

## Programme Specifications BSc Complementary Therapies (Nutritional Health)

<b>1. Awarding Institution/Body:</b>  University of Greenwich	<b>2. Teaching Institution:</b>  University of Greenwich	<b>3. Accredited by:</b>  	<b>4. Final Award:</b>  BSc Hons	<b>5. Programme Title/Subject Group</b>  Complementary Therapies (Nutritional Health)	<b>6. UCAS Code:</b>  	<b>7. QAA Benchmarking Gp(s):</b>  
<p><b>8. Educational Aims of the Programme:</b></p> <p>The BSc in Complementary Therapies (Nutritional Health) is designed to meet the needs of those students who wish to follow a programme, which lays emphasis on the use of evidence for professional practice in Nutrition as a complementary discipline. It seeks to provide the knowledge to underpin professional skills for Nutritional Therapists and subsequent opportunities for working in the health and social care arena. It provides a flexible mode of study for the student to gain preparation for practice by:</p> <ol style="list-style-type: none"> <li>1. Providing curriculum, which develops student’s knowledge, understanding and application of theory to the practice of Nutritional Health.</li> <li>2. Providing high quality teaching and scholarship to form a facilitative learning environment and intellectual challenge for students and staff.</li> <li>3. Encouraging individual development of essential core skills which will enhance the graduate's employment and career prospects, including self-development, management and organization, study skills, effective use of information technology, communication and interpersonal skills. Additional skills include: problem solving, teamwork and decision-making, advocacy, concise and accurate communication of results, data, arguments and cases.</li> <li>4. Enabling students to inform their practice by accessing, both manually and electronically, relevant contemporary quantitative and qualitative research.</li> <li>5. Providing opportunity for appraisal of research evidence for extrapolation of implications for practice improvement and development.</li> <li>6. Enabling students to critically discuss the political drivers and context informing the practice and purpose of nutrition as a complementary therapy.</li> <li>7. Enabling an understanding of contemporary technological functional tests in order to utilise them to provide nutritional support and guidance.</li> </ol>						

<p><b>9. The programme provides opportunities for learners to achieve the following outcomes:</b></p>	<p><b>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</b></p>
<p><b>A Knowledge and understanding of:</b> →</p> <p>A1 The historical perspectives, decline and resurgence of complementary medicine in modern Britain.  A2 The political and socio-economic factors relating to complementary medicine.  A3 The contemporary relationship and differences of approach between complementary and orthodox medicine.  A4 The potential and actual issues related to the increased use of complementary medicine, including areas of conflict, ethico/legal, moral, spiritual and other factors.  A5 The importance of inter-professional learning and practice and the need for alliance of all sectors in pursuit of improved health and well-being.  A6 Quantitative and qualitative research methodologies and their significance to the acceptance of complementary medicine.  A7 Nutritional therapy as a science.  A8 Nutritional therapy as a part of an holistic approach to achieving the best possible health outcomes.</p>	<p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Lectures, individual and group seminars, debate, workshops, case study presentations and discussion, directed reading and writing for attendance modes.</li> <li>• Computer-mediated teaching and learning to include interaction with both text and web-based learning materials; web-based discussion; individual and group tutorials for distance learning modes.</li> </ul> <p><b>A Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Essays, assessed coursework, examinations, profiles</li> </ul>
<p><b>B Intellectual skills:</b> →</p> <p>B1 An appreciation of the complexity of the relationship between the paradigms of approach for orthodox and complementary medicine including ability to identify the political context informing the agenda for CAM  B2 The capacity to explore and reflect on the ethico-legal implications of nutritional health practice.  B3 The ability to locate, retrieve, analyze and synthesize information gathered from a variety of sources plus the critical appraisal skills essential for the evaluation of research to inform professional practice in nutritional health.  B4 The ability to apply information to make independent, evidence-based decisions in a variety of intellectual and practical settings in order to utilise them to provide nutritional support and guidance.  B5 The ability to reflect on own learning, accumulation of knowledge and practice and an appreciation of the importance of life-long learning.  B6 The ability to apply knowledge to assess how environment, lifestyle, emotional well-being, psychology, current symptoms and medical history may impact on an individual's health and well being.</p>	<p><b>B Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Lectures, individual and group seminars, debate, workshops, case study presentations and discussion, directed reading and writing</li> <li>• Computer-mediated teaching and learning to include interaction with both text and web-based learning materials; web-based discussion; individual and group tutorials for distance learning modes.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Essays, assessed coursework, examinations, case studies, profiles</li> </ul>

<p><b>C Subject Practical skills:</b> →</p> <p>C1 Management of the clinical setting.  C2 Competence in constructing appropriate and complete treatment plans and apply them appropriately  C3 Ability to distinguish between different assessment techniques and strategies and be able to apply them in the clinical setting.  C4 Ability to select, analyse, assess, administer and critically evaluate appropriate nutritional health interventions to deal with a range of symptoms.  C5 Demonstrate an understanding of contemporary technological functional tests in order to utilise them to provide nutritional support and guidance.  C6 Discuss functional tests and their role in correcting biochemical imbalance to achieve the best possible health outcome.</p>	<p><b>C Teaching and learning</b></p> <ul style="list-style-type: none"> <li>Lectures, individual and group seminars, debate, workshops, case study presentations and discussion, directed reading and writing, observation.</li> <li>Computer-mediated teaching and learning to include interaction with both text and web-based learning materials; web-based discussion; individual and group tutorials for distance learning modes.</li> </ul> <p><b>C Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Essays, assessed coursework, examinations, case studies, profiles</li> </ul>
<p><b>D Transferable/ key skills:</b> →</p> <p>D1 Competence in researching and utilising information appropriately gathered from various sources.  D2 The ability to reflect upon and apply principles of health and safety, legal and professional responsibilities and how these are maintained.  D3 Competence in written and verbal communication.  D4 The ability to apply the skills of time management in personal and professional practice.  D5 The ability to work autonomously and to function as part of a team.  D6 Professional competence in nutritional health.</p>	<p><b>D Teaching and learning</b></p> <ul style="list-style-type: none"> <li>Lectures, seminars, workshops, computer workshops, group work, tutorials, directed reading and writing, observation.</li> <li>Computer-mediated teaching and learning to include interaction with both text and web-based learning materials; web-based discussion; individual and group tutorials for distance learning modes.</li> </ul> <p><b>D Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Essays and assessed coursework, examinations and project reports, case studies, profiles.</li> </ul>

### 11 Programme Structure, Levels, Modules and Credits

Students entering the programme will be registered for the BCNH Diploma in Nutritional Therapy. Students will apply for accreditation of their prior learning in respect of the credit-rated courses comprising the BCNH Diploma in Nutritional Therapy.

### 12 Awards, Credits and Progression of Learning Outcomes (shown in Field 9)

#### BSc Hons

BSc Hons Complementary Therapies (Nutritional Health) 360 credits including a minimum of 60 credits at Level 3 drawn from courses undertaken at the University of Greenwich.

Award holders will be fit for professional practice and able to systematically plan and execute appropriate clinical interventions in nutritional therapy from an evidence-based position. Award holders will demonstrate clear understanding of the various paradigms of health and wellbeing and take a pragmatic and ethical approach to all interventions from a knowledge position

#### Diploma Higher Education 240 credits

#### Term 1 Courses

#### Term 2 Courses

Project OMED0053  
30 credits Level 3

or

Work-Based Learning Project OMED1154  
30 credits Level 3

Concepts of Complementary & Alternative Medicine  
OMED1216  
15 credits Level 3

Influences of Mind-Body Medicine on Health OMED1213  
15 credits Level 3

**PLUS**

**APL of 60 credits drawn from prescribed credit-rated BCNH courses**

#### Term 1 Courses

Stress Management OMED1211  
15 credits Level 2

#### Term 2 Courses

Introduction to the Research Process RESE1051  
15 credits Level 2

Introduction to the Theory of Communication for Therapeutic Purposes SOCW1098  
15 credits Level 2

**PLUS**

**APL of 75 credits drawn from prescribed credit-rated BCNH courses**

Arrows indicate entry, exit and progression points

3

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<b>1</b>	<p><b>Term 1 Courses</b></p> <p>Springboard for Learning OMED1212 <i>15 credits Level 1</i></p> <p>Introduction to the Concepts of Health OMED1214 <i>15 credits Level 1</i></p> <p><b>PLUS</b></p> <p><b>APL of 60 credits drawn from prescribed credit-rated BCNH courses</b></p>	<p><b>Term 2 Courses</b></p> <p>Introduction to Complementary Therapies OMED1215 <i>15 credits Level 1</i></p> <p>Understanding Quantitative Data STAT 1023 <i>15 credits Level 1</i></p>	<p><b>Certificate Higher Education</b> <b>120 credits</b></p>
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