

## Overview

<b>Programme Code</b>	35652
<b>Programme Title</b>	Nutrition
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Lucinda Richardson
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Science with Honours - BSH	See Learning Outcomes Below
Recruitable Target	Bachelor of Science with Honours (SW) - SBSH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	<p>Explain the basic biological basis of food and nutrition science. Apply scientific knowledge of nutrition and nutritional requirements at an introductory level. Describe the physical and chemical properties of food. Explain the basic social and behavioural aspects related to food and nutrition. Describe how nutrition relates to issues of health. Undertake basic methods of measurement relevant to biochemistry, anthropometry and nutrition. Identify dietary and physical activity interventions for a range of common health conditions. Outline basic issues related to the development, relevance and impact of food, nutrition and health in society. Describe qualitative and quantitative research approaches. Recognise questions and basic problems in relation to nutrition. Communicate information in nutrition at a basic level. Recognise some moral, ethical and codes of practice relevant to nutrition. Undertake safe basic practice with good character. Work with others, recognising and respecting the values of equality and diversity.</p>
Alternative Exit	Diploma of Higher Education - DHE	<p>Explain biological basis of food and nutrition science in relation to processing, storage, synthesis and metabolism. Apply scientific knowledge of nutrition and nutritional requirements to different contexts. Describe the physical and chemical properties of food and its development. Explain the concept of food chain in relation to factors such as food choice, dietary intake, food quality, safety, sustainability and the environment. Explain the social and behavioural basis of food and nutrition in relation to different stages of the life course. Apply an understanding of nutrition and the implications of imbalance to the context of health, disease and wellbeing. Undertake appropriate methods of measurement to monitor biochemistry and anthropometry, analyse food and assess nutritional intake and diet. Discuss the effectiveness of dietary and physical activity interventions for a range of common health conditions. Outline the development, relevance and impact of food, nutrition and health policy locally, nationally and globally. Explore contemporary issues in nutrition relevant to education and health promotion. Explain qualitative and quantitative research approaches and methods as applied to the field of nutrition. Use concepts, literature and data to develop basic questions and problems in relation to nutrition. Communicate information, ideas, problems and solutions in nutrition. Recognise moral, ethical and codes of practice relevant to nutrition. Undertake safe practice with good character. Work effectively independently and with others, respecting the values of equality and diversity.</p>

Alternative Exit	Diploma in Higher Education (SW) - SDHE	Explain biological basis of food and nutrition science in relation to processing, storage, synthesis and metabolism. Apply scientific knowledge of nutrition and nutritional requirements to different contexts. Describe the physical and chemical properties of food and its development. Explain the concept of food chain in relation to factors such as food choice, dietary intake, food quality, safety, sustainability and the environment. Explain the social and behavioural basis of food and nutrition in relation to different stages of the life course. Apply an understanding of nutrition and the implications of imbalance to the context of health, disease and wellbeing. Undertake appropriate methods of measurement to monitor biochemistry and anthropometry, analyse food and assess nutritional intake and diet. Discuss the effectiveness of dietary and physical activity interventions for a range of common health conditions. Outline the development, relevance and impact of food, nutrition and health policy locally, nationally and globally. Explore contemporary issues in nutrition relevant to education and health promotion. Explain qualitative and quantitative research approaches and methods as applied to the field of nutrition. Use concepts, literature and data to develop basic questions and problems in relation to nutrition. Communicate information, ideas, problems and solutions in nutrition. Recognise moral, ethical and codes of practice relevant to nutrition. Undertake safe practice with good character. Work effectively independently and with others, respecting the values of equality and diversity.
Alternative Exit	Bachelor of Science - BS	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.
Alternative Exit	Bachelor of Science (SW) - SBS	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.

<b>Alternate Award Names</b>	
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## External Benchmarks

<b>Subject Benchmark Statement</b>	UG-Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019)
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## Accreditation

### Programme Accredited by

PSRB Name	Type of Accreditation	Valid From Date	Valid To Date	Additional Notes
Association for Nutrition (AfN)	Certified by the Association for Nutrition (AfN) as meeting AfN Standards for Course Certification for the purpose of enhancing the competence of those who give nutrition information to the public.			

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Sandwich Year Out, Face to Face	September	LJMU Taught	4 Years
Full-Time, Face to Face	September	LJMU Taught	3 Years

## Aims and Outcomes

### Educational Aims of the Programme

Provide an honours-level multidisciplinary study across nutrition and social sciences that is in line with professional body requirements. Develop scientific thinking and practice in relation to using and undertaking empirical research in the context of nutrition. Develop graduates with intellectual, transferable, scientific and practical skills to make improvements to professional practice through nutrition and physical activity. Provide the students with employability skills and work-related learning opportunities, which enable them to apply their skills in the context of the world of work. Ensure graduates are aware of issues related to professional conduct, ethics and performance in relation to nutrition. Prepare students for a career and/or further academic study within the nutrition, health or community sectors.

## Learning Outcomes

Code	Description
PLO1	Systematically explain biological basis of food and nutrition science in relation to processing, storage, synthesis and metabolism.

<b>Code</b>	<b>Description</b>
PLO2	Explore contemporary issues in nutrition relevant to education, personalised nutrition and health promotion.
PLO3	Evaluate qualitative and quantitative research approaches and methods as applied to the field of nutrition.
PLO4	Plan, conduct and report on investigations relevant to the field of nutrition.
PLO5	Evaluate concepts, literature and data to develop questions and solve problems in relation to nutrition.
PLO6	Communicate information, ideas, problems and solutions in nutrition to both specialist and non-specialist audiences.
PLO7	Recognise and respond to moral, ethical and codes of practice relevant to nutrition.
PLO8	Undertake safe and effective practice with good character that is appropriate for a professional/employment context.
PLO9	Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity.
PLO10	Apply scientific knowledge of nutrition and nutritional requirements at a human molecular, system and population level.
PLO11	Investigate and describe the physical and chemical properties of food and its development.
PLO12	Evaluate the concept of food chain in relation to factors such as food choice, dietary intake, food quality, safety, sustainability and the environment.
PLO13	Explain the social and behavioural basis of food and nutrition in relation to different stages of the life course.
PLO14	Apply an understanding of nutrition and the implications of imbalance to the context of health, disease and wellbeing of individuals, groups and populations.
PLO15	Undertake appropriate methods of measurement to monitor biochemistry and anthropometry, analyse food and assess nutritional intake and diet.
PLO16	Evaluate the effectiveness of dietary and physical activity interventions for a range of common health conditions.
PLO17	Outline the development, relevance and impact of food, nutrition and health policy locally, nationally and globally.
PLO18	Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity.

## Programme Structure

### Programme Structure Description

The programme is offered as a three-year (360 credit) or four-year (with sandwich-year) (480 credit) full-time course. All modules are core to ensure appropriate outcomes in relation to the Association for Nutrition (AfN) competencies. There are four strands on the programme to structure the content into cognate areas: Professional Practice and Research; Principles of Nutrition; Biochemistry and Physiology and Nutrition Health. There is the opportunity of study abroad at Level 5, either for a semester or full year. A 60 credit (5013SPS) or 120 credit (5012SPS) study abroad module will replace the semester or Level 5 modules on the standard programme. The study abroad will cover the same programme learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The optional sandwich-year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme. The programme will offer an extended period of work experience (5009SPS Sandwich year module) at an approved partner that will complement their programme of study at LJMU. The Level 5 mean for the final award mark will be calculated upon the 240 credits at Level 5.

This programme structure applies to students joining from September 2022 onwards - previously validated structures apply to students who joined earlier.

<b>Programme Structure - 360 credit points</b>	
<b>Level 4 - 120 credit points</b>	
<b>Level 4 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 4001SPS Professional Practice 1 for Nutrition and Sport Nutrition Approved 2022.01 - 20 credit points	
[MODULE] 4003SPS Principles of Human Nutrition Approved 2022.01 - 20 credit points	
[MODULE] 4004SPS Biochemistry and Metabolism Approved 2022.01 - 20 credit points	
[MODULE] 4091SPS Research Methods 1 Approved 2022.03 - 20 credit points	
[MODULE] 4092SPS Exercise Physiology 1 Approved 2022.03 - 20 credit points	
[MODULE] 4102SPS Physical Activity and Health 1 Approved 2022.02 - 20 credit points	
<b>Level 5 - 120 credit points</b>	
<b>Level 5 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 5001SPS Professional Practice 2 for Nutrition and Sport Nutrition Approved 2022.01 - 20 credit points	
[MODULE] 5003SPS Food Chain and Sustainability Approved 2022.01 - 20 credit points	
[MODULE] 5004SPS Food Technology and Development Approved 2022.01 - 20 credit points	
[MODULE] 5005SPS Eating Behaviour for Sport and Health Approved 2022.02 - 20 credit points	
[MODULE] 5007SPS Policy and Politics for Nutrition and Health Approved 2022.02 - 20 credit points	
[MODULE] 5091SPS Research Methods 2 Approved 2022.01 - 20 credit points	
<b>Optional placement - 120 credit points</b>	<b>OPTIONAL</b>
<b>Placement Year - 120 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5009SPS Sandwich Year - Nutrition Approved 2022.01 - 120 credit points	
<b>OR Study Abroad - 120 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5012SPS Study Year Abroad - Nutrition Approved 2022.01 - 120 credit points	
<b>Level 6 - 120 credit points</b>	
<b>Level 6 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 6002SPS Nutrition Through the Lifecycle (Special Populations) Approved 2022.01 - 20 credit points	

[MODULE] 6003SPS Molecular Nutrition Approved 2022.01 - 20 credit points
[MODULE] 6005SPS Current Issues in Nutrition Approved 2022.01 - 20 credit points
[MODULE] 6006SPS Applied Placement in Nutrition or Sport Nutrition Approved 2022.01 - 20 credit points
[MODULE] 6091SPS Major Project Approved 2022.01 - 40 credit points

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

Teaching and assessment on the programme is underpinned by the use of a set of educational practices that have been shown to have most impact on student learning. This includes active learning strategies, use of formative feedback, collaborative learning, research-based teaching and use of authentic tasks. Such practices are weaved into the various teaching methods including lectures, workshops, seminars and online activities. Certain aspects are foregrounded at different points throughout the programme. For example, at Level 4 collaborative learning and formative feedback are a focus to help with transition into the programme. Research informed teaching on the programme is extremely strong. A range of staff research outputs and live projects/applied work have supported the development of the curriculum and teaching on the programme. There are clear links between staff research activity and specific modules, particularly the current and contemporary issues modules at Level 6 that draw on expert statements, systematic reviews and empirical papers that staff have published. Assessment on the programme is through a range of different methods including portfolios, reports/essays, examinations, presentations, laboratory reports, position statements and a dissertation. These have been mapped to ensure that there is progression in terms of both the subject content and also the form of assessment. Therefore, feedback on a particular assessment will help students to develop their skills in order to enhance their work for a similar type of assessment in a subsequent module. Within the assessment methods identified a range of novel and authentic strategies are used by including case studies, live briefs and empirical data collection.

## Opportunities for work related learning

There is a strong work-related/work-based learning strand on the programme to support the development of employability skills and understanding of professional conduct in the area of nutrition. There are professional skills modules at Level 4 and 5, which culminate in an applied, work-based learning placement at Level 6. As the module is mandatory, every effort is made by the university to source opportunities. Self-sourcing is also considered, however, these placement must be quality assured. Placements are advertised to students on the VLE using Fact Files. During placement, students will have a named University Placement Tutor (UPT) to support learning and assessment on the module. In addition, there is the option of a sandwich year following Level 5 of the programme, which offers the opportunity to undertake a year-long placement as part of the programme. There is a significant level of support for these activities from the Faculty Placement Learning Support Unit (PLSU) and Careers Team throughout the programme. At Level 4 the PLSU host sessions to discuss the sandwich year option and outline the general support provided by the Unit. At Level 5, they re-engage students with the option of the sandwich year and introduce the work placement. At Level 6, they release the Fact Files of placement opportunities and support allocation through formal student submissions (CV and cover letter). The support from the Careers Team is based on the Future Focus training package that includes CVs, mock interviews and employability skill development.

## Entry Requirements

Type	Description
BTECs	An appropriate National Diploma achieved with DDM in a science-related subject.

A levels	120 UCAS tariff points from at least two A Levels with one science-related subject.
Alternative qualifications considered	Applications should normally include GCSE (or equivalent) passes at grade C and above or 4 + on new GCSE structure in English Language, Maths and including 2 Science subjects (Chemistry, Biology, Physics or science equivalent). Approved alternative qualifications: Key Skills Level 2 in English/ Maths; NVQ Level 2 Functional skills in Maths and English; Writing and or Reading Skills for Life Level 2 in Numeracy/English; Higher Diploma in Maths/ English; Functional skills level 2 in Maths/ English; Northern Ireland Essential Skills Level 2 in Communication or Application of Number; Wales Essential Skills Level 2 in Communication or Application of Number; Welsh GCSE in Maths or Welsh GCSE in Maths Numeracy.
Other international requirements	For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirements. International applicants must possess a minimum IELTS (or equivalent) score of 6.5 (minimum of 6.0 in each component).

### **Extra Entry Requirements**