

Programme Specification MSc/Postgraduate Diploma Nutritional Therapy

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	<u>Nutritional Therapy Education Commission</u>
4.	Final award or awards	PG Dip, MSc
5.	Programme title	Nutritional Therapy
6.	Pathways available	NA
7.	Mode and/or site of delivery	Block delivery taught programme, taking a blended learning approach
8.	Mode of attendance and duration	MSc. Full-time over 18 months. Part time over 3-6 years. PGDip part time over 18 months up to 6 years.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	The Skills for Health, National Occupational Standards for Nutritional Therapy, (CNH1,2 8 and 9) Nutritional Therapy Education Commission, Core Curriculum Complementary & Natural Health Care Council, Core Curriculum The Quality Assurance Agency, QAA (2020) Master's Degree Characteristics
11.	Date of Programme Specification preparation/ revision	March 2018 August 2018 AQU amendments January 2019 mode of attendance revision January 2019 minor updates and template update for 2019/20. Also update relating to access module change (APHS3014) August 2019 AQU amendments to Section 19, minor updates. November 2019 amendment to pre-requisite information for NUTH4037 August 2020 QAA benchmark statement links updated August 2020 – AQU amendments to Section 19.

12. Educational aims of the programme

The course is aimed at graduates in nutrition, health, or biology related subjects who wish to qualify as nutritional therapy practitioners in the UK at postgraduate level 7; for those with a non-science related degree a [Nutrition and Health access module \(APHS3014\)](#) (level 6) is available. International students may apply but practising internationally will depend on having Professional Indemnity Insurance that covers for practice in the UK, irrespective of location. Practice may also be subject to country specific legal restrictions; registration with the

[Complementary & Natural Healthcare Council](#) and membership of a professional body (e.g. [British Association for Nutrition and Lifestyle Medicine](#)) is recommended. The course is very flexible with part-time and full-time routes to meet the needs of students in employment or with caring roles.

The PGDip and MSc courses are accredited by the [Nutritional Therapy Education Commission](#). Successful graduates from the MSc and PGDip Nutritional Therapy programmes are entitled to apply to register as a Nutritional Therapists with the [Complementary & Natural Healthcare Council](#) and become full members of a professional body e.g. [British Association for Nutrition and Lifestyle Medicine](#) or the [Naturopathic Nutrition Association](#). The course includes clinical practice in the University's [McClelland centre student clinic](#).

The educational aims of the course are:

1. To develop safe, competent, reflective, ethical and legal nutritional therapy practitioners who meet the [National Occupational Standards](#) (CNH1,2 8 and 9) and are eligible to apply for registration with the [Complementary & Natural Healthcare Council](#).
2. To provide the opportunity to develop advanced practical and business skills and a comprehensive knowledge base at the forefront of nutritional therapy practice and applied nutrition.
3. To foster a flexible, interdisciplinary student-centred forum for advanced study of nutritional therapy practice and applied nutrition.
4. To provide opportunities for the development of the skills required to critically appraise evidence relevant to nutritional therapy practice / applied nutrition.
5. To support a stimulating academic environment based on the values of academic openness and critical appraisal.
6. To develop the ability to demonstrate a critical appreciation of different perspectives and values held by users of complementary therapies, health professionals and lay cultures.
7. To further an understanding of the application of different research methods and to prepare students to design and implement a personal research project related to nutritional therapy or applied nutrition.

13. Intended learning outcomes and learning, teaching and assessment methods

Programme Learning Outcomes

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award <i>State if PG Dip or MA, MSc, etc.</i>
1.	Apply theoretical knowledge and understanding of biochemistry and physiology to underpin effective practice of nutritional therapy and applied nutrition.	NUTH 4037	PG Dip MSc
2	Demonstrate a systematic understanding and critical awareness of nutritional and lifestyle knowledge at the forefront of this discipline.	NUTH 4033 4034	PG Dip MSc
3	Use and apply this knowledge effectively to assess, plan, and evaluate nutritional and lifestyle improvement plans for individuals and populations.	NUTH 4037	PG Dip MSc

4	Demonstrate understanding the ethical, legal, business and marketing framework for successful and professional practice.	NUTH 4037	PG Dip MSc
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Cognitive and Intellectual skills

5	Synthesise, retrieve, interpret, and critically evaluate specific knowledge in applied nutrition and nutritional therapy practice, using established methods of enquiry and critical appraisal.	NUTH 4039	MSc
6	Demonstrate self-direction and originality in tackling and solving problems.	NUTH 4032 4033 4034 4036 4037	PG Dip MSc
7	Critically and with originality, apply the appropriate enquiry techniques and awareness of the core issues to explore current practice to create new understandings.	NUTH 4035 4036	PG Dip MSc
8	Independently design, manage and evaluate a personal research project relating to applied Nutrition or Nutritional Therapy practice	NUTH 4038 4039	MSc

Skills and capabilities related to employability

9	Demonstrate the ability to critically reflect on their own knowledge, skills and values.	NUTH 4031 4036 4037	PG Dip MSc
10	Exercise autonomy and personal responsibility for professional practice and learning	NUTH 4037	PG Dip MSc
11	Work independently and collaboratively with clients and other health professionals where relevant.	NUTH 4037	PG Dip MSc
12	Demonstrate safe, competent, ethical legal and effective Nutritional Therapy practice.	NUTH 4037	PG Dip MSc
13	Demonstrate business skills necessary to establish Nutritional Therapy practice.	NUTH 4037	PG Dip MSc

Transferable/key skills

14	Demonstrate digital literacy competencies, such as retrieving, evaluating and communicating information.	NUTH 4032	PG Dip MSc
15	Demonstrate skills of effective communication through a variety of methods and media, and to a range of different audiences, demonstrating high standards of clarity and coherence.	NUTH 4034 4037	PG Dip MSc
16	Critically reflect on own goals, learning and issues of professional practice.	NUTH 4037	PG Dip MSc

17	Consolidate cognitive and transferable skills and develop independence and autonomy in learning	NUTH 4039	MSc
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Learning, teaching and assessment

This course attracts students from a wide age range and diverse entry points; to accommodate this a broad approach to learning, teaching and assessment is employed. Methods are inclusive and varied and provide different opportunities to learn, with a blended learning approach to cater for a range of learning styles. Teaching and learning are student-centred, reflecting the philosophy of constructivism whereby students are active participants in their learning experience, and learn with and from each other. This enable students to meet the learning outcomes of the programme by becoming critically thinking independent learners. Critical thinking is based on academic research and methodologies informed by scholarship and professional practice.

Teaching

The student-centred teaching is delivered in a variety of ways to encourage autonomous and independent learning. This includes attended and online lectures to give an overview, with seminars to facilitate further student engagement; these are often based around pre read research papers or journal articles, which are, disseminated via Blackboard the visual learning environment. Workshops are an integral part of most modules and maybe based around; exploring dietary analysis, drug nutrient interactions or exploring case studies using a systematic and functional approach. The development of reflective practitioners is embedded throughout with opportunities for personal development planning, reflection and critical reflection. A range of other approaches may be incorporated where relevant e.g. online quizzes and informal presentations in group workshops.

Clinical skills development throughout the theory modules will be both theoretical and practical to build on knowledge and understanding and to enable students to meet the [National Occupational Standards](#) for Nutritional Therapy. The professional practice standards of the [Complementary & Natural Healthcare Council](#) and [The British Association for Nutrition and Lifestyle Medicine](#) are embedded throughout the course including the clinic teaching and practice . A wide variety of practice skills session are included in the theory modules; dietary analysis, information gathering, anthropometric testing workshops, evaluating drug nutrient interaction, interpreting test results, clinical case scenario role plays resulting in a full case role play in the clinical practice module. Communication skills and behaviour change theory and practice is also embedded in this as are the development of business skills to enable students to set up in practice or start their own business on completion of the module. Students will also be able to observe live clinic sessions or via videos on Blackboard. The clinical practice takes place in the University teaching clinic, which meets the University's [Management of Placement and Work-based Learning Policy](#). Students are fully supervised and assessed by an experienced, qualified and registered nutritional therapist and on average see three clients three times over a period of a semester to build on the skills developed in the theory modules

The learning is supported by use of Blackboard for resources which includes an electronic reading list. The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from [Student Services](#) and [Library Services](#), and also the [Personal Academic Tutoring \(PAT\)](#) system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

Each theory module is delivered using a combination of block delivery and on-line learning. The research methods module (NUTH4038) has 6 days taught content over one semester and the dissertation module (NUTH4039) has 6 days contact over two semesters. All other theory modules are delivered over 4 days (in two, two-day blocks) plus one day of e-learning. Full-time MSc students in their first year will attend seven 15-credit theory modules plus their 45-credit dissertation module which will start in semester 2 and be completed in semester one year 2. This equates to approximately 12-14 contact hours per week.

In the second year there is less contact time to facilitate greater independent study, although students will complete their 30-credit clinical practice module (NUTH4037), which requires students to eight days contact time (48 hours), plus 45 hours of supervised clinical sessions. Students studying part-time will usually study 2 or 3 modules a semester, with a minimum requirement of one module each semester.

Independent self-study

In addition to the contact time, students are expected to undertake around 30 hours of personal self-study per week. Typically, this will involve preparing for seminars, through reading set text, planning and writing module assignments, watching and writing a written commentary of recordings of consultation videos. Students are expected to read around topics introduced in class to further extend their knowledge and identify areas that need clarification in class. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources. This is guided by teaching staff and may include reading journal articles, online quizzes, problem-based learning exercises, assignment preparation and for the clinical practice consultation preparation.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include; critique of food guidelines, Personal Development Planning, reflection and critical reflection, case study analysis and nutritional and lifestyle plans, evidenced notes or handouts for clinical practice or information education workshops, poster presentation, dissertation and writing and critiquing academic articles and an e-portfolio.

The precise assessment requirements for an individual student in an academic year will vary accordingly depending upon whether they are studying full-time or part-time. Four theory modules (NUTH4031, NUTH4032, NUTH4035, NUTH4036) are a pre-requisite to the clinic practice module (NUTH4037) and must be passed prior to the start of the module. A typical formal summative assessment pattern for each year of the course is:

Full-time	Part-time (completing 2/3 modules per semester)
Year 1: PDP & Critique Case analysis (NUTH4032, 4033, 4035, 4036) Critique Journal article Analysis of Research Articles and development of research strategy	Year 1: PDP& Critique Case analysis (NUTH4032, 4035, 4036) Journal article
Year 2 semester 1: E-portfolio Critique Poster and oral defence (NUTH4037, 4039) Dissertation	Year 2 semester 1 & 2: Analysis of Research Articles and development of research strategy Case analysis Critique (NUTH4037, 4033) E-portfolio

	Poster and oral defence (NUTH4037, 4039) Dissertation
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Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules. The current permanent staff of four all work part time, are senior lectures, and are all [Complementary & Natural Healthcare Council](#) registered practitioners; this full-time equivalent of 2.2 and all permanent staff are research active.

The team is also supported by a diverse group of practitioner Associate Lecturers who also have teaching and research experience. All those who are involved in clinical assessment are [Complementary & Natural Healthcare Council](#) registered and members of the professional body [British Association for Nutrition and Lifestyle Medicine](#). The Associate Lecturer team also includes a registered dietician. Wherever possible, academics from across the School of Allied Health and Community also contribute to aspects of the course.

As at January 2019 all the permanent staff have a higher education teaching qualification or are Fellows of the Higher Education Academy. Several of the Associate Lecturers also have this qualification or are working towards it.

14. Assessment Strategy

The assessment strategy is designed to enable students to demonstrate their achievement of the course aims and objectives, and for students to demonstrate their achievement of [The Skills for Health, National Occupational Standards](#) for Nutritional Therapy practitioners. The strategy is designed to assist students with their personal and professional development by enabling them to identify and build upon their personal strengths and to identify and develop improvements in any weaknesses. This will be achieved by formative and summative assessment of both theory and practice and with reflection and reflexivity both in theory and practice. Students will experience a range of assessment strategies as specified in the module assignment brief, which includes a grid of assessment criteria for each grade. These are aligned to the course assessment criteria, which have been developed from the [University Postgraduate Grading Descriptors](#) criteria and meet the requirements of The [University's Assessment Policy](#).

Each module has one or more formal 'summative' assessment, which is graded, and counts towards the overall module grade to assess the learning achieved in that module; for those with more than one assessment both have to be passed to achieve an overall pass in the modules. All modules have formative assessments, designed to support the student's achievement in the module. All students are encouraged to act on feedback received in formative assessments and other assessments by meeting with their module or Personal Academic Tutor (PAT) to discuss this.

The assessment of the [Skills for Health, National Occupational Standards](#) takes place in the University McClelland centre student clinic where students see a minimum of three clients for three appointment each and are assessed for each consultation against the [National Occupational Standards](#) competencies. The students must achieve each competency twice to meet the criteria for success and this includes the preparation for the consultation, which demonstrates a critical evaluation of the evidence to inform clinical decisions. The achievement of the competencies will be evidenced in an electronic portfolio.

15. Programme structures and requirements

The MSc programme is three semesters full time and part time pathways are available, only those completing the Postgraduate Diploma or Masters are eligible to apply to register with the [Complementary & Natural Healthcare Council](#).

Award map

Module Code	Module Title	Status		
		Credits (Number)	PG Dip Nutritional Therapy	MSc Nutritional Therapy
NUTH4031	Studying Nutrition	15	M	M
NUTH4032	Nutritional Assessment	15	M	M
NUTH4033	Early years, adolescence and reproduction	15	M	M
NUTH4034	Evidence based practice in adults	15	M	M
NUTH4035	Nutritional Improvement	15	M	M
NUTH4036	Preparing for practice	15	M	M
NUTH4037	Clinical practice and business development	30	M	M
NUTH4038	Research approaches and methods	15		M
NUTH4039	Dissertation	45		M
Total Credits		180	120	180
PG Diploma				
To be awarded the PG Dip Nutritional Therapy students must successfully complete 120 credits at level 7 (NUTH4031, NUTH4032, NUTH4033, NUTH4034, NUTH4035, NUTH4036 and NUTH4037).				
Masters (MSc)				
To be awarded the Masters, students must complete 180 credits at level 7 (NUTH4031, NUTH4032, NUTH4033, NUTH4034, NUTH4035, NUTH4036, NUTH4037 NUTH4038 and NUTH4039)				

16. QAA and professional academic standards and quality

The award is located at Level 7 of the FHEQ and the course is aligned with the [FHEQ Descriptor for a higher education qualification at level 7](#).

The following professional body standards have been used in designing the course : [The Skills for Health](#), National Occupational Standards; Nutritional Therapy Education Commission, [Core Curriculum](#), The Complementary & Natural Healthcare Council, [Core Curriculum](#) plus the Complementary & Natural Health Care Council [Code of Conduct for Registrants](#) and the British Association for Nutrition and Lifestyle Medicine Applied Nutrition and Nutritional Therapy Professional Practice Standards.

The MSc and Postgraduate Diploma in Nutritional Therapy were re-accredited by the Nutritional Therapy Education Commission (NTEC) in November 2016 for a further 3 years and re accreditation is due in 2019.

17. Support for students

Detailed information is provided via the University website and potential students are also invited to attend open events and visits to see the facilities and services and to speak to tutors.

Induction

Before the start of the programme all students participate in an induction day, which includes tours of the campuses and information on access to on-line resources, the [library](#) and study centre, [Student Services](#) and [Registry](#). In addition, pre-requisites, to clinical practice which include, student membership of a professional body and student insurance which are not included in the course fees. Student professional body membership is recommended from the start of the course to enable access to their resources. Students also complete a health declaration at the start of the course Details of this will be outlined on the website, in the interview, on induction day and in the course handbook.

Personal Academic Tutoring

Students are allocated a [Personal Academic Tutor](#) who will provide support and advice to students on an individual or group basis throughout their programme; these tutorials also inform student PDP planning and form part of two assignments. In addition, students who undertake a dissertation will be allocated one or two supervisors. University based learning will be directed and supported by module tutors who offer group and online tutorials to support module and assignment work. Students have access to a course handbook, which includes course materials and details of the University of Worcester Policies and Procedures and the Taught Courses Regulatory Framework. The handbook also details the support services available within the University:

<http://www.worcester.ac.uk/student-services/index.htm>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

Nutritional Therapy Practice

Pre-requisites, to clinical practice include, student membership of a professional body and student insurance which are not included in the course fees. Students will also complete a Student Charter which includes a Fitness to Practice statement when they start their practice.

While undertaking clinical practice Nutritional Therapy students will be supervised by Associate Lecturers who are experienced practitioners, qualified and registered with the [Complementary & Natural Healthcare Council](#). Students will be supervised on an individual basis while they are working with clients.

The Associate Lecturers will also carry out assessment of their achievement of competencies specified in the [Skills for Health, National Occupational Standards](#) . Details about the clinic processes and assessments are made available to students in the clinical practice handbook.

Disabled students

The University has a Diversity and Equality Policy and does not discriminate directly or indirectly in the admission, progress and assessment of students. [The Disability and Dyslexia Service](#) within [Student Services](#) provides specialist support on a one to one basis. Additionally, the [University's Policy and Procedures on Inclusive Assessment](#) sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

18. Admissions

Admissions policy

The course team are committed widening participation in higher education and are committed to the [University policies of equality, diversity and inclusion](#). Applications are encouraged from a wide range of individuals who wish to study at postgraduate level. This may include professionals from the healthcare services, complementary therapists, the voluntary sector and others interested in studying Nutritional Therapy practice at an advanced level, in addition

to those with first degrees in a nutrition related subject. [A Nutrition and Health Access module](#) is available for those who do not meet the entry requirements. A telephone or Skype interview is held by the course leader or her representative prior to acceptance on the course for all applicants

Entry requirements

Students wishing to join the programme must normally hold an honours degree at 2:2 or above in a biological science / health / nutrition related subject, or an international equivalent.

An undergraduate level 6 Nutrition and Health Access module [APHS 3014](#) is available for those with a higher education qualification that does not meet the entry requirements; this might include those with a lower higher education qualification or those whose degree does not include biochemistry and physiology. In this case, passing the module with a 2:2 equivalent grade is set as an additional entry requirement for the course.

Any applicants whose first language is not English or who has not been educated wholly or mainly in the medium of English must reach the [Nutritional Therapy Education Communion](#) specified standard of a minimum IELTS score (or equivalent in an approved test in English) of 7.0, with a minimum of 6.5 in any element.

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found [here](#)

Admissions procedures

Interested students must first complete an online application form. All applicants will be interviewed, usually by phone or Skype. Each applicant will be considered on their merits.

Admissions/selection criteria

- Evidence of successful academic study at level 6 or equivalent.
- Ability to define nutritional therapy and have an awareness of the [British Association for Nutrition and Lifestyle Medicine](#) and the [Complementary & Natural Health Care Council](#)
- Satisfactory academic reference (or satisfactory reference from a current employer).
- Demonstrate interest and motivation for successful study at this level in personal statement or interview.
- Evidence of basic competence in IT skills such as use of Microsoft Office applications in application or personal statement or interview.
- Occupational Health clearance

Prior to starting the clinical practice module, students are also required to have student membership of a professional body e.g. BANT and student professional indemnity insurance

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
PG Cert Nutritional Studies	Passed a minimum of 60 credits at level 7 including NUTH4031 and any three other 15 credits modules
PG Dip Nutritional Therapy	Passed a minimum of 120 credits at level 7, as specified on the award map (NUTH4031, NUTH4032, NUTH4033, NUTH4034, NUTH4035, NUTH4036 & NUTH4037)
Masters (MSc) Nutritional Therapy	Passed a minimum of 180 credits at level 7, as specified on the award map (NUTH4031, NUTH4032, NUTH4033, NUTH4034, NUTH4035, NUTH4036, NUTH4037, NUTH4038 & NUTH4039)

PG Cert and PG Dip awards are unclassified. The award of Masters may be made with Pass, Merit or Distinction.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

Graduates either go into private practice, lecturing, working for supplement and testing companies or have added nutritional therapy to an existing discipline.

In 2017/18, 11 students graduated with a total of 4 distinctions and 7 merits
Also in 2017/18 the course had an excellent retention rate for the full time course of 100%.

Opportunities for graduates include:

Nutritional Therapy Practitioners in private sector, healthcare, health clubs, health food stores or support groups.

Technical advisors with supplement companies.

Nutrition journalism or other fields within the media.

Healthy eating / nutrition advisors or project managers in private or public health practices or Health product sales.

Working within the education sector as a lecturer of nutrition / nutritional therapy related subjects

Research into applied nutrition / nutritional therapy

Health promotion within existing practice.

Further study- PhD / MPhil

Student employability

The programmes prepare students for employment by developing employability skills and attributes such as independence, team working, communication skills, reflection and personal development. Several MSc students presented their work at conferences and others have

published in peer-reviewed journals. The course also provides opportunities for students to consolidate their academic study with their workplace experience and through the Research and Dissertation module.

Nutritional Therapy students have the opportunity to work with clients to plan and design personalised nutritional improvement programmes. Nutritional Therapy students carry out their clinical practice in the University teaching clinic within the [McClelland Centre](#) where they are supervised on a one to one basis by the team. Students also have teaching sessions on business skills and setting up in private practice as a Nutritional Therapist

Links with employers

The course has excellent links with employers within the field of nutritional therapy practice including the professional body [BANT](#). These links include the annual joint BANT and University West Midlands regional conference, a series of “ Evening supplement “ talks which take place once or twice in each module to introduce the students to the wider Nutritional Therapy industry (supplements and testing companies) and BANT clinical supervision incorporated into clinical practice. These networking opportunities have led to job opportunities for graduates.

Please note: This specification provides a concise summary of the main features of the programme 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.