



Queen Margaret University

EDINBURGH

Programme Specification

1	Awarding Institution	Queen Margaret University (QMU)
2	Teaching Institution	Metropolitan College (AMC)
3	Professional body accreditation	None
4	Final Award	BSc (Hons) Dietetics [Athens] or [Thessaloniki]
	Subsidiary exit awards	BSc Nutrition Studies Diploma Higher Education [240 credits, SCQF level 8] Certificate in Higher Education [120 credits, SCQF level 7]
5	Programme Title	BSc (Hons) Dietetics [Athens] or [Thessaloniki]
6	UCAS code (or other coding system if relevant)	N/A
7	SCQF Level	BSc (Hons) Dietetics - SCQF level 10 BSc Nutrition Studies - SCQF level 9
8	Mode of delivery and duration	Full time Normal time periods for completion: 4-6 years BSc (Hons) Dietetics 3-5 years BSc Nutrition Studies
9	Date of validation/review	May 2016

10. Educational Aims of the programme

- To provide a programme of study that develops a sound understanding of the issues and concepts related to dietetics: health, well-being and disease at individual, community and population levels.
- To develop the ability to integrate contributory disciplines in the analysis and interpretation of factors influencing the maintenance or improvement of health and disturbance of the body's functions in relation to disease.
- To develop in students the capacity for critical, analytical, reflective and independent thinking so that they become effective problem solvers and continuing learners both as students and in their subsequent careers.
- To encourage a research mindedness on the part of students so that they may better understand and evaluate relevant research, compare merits of alternative hypotheses and be able to undertake research themselves and in turn contributing to evidence based practice to support clinical intervention.
- To facilitate the progressive development in students of a range of transferable skills relevant to the world of work including methods of communication, the commitment to life-long learning and a professional and ethical approach to working
- To develop experimental and practical skills related to their field of study with associated skills in design of investigations, data collection, analysis and reporting.
- To develop a student whose approach is proactive and flexible, has the ability to work within a diverse and multi-professional domain and can recognise and respond positively to changing needs or demographics.
- To develop a student who has the ability to work as, and be recognised, as a competent clinical dietician

11. Benchmark statements/professional and statutory body requirements covered by the programme

- Standards of Proficiency, for Dieticians Health Care Professions Council (HCPC) (http://www.hpc-uk.org/assets/documents/1000050CStandards_of_Proficiency_Dietitians.pdf) (2013)
- Standards of Education and Training, HCPC (<https://www.hcpc-uk.org/assets/documents/1000295EStandardsofeducationandtraining-fromSeptember2009.pdf>) (2014)
- Curriculum Framework for the Pre Registration Education and training of Dieticians, British Dietetic Association (<https://www.bda.uk.com/careers/education/preregcurriculum>) (2013)
- Benchmark Statement: Health Care programmes: Dietetics, Quality Assurance Agency for Higher Education (*under revision 2015-16*) (www.qaa.ac.uk)
- Code of Practice: Work based and placement learning, Quality Assurance Agency for Higher Education (www.qaa.ac.uk)
- European Academic and Practitioner Standards for Dietetics, European Federation of Associations of Dietetics (EFAD) (www.efad.org)
- National Registry of Dieticians according to recent Greek legislation (Presidential Decree no. 133/2014 FEK 213/01-10-2014)
- The professional rights for dieticians of graduates from Highest Educational Institution (AEI) as per the Official Government Gazette F.E.K. (of the H.R.) / O.G.G Presidential Decree No 211/29-10-1997
- Specific professional rights for dieticians as per the Official Government Gazette F.E.K. (of the H.R.) / O.G.G Presidential Decree No 3485/31-22-2012
- Professional Code of conduct by HDA (<http://www.hda.gr/>) and EDDE (<http://www.ed-de.gr/>)
- European Practice Placement Standards for Dietetics - European Federation of Associations of Dietitians (EFAD) (www.efad.org)
- Academic and Practitioner Standards - European Federation of Associations of Dietitians (EFAD) (*under revision 2015-16*) (www.efad.org)

12. Learning Outcomes of the Programme

On completion of the programme the student will be able to:

- Integrate knowledge of dietetics and related subjects relevant to dietetics especially in the context of improving and sustaining health as well as treating disease, at individual, community and population levels.
- Demonstrate critical understanding of multidisciplinary and interdisciplinary factors influencing the body's functions, metabolism and overall health or disease.
- Analyse, interpret and evaluate data and information both within and across disciplines.
- Demonstrate research mindedness through the ability to evaluate current research and to undertake research themselves.
- Demonstrate the capacity for sustained independent work, problem solving and management of their own learning.
- Display competency in a range of transferable skills relevant to the world of work.
- Demonstrate a proactive, flexible, responsive approach to patients, clients and members of the multi-professional team.

Undergraduate programmes at QMU also aim to foster graduates who have, in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life.

In addition to the above, QMU and thereby AMC aspire to develop graduates who:

- have academic, professional and personal skills for career management and personal development;
- undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;

- conduct themselves professionally and ethically, respecting the diversity of others;
- have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- demonstrate high level skills of information literacy and communication to create and share knowledge;
- promote the principles of multi-/inter-disciplinarity;
- are confident, responsible, autonomous and critically reflective lifelong learners.

13. Teaching and learning methods and strategies

A variety of teaching and learning approaches are utilised which are tailored to the level of study, the specific learning outcomes of the module and the content of the module. They aim to ensure that the appropriate development of knowledge and transferable skills occurs. Approaches used through the programme include lectures, tutorials, laboratories, workshops, case studies, role play, problem based learning, patient simulations, on line discussions via Moodle, practice placements (competency based practice) and undertaking research/audit projects. Both directed and self directed work (individual and group) are utilised with the aim of developing a student centred and student led approach. Transferable skills are developed such as written and verbal communication, IT, presentation skills, research and dissemination skills, portfolio management and reflective practice.

14. Assessment strategies

Assessment strategies are designed to be fair, valid, reliable, useful and transparent.

Assessment strategies within the programme include written examinations, objective structured clinical examination (OSCE), integrative assessment (Placement B case study report), competency based assessment in the campus and practice setting (Placement blocks A, B, C), reflective writing, simulated case studies, laboratory report writing, presentations (group and individual), scientific research writing and posters.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The programme is designed as a 4 year full time programme and is delivered in a modular structure across 4 years (120 credits in each year, over 2 semesters a year).

Modules are delivered at each level as single modules (10 credits) or multiples thereof. There are three blocks of practice placement integrated through the programme with the first (4 week) block occurring at the end of year 2, the second (12 week block) occurring at the end of year 3 and the third (12 week block) occurring in the second semester of year 4..

- Successful completion of 480 credits from all 4 years plus satisfactory completion of practice placements leads to the award of BSc (Hons) Dietetics, Athens.
- Successful completion of 360 credits from the first 3 years of study leads to the award of BSc Nutrition Studies.
- Successful completion of 240 credits leads to the award of Diploma in Higher Education.
- Successful completion of 120 credits leads to the award of Certificate of Higher Education.

The programme is not approved by the Health Professions Council (HPC) and therefore does not confer direct eligibility for Registration with the HPC However students can individually apply for Registration with the HPC via the International route.

16. Criteria for admission

Admissions to the course are carried out by a selection committee consisting of the Director of the College, the Programme Leader and selected course tutors. Final decisions are made by the selection committee.

All Applicants should have a Lyceum certificate with a grade of 10 or above. Admissions staff will focus on Physics, Chemistry, Biology and Essay Writing grades as more relevant to the course. Applicants must achieve a grade of 10/20 in respect of English language. Applicants with serious

criminal convictions, notably those convicted of violence, sexual or drug offences, may be excluded from entry.

Recognition of Prior Learning (RPL) is available to applicants with other qualifications including the IVT diploma. Qualifications are mapped against the SCQF framework and curriculum content of the Dietetics programme and as such are dealt with on a case by case basis. IVT/IEK (both AMC and non-AMC) qualified Dietetic assistant applicants are offered an advanced entry to level 2 of the BSc (Hons) Dietetics programme).

The applicants will be accepted after a final interview which will take place during the enrolment period. The Programme leader and two tutors will discuss with the applicant regarding the reasons of choosing this programme of studies and this profession.

English Language Requirements for IVT direct entry students

On admission to the programme “Applicants must be able to communicate in English to the standard equivalent of level 5.0 of the International English Language Testing System (IELTS), with no element below 5.0.”

The first two years of the programme will be taught and assessed in Greek and that the 3rd and 4th year of the programme will be taught and assessed in English (with the exception of the placement blocks). Students’ competence in English should be of IELTS (score 6) or equivalent, in order to progress into the 3rd year

Criminal Conviction Checks

Applicants with serious criminal convictions, notable those convicted of violence, sexual or drug offences, may be excluded from programmes as they may be unable to undertake certain clinical education placements or find employment on completion of the programme. Exclusion should not however be automatic. Most ex-offenders are essentially law-abiding citizens and will not re-offend. In reaching a decision about an applicant, therefore, programme teams are asked to take into account the age, nature and relevancy of the conviction, the applicants’ attitude to it and his or her achievements since the conviction. Dependent on the case students may be admitted to the programme, but would be informed that, subsequent progression to practice placements and successful registration with the HPC via the International route cannot be guaranteed. Students will be responsible for and required to declare any criminal convictions during their period of registration. All applicants will be obliged to complete and sign the criminal convictions sector in the application form.

Health Screening

All students admitted to the programme will undergo a formal Health Screen underpinned by an official medical certificate signed by a physician clarifying that they do not suffer from an infectious disease. Students are also advised that any changes in health that occur during the programme between these time points should be notified to the Programme Leader.

Students will be made aware on admission that where necessary and relevant any such information regarding health or criminal records may be disclosed to relevant third parties e.g. Practice Providers.

AMC in line with QMU is committed to the provision of a policy of equal opportunity in student selection. All applicants regardless of race, ethnic origins, religion, gender, sexual orientation, marital status or age, can expect equal treatment.

17. Support for students and their learning

AMC in line with QMU programmes will normally provide the following student support:

- Personal Academic Tutors within campus and the practice setting
- Personal Development Portfolios
- Student handbooks
- Mentors/Supervisors within the practice setting
- Virtual learning environment (VLE)
- Access to Student Learning Services, Learning Resource Centre (LRC) and IT support

- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more details: <http://www.gmu.ac.uk/quality/>

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