity to practice their clinical skills within two placement centred units.</p> <p>Assessment Methods</p> <p>Students' communication skills (C1) and assessment skills (C2) are assessed throughout the course in different units, in the format of practical assessments such as logbook and OSCE, as well as an in portfolios from clinical placements. Their professional practice skills (C3, C4, C5) are also assessed through their clinical placement portfolio. Students' research skills (C6) is assessed through a portfolio of research tasks, and in their Research and Knowledge Exchange Project Dissertation unit.</p>

<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1: learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.</p> <p>D2: effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships.</p> <p>D3: make effective use of information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.</p> <p>D4: understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users.</p> <p>D5: effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.</p> <p>D6: effectively apply advanced research methods to design, carry out and writeup primary scientific research.</p>	<p>Teaching and Learning Methods</p> <p>Students will be supported to develop transferable skills through seminars and work-based learning. Seminars offer an opportunity for students to practice skills, gain peer feedback, and formative feedback on their work.</p> <p>Work-based learning provides further opportunities to develop their skills in a safe environment, whilst gaining feedback from experienced clinical mentors.</p> <p>In addition, interprofessional units will provide opportunities for students to work with others, see skills in practice that are transferable across professions, and seek feedback from other AHP students.</p> <p>Assessment Methods</p> <p>Students will have an opportunity to develop their transferable skills (such as problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills) throughout the course. These are assessed with a variety of assessment strategies, including portfolios (D1, D2, D4, D5), presentations (D1, D3), written examinations (D1), practical assessment (D2, D3), and completion of a Research and Knowledge Exchange Project (D1, D5, D6).</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1: demonstrate an understanding of and work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice.</p> <p>E2: understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.</p> <p>E3: demonstrate respect of the roles and expertise of other healthcare professionals in</p>	<p>Teaching and Learning Methods</p> <p>This course is designed to develop competent evidence-based and reflective clinicians with a strong professional role, who can work autonomously and in multidisciplinary settings and who are committed to continued professional development.</p> <p>Through practice-based learning and interprofessional learning, the course provides opportunities for students to reflect on their learning and practice to develop a professional identity and acknowledge the importance of lifelong learning as a healthcare professional.</p> <p>Assessment Methods</p> <p>All professional competencies (E1, E2, E3, E4, E5, E6) will be assessed with portfolios completed during clinical placements. E1 will also be</p>

<p>the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.</p> <p>E4: work collaboratively with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.</p> <p>E5: continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.</p> <p>E6: recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p>assessed with a written assessment. E5 and E6 will be assessed with an essay.</p> <p>Assessment Methods</p> <p>All professional competencies (E1, E2, E3, E4, E5, E6) will be assessed with portfolios completed during clinical placements. E1 will also be assessed with a written assessment. E5 and E6 will be assessed with an essay.</p>
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Intermediate Exit Award Outcomes

Postgraduate Certificate Foundations in Dietetics and Health Studies:

- A1 the biological, physiological, pathological, biomedical, pharmacological and nutritional sciences underpinning dietetic practice.
- A2 the processes of food production, preparation, cost, safety, legislation, meal planning and nutritional assessment
- A3 scientific knowledge, critical thinking and values in contemporary dietetic practice.
- A4 the theoretical basis of dietetic practice including the range of conditions that present to dietitians, their diagnosis and appropriate management
- A5 the educational, sociological, psychosocial, contextual and public health factors which may influence a patient's management
- A6 the determinants of health which may influence a patient's management
- A7 the nature of contemporary dietetic practice
- B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation
- B2 acquire, assess and apply appropriate contemporary evidence of dietetics
- B3 design and implement appropriate and effective short- and long-term management plans and care
- B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans
- B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements
- C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C2 apply appropriate assessment techniques taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.

Postgraduate Diploma Nutrition and Health Studies

A1 the biological, physiological, pathological, biomedical, pharmacological and nutritional sciences underpinning dietetic practice.

A2 the processes of food production, preparation, cost, safety, legislation, meal planning and nutritional assessment

A3 scientific knowledge, critical thinking and values in contemporary dietetic practice.

A4 the theoretical basis of dietetic practice including the range of conditions that present to dietitians, their diagnosis and appropriate management

A5 the educational, sociological, psychosocial, contextual and public health factors which may influence a patient's management

A6 the determinants of health which may influence a patient's management

A7 the ethical, moral and legal frameworks and legislation relating to dietetic practice

A8 the nature of contemporary dietetic practice

B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation

B2 acquire, assess and apply appropriate contemporary evidence of dietetics

B3 design and implement appropriate and effective short- and long-term management plans and care

B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans

B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements

C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C2 apply appropriate assessment techniques taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.

C6 demonstrate advanced skills in data collection, analysis and interpretation of data.

C7 collect and analyse data using appropriate techniques to draw conclusions

D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships

D3 Make effective use of information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.

D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users

D5 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.

E1 demonstrate an understanding of and work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice

E5 continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.

E6 recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.

Master of Science Nutrition and Health Studies

A1 the biological, physiological, pathological, biomedical, pharmacological and nutritional sciences underpinning dietetic practice.

A2 the processes of food production, preparation, cost, safety, legislation, meal planning and nutritional assessment

A3 scientific knowledge, critical thinking and values in contemporary dietetic practice.

A4 the theoretical basis of dietetic practice including the range of conditions that present to dietitians, their diagnosis and appropriate management

A5 the educational, sociological, psychosocial, contextual and public health factors which may influence a patient's management

A6 the determinants of health which may influence a patient's management

A7 the ethical, moral and legal frameworks and legislation relating to dietetic practice A8 the nature of contemporary dietetic practice

B1 formulate reasoned judgements and arrive at a diagnosis based on verbal and physical presentation of patients and the results of investigation

B2 acquire, assess and apply appropriate contemporary evidence of dietetics

B3 design and implement appropriate and effective short- and long-term management plans and care

B4 monitor patient progress through evaluation of outcomes and appropriate modification of care plans

B5 critically analyse and reflect on clinical decisions in light of current best evidence, care pathways, legal and statutory requirements

C1 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C2 apply appropriate assessment techniques taking into account the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.

C6 demonstrate advanced skills in data collection, analysis and interpretation of data.

C7 collect and analyse data using appropriate techniques to draw conclusions

D1 earn, think and problem solve independently in familiar and unfamiliar situations with an open mind

D2 effectively communicate with patients, relatives, carers and healthcare professionals to establish and maintain effective relationships

D3 make effective use of information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.

D4 understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with service users

D5 effectively manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.

D6 effectively apply advanced research methods to design, carry out and write-up primary scientific research.

E1 demonstrate an understanding of and work in accordance with the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice and maintaining their own fitness to practice

E5 continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.

E6 recognise and work within the limits of their own personal and professional knowledge, and share and skills and experience and seek help from colleagues and others when necessary.

Course Structure

5. Outline of course content

Interprofessional Learning and Education

A key feature of the programme is its strong commitment to interprofessional education (IPE) and collaborative practice. Students will learn with, from, and about other allied health professionals to promote effective teamwork and improve health outcomes. The philosophy of collaborative learning is embedded across the school and is realised both in taught units and in practice-based opportunities.

Shared learning is structured through five interprofessional units (HRS7000, HRS7001, HRS7002, HRS7003, and HRS7004), where students from physiotherapy, podiatry, dietetics, and speech and language therapy programmes come together to engage in joint learning activities. Some units, such as HRS7000 and HRS7001, integrate elements of teaching and resources across courses, while others; for example, Essentials of Professional Practice (HRS7002), Promoting Health & Wellbeing through Collaborative Practice (HRS7003), and Leadership and Innovation in Practice (HRS7004) are designed to be completed collaboratively in their entirety. These shared units enable students to develop a deeper appreciation of different professional roles and perspectives, while also building skills in communication, negotiation, and teamwork.

Beyond formal units, interprofessional learning is further embedded through clinical skills sessions, tutorials, and practice-based learning. Within these contexts, students experience collaboration in action by working in multidisciplinary and interprofessional teams. Practice placements, in particular, provide opportunities to engage with a variety of healthcare professionals across diverse settings, supporting students to apply their knowledge, refine their professional identity, and understand the value of interdisciplinary roles and responsibilities. These experiences ensure graduates are

equipped to deliver safe, compassionate, and coordinated care in line with contemporary service models, and to act as effective collaborators within the wider healthcare workforce.

This integrated approach reflects the HCPC's standards of proficiency, which require graduates to demonstrate the ability to work in partnership with colleagues, service users, and carers, and to contribute effectively to multidisciplinary teamworking in order to optimise health outcomes

Learning, teaching and assessment strategies and methods

The MSc Dietetics (pre-registration) Learning, Teaching and Assessment approach is underpinned by a philosophy of collaboration, digital connectivity and innovation, which is reflected in the School's academic work, research and strategic plan. The School aims to deliver a learner-centred approach, encouraging continuing professional development (CPD), reflexivity and competency within a defined framework. Key professional and higher education descriptors, including empirical work in healthcare, will be used to inform the curriculum design.

The curriculum design and pedagogical approaches for the course have been determined by the requirement to develop learners who have high levels of clinical reasoning, advanced use of knowledge, adaptability and creativity with a broad repertoire of skills that demonstrate a confident and self-analytical approach to practice. All the course units will therefore contain elements of theory, evidenced based practice and critical enquiry, which will be encouraged and developed throughout the course within a contextual learning framework. This will prepare the learner for entry into clinical practice at key points throughout the course, so that theory will inform practice and practice will inform theory. Reflexivity will be used to foster experiential learning, exploring the relationship between theory and practice, using identified reflective frameworks to develop deep and life-long learning, as well as preparing learners for registration with the Health and Care Professions Council (HCPC). This learner-centred curriculum design focuses on the individual learner with the aim to empower and motivate the learner to engage and shape their knowledge, enabling them to make informed choices. The latter will be facilitated by academic and practice educators.

The importance of an interprofessional approach to health and social care will be emphasised in the MSc Physiotherapy (pre-registration) units to reflect current approaches to healthcare. For example, within a rehabilitative approach to several health related and complex conditions.

Interprofessional learning will be embedded in the theory of interdisciplinary and multidisciplinary teamworking and how this is applied to practice.

Formal teaching methods will vary depending on the relevant learning outcomes of specific units, but will include the following activity types:

- Lectures (Scheduled)
- Seminars (Scheduled)
- Tutorials (Scheduled)
- Project Supervision (Scheduled)
- Practical Classes and Workshops (Scheduled)
- Guided Independent Study (Independent)

In addition, a variety of other teaching and learning methods will also be employed. These may include:

- Guest Speakers
- Small Group Learning Activities and Projects

- Simulated learning activities

The MSc Dietetics course consists of the following units. A full course diagram can be seen in Appendix 1.

Profession Specific Units

HRS7010 Foundations of Dietetic Practice (20, Level 7)

HRS7011 Nutrition and Food Science (20, Level 7)

HRS7012 Physiology, Pathology and Pharmacology in Dietetics (20, Level 7)

HRS7013 Medical Nutrition Therapy (20, Level 7)

HRS7014 Concepts in Public Health Nutrition for Dietetics (10, Level 7)

Practice Based Learning Placement Units

HRS6002 Dietetic Practice Learning (120, Level 6)

Shared Interprofessional Units

HRS 7000 RKE Project (40, Level 7)

HRS7001 Research Methods and Evaluation Methods (20, Level 7)

HRS7002 Essentials of Professional Practice (10, Level 7)

HRS7003 Promoting Health and Wellbeing through Collaborative Practice (10, Level 7)

HRS7004 Leadership and Innovation in Practice (10, Level 7)

A key feature of the programme is its strong commitment to interprofessional education.

6. Placements, practice-based learning or other special features of the course

Placement learning is integral to this course to enable students to develop and demonstrate their skills in dietetic practice and for students to be eligible to apply to join the HCPC register as Dieticians. You are required to undertake 1000 hours of work-based learning. These hours will take place using placements across a number of sectors, locally within the University onsite clinic services, within food service-settings, non-clinical environments, public health and NHS settings. Students may also complete simulated clinical experience using appropriate equipment and problem-based learning.

During external placements, students will be able to access support from both the University (for example through a Personal Tutor, Placement Lead, Course Leader) and through the placement provider.

In order to be awarded the MSc Dietetics (pre-registration) degree, all students must successfully complete the HRS6002 Dietetic Practice Learning unit and all academic units. Students who do not successfully complete the placement unit but do complete all academic units will be awarded the degree MSc Nutrition and Health Studies.

Mandatory Training and Occupational Health Compliance

All students are required to complete and maintain compliance with mandatory training in order to be eligible to attend practice learning placements. Non-compliance with mandatory training requirements may result in students being unable to complete the Practice Learning unit and therefore unable to attend a practice learning setting. Mandatory training requirements are ongoing

throughout both years of the programme, and students are responsible for ensuring their training remains current at all times.

In addition, students must comply with occupational health requirements, including reporting any changes to their health and wellbeing that may affect their occupational health clearance to attend placement. Failure to remain up to date and compliant with either mandatory training or occupational health requirements may prevent students from progressing to or completing practice learning placements.

7. Course structure, levels, units credit and award

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

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

Health Sciences University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous.

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

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

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and lifelong learning

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have approximately 9-12 hours of contact time, that may include seminars, labs, practical's, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have approximately 7-9 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 15 hours of independent study per week. This includes time for revision/preparation for assessments, as well as activities such as private reading and research. More detail about student workload is provided in the unit specifications.

Students will complete a minimum of 1000 hours of practice-based learning within the Dietetic Practice Learning unit (HRS6002). Practice based learning will consist of classes which aim to prepare students for the clinical environment and simulation of clinical environments utilizing on site simulated clinical areas and simulation suite environment.

Simulation learning will utilise the University's simulated hospital clinical environment to help students familiarise themselves with the equipment found in a hospital such as beds, tables and hoists as well as specialised equipment and procedures such as those associated with cardiac arrest and resuscitation. In addition, the University's Centre of Simulation Excellence features many items of leading-edge technology for the clinical training and assessment of students.

While the BDA Curriculum Framework (2020) specifies a minimum of 350 hours of practice-based learning in a clinical setting, our programme policy ensures that simulated and problem-based learning does not displace authentic clinical hours required for accreditation and professional competency development.

Placements will occur either in on site clinical services or off campus in local NHS or independent settings. at least one placement will occur within the NHS for a minimum of 10 weeks (375 hours) in order to meet British Dietetic Association requirements.

9. Staff delivering the course

Students will be taught by academic staff and qualified professional practitioners with relevant expertise, ensuring that teaching is informed by contemporary practice, research, and professional standards. Staff deliver subjects within their own areas of expertise and, where appropriate, hold professional registration with their relevant regulatory body. For example, staff delivering interprofessional units are HCPC-registered allied health professionals (AHPs) or hold equivalent relevant professional qualifications/registrations. Specialist expertise beyond the core teaching teams is also provided through associate and guest lecturers.

The majority of academic staff involved in teaching on the courses also hold (or are working towards) Advance HE Fellowship or a Postgraduate Certificate in Higher Education Teaching and Learning, reflecting their commitment to high-quality pedagogy.

During practice placements, students are supervised and assessed by appropriately qualified and professionally registered practitioners in line with Health Sciences University (HSU) placement policy and the requirements of the relevant PSRB. Practice educators receive training and support,

including access to the electronic placement portfolios and training from University teams and regional placement support platforms.

HSU also supports the [Safe Learning Environment Charter \(SLEC\)](#), a framework developed by [NHS England](#) to foster positive safety cultures and promote continuous learning in healthcare education.

The SLEC emphasises respect, inclusivity, and support for learners, ensuring they feel valued, safe, and empowered to raise concerns. This commitment underpins both on-campus and placement-based learning.

10. Progression and assessment regulations

The regulations for this course are the University Assessment Regulations which may be found <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>.

Specific assessment regulations for the MSc Dietetics (Pre-Registration) require that:

- a) Students who do not attend at least 60% of scheduled unit learning activities will not normally be permitted to take the assessment for that unit. Where students do not attend at least 60% of attendance, they will normally be required to repeat the unit with attendance. Students' attendance will be monitored by the Course Lead and/or Unit Lead mid unit to ensure compliance and identify students who may require attendance support.
- b) Students must pass all unit assessments and subcomponents on the course.
- c) Condonement of a failure in a unit is not normally permitted.
- d) Unless there are valid exceptional personal circumstances, students are only permitted one reassessment attempt of any assessment component of HRS6002 Dietetic Practice Learning (by either resit or repeat).
- e) The completed hours of a failed practice-learning component of HRS6002 Dietetic Practice Learning do not count towards the minimum requirement of completing 1000 practice-based learning hours.
- f) Students will be withdrawn from the course if they fail their second attempt of any practice learning assessment component of HRS6002 Dietetic Practice Learning and will not be eligible for HCPC registration.
- g) Students who fail a practice-based learning component of HRS6002 Dietetic Practice Learning on grounds of fitness to practise are not permitted an opportunity for reassessment unless / until appropriate mitigation has been put in place and / or the University's Fitness to Practise Policy and Procedures have concluded.

11. Employment progression routes

Graduates of this course will be eligible to apply to join the professional register as a dietitian with the HCPC and may seek employment within the NHS. Graduates may be able to practice internationally, dependent on the local regulations. Students awarded an MSc Nutrition & Health Studies will not be eligible to join the professional register.

Dietetic graduates may wish to go onto specialist training such as Advanced Clinical Practitioner.

Students will be eligible to apply for further study at doctoral level.

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

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting, and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the <https://www.hsu.ac.uk/student-life/student-finances/additional-costs/>.

13. Methods for evaluating the quality of learning and teaching

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

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

The ways in which the quality of the University courses are monitored and assured checked, both inside and outside the institution, are:

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

14. Inclusivity statement

Health Sciences University is committed to being an institution where students and staff from all backgrounds can flourish. Health Sciences University recognises the importance of equality of opportunity and promoting diversity, in accordance with our [Equality, Diversity, Inclusion and Belonging Policy](#). We are committed to a working and learning environment that is free from physical, verbal and nonverbal harassment and bullying of individuals on any grounds, and where

everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

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

15. External reference points

This course is designed at academic level and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree (2020).
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- QAA Subject Benchmark Statement for Dietetics (2019)
- HCPC Standards of Conduct, Performance and Ethics (2024)
- HCPC Standards of Education and Training Guidance (2021)
- HCPC Standards of Proficiency for dietitians (2023)
- British Dietetic Association Curriculum Framework for the pre-registration education and training of dietitians (2020)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)

A Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

University Strategic Plan

University Course Design Framework

University Feedback on Assessments policy

University Placement Policy

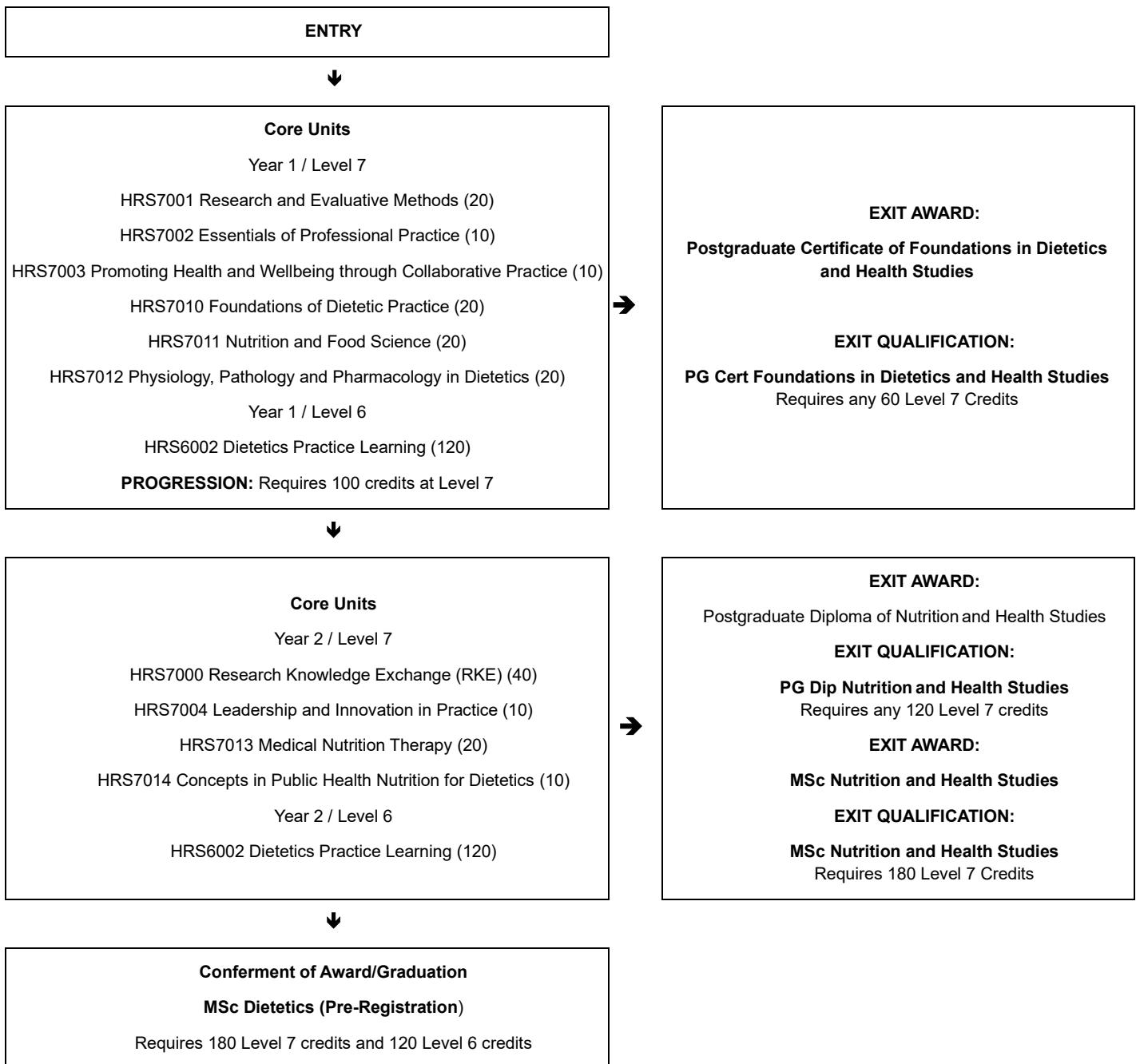
The course conforms fully with the University academic policies and procedures applicable to Taught Courses.

Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies
Course Specification revised in entirety as part of Periodic Course Review.	Dec 2025	Jan 2026

Appendix 1 – Course Diagram



Appendix 2 – Learning outcomes mapping document

	<input type="checkbox"/> Subject Knowledge and <input type="checkbox"/> Understanding								<input type="checkbox"/> Cognitive Skills					<input type="checkbox"/> Practical Skills					<input type="checkbox"/> Transferable Skills						<input type="checkbox"/> Professional Competencies							
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6	
HRS7010 Foundations of Dietetic Practice	*			*			*		*	*	*	*		*	*																	
HRS7011 Nutrition and Food Science	*	*	*	*									*																			
HRS7012 Physiology, Pathology and Pharmacology in Dietetics	*				*	*		*																								
HRS7000 Research Knowledge Exchange Project																			*			*	*									
HRS6002 Dietetics Practice Based Learning									*	*			*	*	*	*	*	*	*					*		*	*	*	*	*	*	
HRS7002 Essentials of Professional Practice									*	*							*			*				*	*		*	*		*	*	
HRS7013 Medical Nutrition Therapy									*	*	*						*				*											
HRS7014 Concepts in Public Health Nutrition for Dietetics									*	*	*						*	*					*	*								

Appendix 3: Course Summary Document

* If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.

Unit Details						Assessment Element Weightings								Estimated Learning Hours				
Unit No	Unit Title	Version No,	Core / Optional	Pre/Co Requisite	Credits & Level	Ex1	Ex2	Cw1	Cw2	Cw3	Prac1	Prac2	Prac3	*PSRB Requirement Applies	Student Contact Time	Tutor Guided Time	Independent Study Time	Placement Study Time
HRS6002	Dietetic Practice Learning	1.0	Core	N/A	120 (6)			P/F	P/F	P/F				Y	55	1065	80	140
HRS7000	RKE Project	1.0	Core	N/A	40 (7)			100%						Y	16	44	340	0
HRS7001	Research and Evaluative Methods	1.0	Core	N/A	20 (7)			100%						Y	32	64	104	0
HRS7002	Essentials of Professional Practice	1.0	Core	N/A	10 (7)			100%						Y	24	24	52	0
HRS7003	Promoting Health and Wellbeing through Collaborative Practice	1.0	Core	N/A	10 (7)			100%						Y	24	24	52	0
HRS7004	Leadership and Innovation	1.0	Core	N/A	10 (7)			P/F 100%						N	24	24	52	0
HRS7010	Foundations of Dietetic Practice	2.0	Core	N/A	20 (7)						P/F			N	96	48	56	0
HRS7011	Nutrition and Food Science	2.0	Core	N/A	20 (7)	60%		40%						N	48	48	104	0

HRS7012	Physiology, Pathology and Pharmacology in Dietetics	2.0	Core	N/A	20 (7)			100%						Y	48	72	80	0
HRS7013	Medical Nutrition Therapy	2.0	Core	N/A	20 (7)	100%								N	96	48	56	0
HRS7014	Concepts in Public Health Nutrition for Dietetics	1.0	Core	N/A	20 (7)			100%						N	24	24	52	0

Exit qualifications:

MSc Nutrition and Health Studies: Requires 180 credits at Level 7 (excluding HRS6002)

PG Dip Nutrition and Health Studies: Requires 120 Level 7 credits

PG Cert Foundations in Dietetics and Health Studies [Requires 60 Level 7 credits]