

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	a. BSc (Hons) Nutrition and Dietetics b. BSc (Ord) Nutrition Science c. Diploma of Higher Education Nutrition Science d. Certificate of Higher Education Nutrition Science
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2025
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	BSc (Hons) Nutrition and Dietetics: 380
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	BSc & PGDip/MSc Dietetics (pre-registration), November 2019
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	None
Professional/statutory/ accreditation recognition	
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT-3 years

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 they take 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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Duration of the programme for each mode of study	
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	March 2025

2. Programme overview

2.1 Educational aims and objectives

The proposed **BSc (Hons) Nutrition and Dietetics** is designed to offer a great breadth and depth of knowledge to students, as it encompasses a wide range of fields in Nutrition and Dietetics, basic nutritional sciences and clinical, socio-cultural and community aspects of nutrition. The Programme is designed to offer to students a broad foundation in all key areas of Nutritional Sciences, and fully prepare them to pursue an advanced degree and/or employment. This programme aims to greatly contribute to **ACG 150**, a strategic plan aimed at advancing ACG's tradition of educational excellence, while simultaneously making a material contribution to the economic and social vitality of Greece. One of the top **ACG 150** priorities is to establish innovative new educational programmes that aim to contribute to the prosperity of the Greek economy and society. The BSc (Hons) Nutrition and Dietetics Programme proposes **three Concentration/Emphasis Areas**, which will give the opportunity to students to acquire a specialisation in their final year, within the degree of Nutrition and Dietetics, through elective courses, internships and specially designed capstone projects:

Pathway 1: Clinical Nutrition

Pathway 2: Dietary Supplements and Sports Nutrition

Pathway 3: Food Science, Food Safety and Food Sustainability

These Emphasis areas will not be mentioned officially in the degree; however, they will become evident through the Elective Courses and Capstone projects.

The educational aims and objectives of the Programme consider the complex nature of the science of Nutrition and Dietetics: Scientists in the field understand how food is digested, absorbed, and metabolised at different stages of life, and investigate the effects of nutrient deficiencies and excesses to prevent and treat disease. They also draw on knowledge from the fields of psychology and sociology to understand psychological, socio-cultural, economic and political factors that influence food choices and eventually health status. This field of science incorporates many diverse approaches, from the meticulous study of biochemical pathways and interactions with genetics and epigenetics, to observing population intake and its relationship to health outcomes [nutritional epidemiology], to designing and testing nutrition interventions to improve health at the individual and community level, to managing nutrition programmes and designing policies to ensure access to nutritious food.

Upon completion of the programme, graduates of the BSc (Hons) in Nutrition and Dietetics will be able to:

1. Demonstrate an in-depth knowledge of human nutritional requirements from the molecular to the population level and construct special nutritional plans to meet human needs at all stages of life.
2. Demonstrate knowledge of relationships between diet, nutrition, human body composition (underweight and obesity) and chronic diseases including cancer, cardiovascular disease, diabetes and eating disorders.
3. Demonstrate in-depth knowledge of the nature, content and particularities of the Nutrition Care Process and in particular: patients' nutritional support, training and consultation, regarding dietary behaviour and necessary amendments. Contribute to the recovery of patients through continuous nutritional support and dietetic therapy.
4. Demonstrate knowledge of implementing nutrition prophylaxis at an individual, community and population level, to prevent diseases like obesity, diabetes, cardiovascular diseases, and some types of cancer. Educate and counsel on the value of Nutrition in the promotion of health and on how to change eating habits.
5. Critically evaluate the use of Health Supplements: Understand in which cases they are needed, how they can support and promote human health, and how patients using them should be monitored. Understand the dangers from overuse and reaching toxic levels.
6. Understand the complex relationships between food and exercise, nutritional needs of people who regularly exercise, athletes and elite athletes.
7. Have an in-depth knowledge and understanding of the food chain as well as of issues of food supply, food safety and food sustainability.
8. Demonstrate knowledge of research methodology and principles of research protocol design in the subject of Nutrition and Dietetics.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme that consists of **121 US credits**, comprising **44 credits of General Education** credits, **73 credits of Concentration**, and **4 credits of Electives**.

BSc (Hons) Nutrition and Dietetics

Credit Hours

Liberal Education 44

Core Courses:

WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing and Ethics	3
WP 1212 Academic Writing and Research	3
MA 2025 Applied Statistics for Sciences	3
HC 2300 Professional Communication	3
CS 1070 Introduction to Information Systems	
OR equivalent computer literacy course*	3
BI 1101 Introduction to Biology II	4

Liberal Education Electives:

BI 1000 LE Introduction to Biology I 4

LE designated courses in the Social and Behavioral Sciences 9
(from more than one discipline)

Required:

PS 1001 Psychology as a Social Science (3)

Strongly Recommended:

PS 1000 Psychology as a Natural Science Or SO 1001 Sociology of Modern Life (3)

LE designated course in Humanities 6
(from more than one discipline)

Required:

PH 3010 Ethics (3)

LE designated course in Fine and Performing Arts 3

**May be fulfilled through appropriate academic evaluation*

Concentration	73
<i>Required Courses:</i>	
CH 2015 General Chemistry	4
Incoming students will take a placement test in chemistry. If they do not pass the test they need to take CH 1002 Principles of Chemistry [non-credit].	
CH 2121 Organic Chemistry	3
NU 1010 Introduction to Nutrition and Dietetics	3
BI 2223 Cell Biology and Genetics	3
NU 2020 Food Service Management	2
NU 2022 Nutritional Assessment and Counselling	4
NU 3232 Food Science	3
BI 3240 Human Anatomy and Physiology	4
BI 3434 Biochemistry	3
BI 3443 Biochemistry Lab	1
BMS 3220 Microbiology and Infectious Diseases	3
NU 3234 Food Microbiology Lab	1
BMS 4435 Pharmacology in Health and Disease	3
BMS 4440 Topics in Pathophysiology	3
NU 3535 Macro & Micro-Nutrient Metabolism in Health and Disease	3
NU 3131 Nutrition During the Life Cycle	3
NU 3233 Clinical Nutrition and Dietetics I	3
NU 3737 Clinical Nutrition and Dietetics II	3
NU 4747 Nutrition and Exercise	3
NU 4952 Research Methods in Nutritional Epidemiology and Dietetics	3
NU 4949 Capstone in Nutrition and Dietetics	4
NU 3838 Internship in Nutrition and Dietetics I	0
NU 4950 Internship in Nutrition and Dietetics II	0
NU 4951 Internship in Nutrition and Dietetics III	2
NU 4141 Public Health Nutrition	3
Two of the following courses	6
Group 1:	
NU 4242 Nutrition and Lifestyle Medicine (3)	
NU 4344 Food Supplements in Health and Disease (3)	
Group 2:	
NU 4344 Food Supplements in Health and Disease (3)	
NU 4848 Nutrition for Elite Athletes (3)	
Group 3:	
NU 4445 Food Technology and Safety (3)	
NU 4343 Food Biotechnology and Sustainability (3)	
Electives	4
Total 121	

Notes:

- One elective can be any 3-credit course.
- The 1 extra credit for elective can be related to sports.
- For a student to graduate with the BSc (Hons) in Nutrition and Dietetics they will need to complete all 121 U.S. credits and all 3 terms of Internship [Internship I, II and III].

The programme will build upon existing courses of the **BSc in Biomedical Sciences (BSc BMS) Programme**, already established at Deree-ACG. All the courses described in the Programme Structure whose codes start with:

**CH [Chemistry],
BI [Biology] and
BMS [Biomedical Sciences]**

represent shared units with the BMS Programme [with the exception of BI 1000 Introduction to Biology I, that is also a Liberal Education course].

The new courses for the BSc (Hons) in Nutrition and Dietetics are the courses whose codes start with **NU**, in the Programme Structure.

Additionally, the Liberal Education courses (44 U.S. credits) are part of the Liberal Education Programme at ACG, which is a vital component of the undergraduate experience: The Liberal Education programme is part of each and every undergraduate major at Deree and is required of all students pursuing an ACG undergraduate degree.

LIBERAL EDUCATION-MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the knowledge, intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES**A. Communication and Information Literacy**

1. Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
2. Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
3. Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
4. Demonstrate a mastery of the basic skills in information technology.

B. Social Responsibility and Civic Engagement

1. Discuss issues of identity and inclusion.
2. Explain different dimensions of sustainability and how it relates to one's discipline.
3. Discuss ways of responsible civic engagement.
4. Engage in activities that serve the needs of the local and global community.
5. Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

C. Cultural and Global Perspectives

1. Discuss world history or sociocultural traditions from different perspectives.
2. Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
3. Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
4. Evaluate perspectives on cultural diversity.

D. Ethics and Values

1. Explain the importance of values in our venture to understand the world.
2. Identify ethical issues in different contexts, especially in one's major course of study.
3. Discuss ideologies and ethical principles upheld by different cultures and co-cultures.
4. Describe different approaches through which ethical dilemmas may be examined and resolved.

E. Aesthetic Expression

1. Discuss the main themes, symbols, and means of expression in various art forms.
2. Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
3. Reflect on the outcomes of an artistic work.
4. Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

F. Scientific and Quantitative Literacy

1. Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
2. Discuss the impact of science and technology on the individual, society, and the physical environment.
3. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
4. Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

G. Integration

1. Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
2. Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Students in the Nutrition and Dietetics Programme, will have to complete **three summer terms of work-based learning in the field of Nutrition and Dietetics**. Students will gain hands-on experience and receive training as they learn to apply theoretical knowledge and develop the skills needed to work as a Dietitian with a range of client groups and within a range of settings.

Work-based learning will offer exposure to different work environments and professional practices. It aims to develop students' practical and professional competencies as well as transferable skills (e.g. communication and teamwork skills). Additionally, this work experience aims to encourage students to reflect on the knowledge and skills they gained throughout their studies and integrate them with current practices in a real work environment. It offers an opportunity for self-evaluation of students, as they are asked to reflect on their performance in the particular work setting.

Internship will be conducted on all of the following 3 settings:

- a) Food industry (e.g. food production, catering, food retailing settings)
- b) Dietary/Dietitian's Office; Health Unit in the community [public or private] focusing on a particular age group [Day Care Nursery, Elementary School or Elderly Care Unit]; and Pharmaceutical Companies/Health Supplements Companies in the Dietary Supplements sector
- c) Clinical (i.e. Dietetic Department of major public or private Hospitals)

Students will have to complete a Portfolio of Evidence of Internship, and an Oral Presentation, along with a Personal Development Planning Report [PDP].

Internships will take place as follows:

Internships I, II and III:

Internship I: Food industry (e.g. food production, catering, food retailing settings)
0 credits – Pass/Fail/Commendable

Summer Term between Year 2 and 3:
 9 weeks x 5 days/week x 8 hours /day = 360 hours

Internship II: Dietary/Dietitian's Office; Health Unit in the community [public or private] focusing on a particular age group [Day Care Nursery, Elementary School or Elderly Care Unit]; and Pharmaceutical Companies/Health Supplements Companies in the Dietary Supplements sector

0 credits – Pass/Fail/Commendable

Summer Term between Year 3 and 4:
9 weeks x 5 days/week x 8 hours /day = 360 hours

**Internship III: Clinical (i.e. Dietetic Department of major public or private Hospitals)
2 credits - Grades**

Summer Term after Year 4:
9 weeks x 5 days/week x 8 hours /day = 360 hours

Total Hours: 360 + 360 + 360 = 1,080 hours

[Plus 26 hours from the Practicums of Food Service Management].

Total Hours: 1,080 + 26 = 1,106

For a student to graduate with a BSc (Hons) in Nutrition and Dietetics they will need to complete all 380 credits and all 3 terms of Internship [Internship I, II and III].

2.4 List of all exit awards

- a. BSc (Hons) Nutrition and Dietetics
- b. BSc (Ord) Nutrition Science
- c. Diploma of Higher Education Nutrition Science
- d. Certificate of Higher Education Nutrition Science

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
CH 2121 Organic Chemistry	15				Please see Attachment 3 with Course Flow
NU 1010 Introduction to Nutrition and Dietetics	15				
NU 2022 Nutritional Assessment and Counselling	20				
NU 2020 Food Service Management	10				
BI 1000 Introduction to Biology I	20				
PS 1001 Psychology as a Social Science	15				
MA 2025 Applied Statistics for Sciences	15				
BI 2223 Cell Biology and Genetics	15				

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 4 courses, students will be able to demonstrate knowledge and understanding of: A1. core concepts, principles, theories and practice in biology, biological chemistry and organic chemistry, that provide an essential foundation of knowledge in the nutrition and dietetics field. A2. organization and structure of the cell, genetics, enzymatic function and cell metabolism, basic aspects in molecular and cellular biology, as well as major organ systems' structure and function. A3. the major nutritional elements in food, the recommended dietary intakes, and their functions in the human body, and the link between food consumption and the health of individuals. A4. nutritional assessment and monitoring of individuals and populations, through the use of nutritional reference standards and guidance systems, along with biochemical and clinical methods and interpretation of results. A5. the daily activities of a Food Service Manager in different settings, and the basic principles of food preparation and food preservation based on Hazard Analysis and Critical Control Points (HACCP). A6. appropriate methods for acquiring, analysing and interpreting scientific data and information.	Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used in L4 courses: ➤ Class lectures, interactive learning (class discussions, group work), exercises and practical problems solved in class. Active learning methods and a student-centred teaching approach are particularly encouraged. ➤ Throughout the lectures, students develop knowledge and understanding related to the subject by means of collaborative in-class case discussions and specialized video presentations, which reinforce students' cognitive and key transferable skills. ➤ Exercises and primary source documents are assigned as homework, the answers and critical response to which are reviewed in class. ➤ Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instructions, timely announcements, formative quizzes and online submission of assignments. ➤ Use of textbook and online resources. ➤ Laboratory and field work (practicum) activities (laboratory/field practical work and reports). ➤ Use of library facilities for further study and preparation for the exams. ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture/lab material.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
A7. major theories concepts and studies related to the fields of human development, personality, intelligence, abnormal behavior, treatment and stress and health. A8. The basic principles of the Nutrition Care Process (NCP), along with communication facilitators and barriers during an interview.	➤ Instructors provide essential feedback on coursework (lab reports, presentations, essays, projects) that students can use to improve their learning performance. Assessment Methods: 1. In class midterm and final written exams 2. Coursework portfolios 3. Lab reports and exams 4. Special written and oral assignments [case studies, certificates, oral mock counseling session and practicum activities report]. The midterm and final exams consist of a combination of multiple choice, short answers, problems and essay questions. The introductory modules provide a survey of the field (e.g. biology and chemistry). The multiple-choice questions examine a large number of topics and cover breadth, while the essay questions assess students' ability to explain and discuss specific topics, thus allowing them to demonstrate knowledge, understanding and a certain level of critical thinking. Lab exams and lab reports examine the lab component of these modules. Lab activities and reports help develop students' practical skills, introducing them to the scientific method and to the process of data collection, processing and interpretation. The coursework portfolios aim to improve students' scientific writing, problem solving and critical scientific thinking skills. Special written and oral assignments like case studies, e-NCPT certificate, oral mock counseling session and practicum activities report aim to further assess the knowledge and understanding of students.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 4 courses, students will be able to: B1. Use and correctly apply knowledge and understanding of biological, chemical, nutritional and dietetics concepts, principles and theories to problem solving. B2. Assess the nutritional value of dietary intake and foods through dietary analysis and interpretation of food labels compared with appropriate Dietary Reference Intakes. B3. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information. B4. Identify the stages of psychological research, distinguish between various methods, and describe the ethical principles used when conducting research in psychology.	Learning and Teaching Strategy: Learning and teaching methods are described above (section 3A). In addition, practice questions and tutorial sessions, allow students to meet the LOs described in this section. Assessment Methods: Assessment methods are described above (section 3A). Written exams include several questions that involve critical thinking and problem solving.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 4 courses, students will be able to:	Learning and Teaching Strategy: Learning and teaching strategy described above (section 3A).

3C. Practical and professional skills	
C1. Plan and conduct practical or practice-based tasks related to biological and chemical sciences in a safe and ethical manner, and use appropriate laboratory equipment competently and safely. C2. Apply the components of Nutrition Care Process (NCP) in nutritional assessment and counseling. C3. Apply the procedures and techniques needed to analyze, plan and implement menus that offer nutritious, appealing food combinations. C4. Evaluate the role of dietitians and nutrition education tools in promoting healthy eating habits. C5. Use writing and reporting skills related to scientific literature with appropriate referencing, as well as plan, conduct and present an independent project.	Most of the L4 modules include a lab or practical component, at which students acquire practical skills, apply different methods, learn to plan and conduct an experiment, as well as to handle laboratory equipment and/or medical devices competently and safely. Students also learn to write lab reports using scientific literature. Assessments methods: Assessment methods are described above (section 3A). In addition to what has been described above, all L4 modules include either a lab report or a portfolio. These components aim to assess the outcome of practical work conducted in the modules. Additionally, some courses include special written and oral assignments [case studies, certificates, oral mock counseling session and practicum activities report], which further assess students' practical and professional skills.
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 4 courses, students will be able to: D1. Locate, record, process and analyze data and information from a variety of sources, using appropriate qualitative and quantitative methods, including the use of statistics, spreadsheets and programs for presenting data visually.	Learning and Teaching Strategy: Learning and teaching strategy described above (section 3A). Most of the L4 modules include a lab component, where students learn to locate, record and analyse scientific data, often using mathematics and statistics. Students are taught how to prepare and present a scientific project or theme in written form.

3D. Key/transferable skills	
D2. Communicate scientific information accurately and effectively in written, oral, visual and numerical formats in a style that suits the purpose and the audience, as well as produce detailed and coherent project reports. D3. Demonstrate effective interpersonal communication strategies and interviewing skills.	Assessments methods: Assessment methods are described above (section 3A). Specific L4 modules include lab reports as part of their assessment. Students often need to make use of mathematics and statistics to prepare their reports. Additionally, an Oral Mock Counselling session is used as an assessment in order to further assess the interpersonal communication strategies and interviewing skills of students.

Certificate of HE Nutrition Science

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
NU 3232 Food Science	15				Please see Attachment 3 with Course Flow
BI 3434 Biochemistry	15				
NU 3443 Biochemistry Lab	5				
BMS 3220 Microbiology and Infectious Diseases	15				
NU 3234 Food Microbiology Lab	5				
NU 3535 Macro & Micro-Nutrient Metabolism in Health and Disease	15				
NU 3233 Clinical Nutrition and Dietetics I	15				
NU 3737 Clinical Nutrition and Dietetics II	15				
BI 3240 Human Anatomy and Physiology	20				
NU 3131 Nutrition During the Life Cycle	15				
NU 3838 Internship in Nutrition and Dietetics I	0				

Programme Structure – Single Registerable Modules				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
			No	

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 5 courses, students will be able to demonstrate knowledge and understanding of: A1. the main function of human organ systems and the anatomical structure of the principal organs, along with their role in the maintenance of homeostasis. A2. biological chemistry and how it applies to the organization and regulation of metabolic pathways, enzymatic mechanisms, enzyme kinetics and gene expression. A3. physical and chemical properties of the most important food components, and how these properties can affect the processing, storage and overall quality of foods, along with the senses of taste and smell. A4. the important microorganisms in foods and the factors affecting their growth and control, along with the causes of food-borne microbial diseases.	Learning and Teaching Strategy: Learning and teaching strategy described above (section 3A). Assessment Methods: 1. In class midterm and final written exams 2. Coursework portfolios 3. Lab reports and exams 4. Group projects 4. Special written and oral assignments [case studies] 5. Objective Structured Clinical Examination The midterm and final exams consist of a combination of multiple choice, short answers, problems and essay questions. The multiple-choice questions examine a large number of topics and cover breadth, while the essay questions assess students' ability to explain and discuss specific topics, thus allowing them to demonstrate knowledge, understanding and critical thinking. Lab exams and lab reports examine the lab component of these modules. Lab activities and reports help develop students' practical skills, introducing them to the scientific method and to the process of data collection, processing and interpretation. The coursework portfolios aim to improve students' scientific writing, problem solving and critical scientific thinking skills.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
A5. the processes of digestion, absorption, bioavailability, and metabolism of macronutrients and micronutrients, along with the connection between their intake and metabolism with the body physiology. A6. a variety of nutrition-related diseases and conditions. A7. the changes that occur in a person at different stages of life and the different nutritional intake needs at each stage of life. A8. Understand the basic principles of medical nutrition therapy.	Special written and oral assignments like case studies, aim to further assess the knowledge and understanding of students. The Objective Structured Clinical Examination further tests students' knowledge, competence, and safety against the Programme's curriculum.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 5 courses, students will be able to: B1. Apply methods of scientific enquiry by demonstrating problem solving and critical thinking skills towards diagnostic or epidemiological evaluation of case studies. B2. Critically analyse the nature of disease, its impact and means to combat it. B3. Examine the processes by which macronutrient and micronutrient consumption influence health and disease. B4. Apply concepts of nutrition assessment associated with nutrition-related diseases and conditions. B5. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information. B6. Evaluate lifestyle factors when considering nutritional needs of individuals across the life cycle.	Learning and Teaching Strategy: Learning and teaching methods are described above (section 3A). In addition, practice questions and tutorial sessions allow students meet the LO described in this section. Assessment Methods: Assessment methods are described above (section 3A). In all Level 5 courses, and emphasis is given in critical thinking and problem solving.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 5 courses, students will be able to: C1. Utilise knowledge of metabolic pathways and key metabolites to identify their role as key clinical and diagnostic markers. C2. Compare the beneficial and harmful roles and applications of food microbiology as well as the interplay between the social, environmental and economic considerations of infectious disease. C3. Critically evaluate patient data/information, to decide upon appropriate therapeutic strategies and make appropriate recommendations for the management of selected diseases. C4. Manage professional and ethical challenges in accordance with current codes of practice. C5. Use writing and reporting skills related to Nutrition and Dietetics scientific literature with appropriate referencing, as well as plan, conduct and present an independent project. C6. Identify strategies and programs to support healthful dietary intake at various life stages and suggest a counseling strategy. C7. Apply Nutrition and Dietetics professional code of ethics in a workplace environment.	Learning and Teaching Strategy: Learning and teaching strategy is described above. Assessments methods: Assessment methods are described above.

3C. Practical and professional skills	
C8. Critically evaluate the interrelationships of functions and operations connected with the work placement and demonstrate understanding of ethical and managerial challenges.	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 5 courses, students will be able to: D1. Design an independent experiment while examining a research problem, and communicate the results of the experiment in the form of a comprehensive journal article. D2. Demonstrate laboratory practical and teamwork skills. D3. Demonstrate skills required to work as a member of an inter-professional healthcare team. D4. Communicate scientific information accurately and effectively in written, oral, visual and numerical formats in a style that suits the purpose and the audience, as well as produce detailed and coherent project reports.	Learning and Teaching Strategy: Learning and teaching strategy is described above. Assessments methods: Assessment methods are described above. Additionally, in Level 5 courses teamwork is greatly encouraged, in order for students to learn how to work as members of a team.

Diploma of Higher Education Nutrition Science

Programme Structure - LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
BMS 4440 Topics in Pathophysiology BMS 4435 Pharmacology in Health and Disease NU 4747 Nutrition and Exercise NU 4950 Internship in Nutrition and Dietetics II NU 4949 Capstone in Nutrition and Dietetics NU 4951 Internship in Nutrition and Dietetics III NU 4952 Research Methods in Nutritional Epidemiology and Dietetics NU 4141 Public Health Nutrition	15 15 15 0 20 10 15 15	1 course from <u>one</u> of the following Groups: Group 1: Clinical Nutrition NU 4242 Nutrition and Lifestyle Medicine (15) OR NU 4344 Food Supplements in Health and Disease (15) Group 2: Dietary Supplements and Sports Nutrition NU 4344 Food Supplements in Health and Disease (15) OR NU 4848 Nutrition for Elite Athletes (15) Group 3: Food Science, Food Safety and Food Sustainability NU 4445 Food Technology and Safety (15) OR NU 4343 Food Biotechnology and Sustainability (15)	15		Please see Att. 3 with Course Flow	

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 6 courses, students will be able to demonstrate knowledge and understanding of: A1. Mechanisms and life implications associated with a range of diseases. A2. Basic concepts of exercise physiology and biochemistry. A3. Advanced topics in Nutrition and Dietetics, such as Public Health Nutrition, Nutrition and Lifestyle Medicine, Nutrition for Elite Athletes, Food Supplements in Health and Disease, Food Technology and Safety, Food Biotechnology and Sustainability [depending on the Emphasis Area/Pathway]. A4. The specific pharmacology of the major classes of drugs, the risks and benefits, in relation to the organ systems they affect, and the diseases for which they are used therapeutically. A5. Populations at the greatest risk for nutrition-related diseases, considering cultural, environmental, socioeconomic, and nutritional determinants.	Learning and Teaching Strategy: In congruence with the teaching and learning strategy of the college, the following tools are used: • Lectures, class discussions and tutorials. • Homework assignments. • Office hours held by the instructor to provide further assistance to students. • Use of library facilities for further study and preparation for the exams. Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instructions, timely announcements, formative quizzes and online submission of assignments. Assessments methods: 1. Midterm examinations 2. Final Examination 3. Written Assignments (2,000 – 2,500 words): Systematic Reviews and Critical Reviews 4. Oral Presentations 5. Capstone Project and Oral defense

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	6. Portfolio of Evidence of Internship II and III, and Oral Presentation 7. Based on the optional modules, special assessments are in place: informative video, design of new products, interviews etc.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 6 courses, students will be able to: B1. Use and correctly apply knowledge and understanding of Nutritional and Dietetics concepts, principles and theories to problem solving. B2. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information. B3. Explain moral and ethical issues and understand the need for professional codes of conduct. B4. Synthesize and integrate several lines of subject-specific evidence towards a given purpose. B5. Demonstrate a critical and analytical approach to specific case histories of human disease.	Learning and Teaching Strategy: Learning and teaching strategy is described above (section 3A of L6 courses). LO B4 is mainly covered by the capstone project (NU 4949 Capstone in Nutrition and Dietetics), where students conduct independent research with guidance from a faculty member. Assessments methods: Assessment methods are described above (section 3A of L6 courses) Students are required to prepare a thesis of their capstone project, as well as present it orally.

3B. Cognitive skills	
B6. Explain the mechanisms and life implications associated with a range of diseases in relation to various drug treatments and the consequences (risk/benefit ratio) of selected disease states.	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 6 courses, students will be able to: C1. Plan and conduct research related to the science of Nutrition and Dietetics in a responsible, safe and ethical manner. C2. Select and apply a range of methods, including ICTs, to study and address Nutrition and Dietetics problems. C3. Use writing and reporting skills related to Nutrition and Dietetics scientific literature with appropriate referencing, as well as plan, conduct and present an independent project. C4. Integrate key theory and concepts in the field of Nutrition and Dietetics with professional practice through a work-based learning internship experience. C5. Apply Nutrition and Dietetics professional code of ethics in a workplace environment.	Learning and Teaching Strategy: Learning and teaching strategy described above (section 3A of L6 courses). LOs C1, C2, and C3 are covered in the NU 4952 Research Methods in Nutritional Epidemiology and Dietetics and in the NU 4949 Capstone in Nutrition and Dietetics. LOs C4 and C5 are covered in the NU 4950 Internship in Nutrition and Dietetics II and NU 4951 Internship in Nutrition and Dietetics III.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Level 6 courses, students will be able to: D1. Locate, record, process and analyse data and information from a variety of sources, using appropriate qualitative and quantitative methods, including the use of statistics, and programs for presenting data visually. D2. Communicate scientific information accurately and effectively in written, oral, visual and numerical formats in a style that suits the purpose and the audience, as well as produce detailed and coherent project reports. D3. Collaborate as a member of a team and demonstrate that essential skill in personal and professional development. D4. Engage in independent study and self-evaluation.	Learning and Teaching Strategy: Learning and teaching strategy described above (section 3A of L6 courses). LO D4 is mainly covered by the capstone project and Internship II and III, where experts guide students through a specific field of study and teach them how to perform independent studies. Assessments methods: Assessment methods are described above (section 3A of L6 courses). Students learn to evaluate themselves throughout the internship course and the capstone project, where they get continuous feedback from their supervisor.

BSc (Hons) Nutrition and Dietetics

Note:

For a student to graduate with BSc (Hons) in Nutrition and Dietetics they will need to complete all 380 credits and all 3 terms of Internship [Internship I, II and III].

Students that do not complete their 3 Internships terms, they will be receiving a BSc Ordinary in Nutrition Science.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The distinguishing attributes of the proposed program of **BSc (Hons) in Nutrition and Dietetics** are:

- A **rigorous and robust curriculum** that aligns with the Curricula of all 5 Greek Universities' offering BSc in Nutrition and Dietetics, and major U.K. and U.S.A. Programs.
- Specially designed courses that will enable students to gain a broad foundation in all key areas of Nutrition and Dietetics, while also developing a wide range of scientific skills to prepare them for further studies and/or employment.
- Focus on skills-building, such as analytical thinking, critical thinking, communication, and project management.
- Laboratory exercises specifically designed to engage students in hand-on activities within state-of-the-art laboratories. These lab activities will reinforce students' understanding of all aspects relating to Biological, Biochemical and Nutritional Sciences & Dietetics.
- Development of research skills
- Elective courses in one of the following 3 pathways/emphasis areas:
 1. Clinical Nutrition,
 2. Dietary Supplements and Sports Nutrition, and
 3. Food Science, Food Safety and Food Sustainability.
- Carefully designed capstone projects [research based or literature research based] that will further contribute to students' specialisation.
- Vigorous and intense Internships (I, II and III) at food industries, Private/Community/Public Health Units and Pharmaceutical Companies/Health Supplements Companies in the Dietary Supplements sector, and prestigious hospitals, in Greece. These Internships will provide great experiential learning opportunities.
- Study abroad opportunities in highly-esteemed partner institutions across the world.
- It offers students the unique opportunity to be mentored by high-calibre academics and professionals in the fields of biomedical and health sciences.

- It provides a student-centred learning environment that promotes the academic and personal development, broadens horizons, and builds confidence to become independent learners.
- It collaborates with the Institute of Public Health and the Center of Excellence for Sustainability.
- It exposes students to state-of-the art facilities and a unique campus environment.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

All new students participate in an orientation programme as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Student Success Center (SSC)

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Centre is committed to providing students with consistent, high-quality service, both in person and through technology. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success.

Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID.

The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the “Quick Links” on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information. From the SSC web page students may choose to log on to the myACG portal, where they can print their personal course schedule and their unofficial transcript. To log on, students need to go to the SSC and get their PIN, which is private, should not be shared with anyone, and will be given to the students only if they have no obligations (business office, library, or academic advising).

Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic

advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision-making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising programme is faculty-based and fosters personal contact between students and faculty. Department Heads and Programme Coordinators act as educational consultants.

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides support to the learning of Deree students at the undergraduate and graduate level through a variety of approaches encouraging participatory learning. SASS learning facilitators recognise that individual qualities and efforts vary; therefore, facilitators adopt a learner-centred approach without undue interference in order to promote individual development and to respond to the needs of each student. The goal of SASS is to help students become insightful readers, effective critical thinkers, and independent learners.

Student Academic Support Services offers two major types of academic support:

1. One-on-one Sessions, conducted on a one-on-one basis between a facilitator and a student. They are provided on a first-come-first-served basis and cover a wide range of college skills.
2. Group Sessions are of two kinds, both designed to emphasize direct interaction between participants:
 - a. Academic-skills workshops are offered on demand. They may focus on sharpening a quantitative or qualitative skill for a course or help participants sharpen conversational skills in a foreign language.
 - b. Study-skills workshops are offered regularly. They are designed to help participants improve a particular study skill, such as note-taking or exam preparation.

Disability and Learning Differences

The College Committee on Disability and Learning Differences monitors and recommends policies and procedures to benefit individuals with disabilities and learning differences. In addition, it makes recommendations in consultation with relevant academic departments/ areas regarding special assessments to be given by tutors to specific students with disability and/or learning differences.

The Committee proposes alternative assessment methods for specific students with disability and/or learning differences in consultation with relevant academic departments/ areas to ensure appropriateness of assessment method. The Committee is obliged to follow the advice of the department with regard to appropriateness and communicate with the Registrar about this. The Committee on Disability and Learning Differences submits the list of OU students with disabilities and learning difficulties and their approved alternative assessment methods to the OU Validation Office and Registrar.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of modules students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose modules before they begin taking College level modules along with EAP 1002.

- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater

Michigan State University Certificate of Language Proficiency (MSU-CELP)

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Certificate*

International Baccalaureate Diploma

IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher-level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English-speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

Deree faculty comprises of experienced professionals active in their respective fields through their research, publications, think-tank work and other forms of professional engagement. Significant body of research has been garnered by Deree faculty in the fields of learning innovation and pedagogy. Recognising the need of a structured holistic approach to teaching and learning, over the past years, Deree has been implementing a variety of initiatives aimed at boosting the faculty's teaching excellence geared toward maintaining high standards and their comparability across sections, modules, and schools. An important component of this strategy was driven by the recognition that new members of the faculty have to be socialised with the sophisticated, induced with best standard emulated by the OU, Deree teaching culture.

During the academic year 2025-26, a wide range of activities took place aiming to raising staff awareness with regards to the College's emphasis on pedagogy and research. Lectures, workshops, and seminars were organized by the College and were well-attended by the staff of all departments/areas.

Recognising the importance of pedagogy and research, the College has established the Deree Teaching and Learning Center, which organises workshops on current pedagogy, informs faculty about relevant opportunities abroad and seeks external funding for such purposes among other things. It also assists departments with planning and monitoring implementation of a series of events (e.g. lectures, workshops, symposia, round-table discussions, colloquia, retreats) every semester.

A variety of teaching, learning and assessment resources will be used that include:

- web-based material
- hands-on practical work
- computer-aided learning packages
- online forums
- directed reading
- formative assessments
- summative assessments
- self-assessment questions

On the student experience front, formal and informal methods will be used to collect student feedback on the programme. Formal methods of collecting student feedback include course evaluations and a senior exit survey. In the case of the former, near the end of each semester students anonymously complete an online course evaluation survey which measures their level of satisfaction with course content, design, and delivery. The survey responses are computer-processed and made available to the course instructors, Department Heads/ Programme Coordinators, and Academic Deans through an online system. Course evaluations constitute important input in the performance evaluation process of faculty and instructors. In the case of the latter, graduating students offer feedback by filling in a Senior Exit Survey (SES). SES solicits feedback on the overall educational experience in ACG, as well as on specific program quality. Student feedback on programs is also received through the academic societies, as well as through regular meetings of the Vice President for Academic Affairs with the Student Association.

11. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																											Available as single registerable module?				
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
4	BI 1000 Introduction to Biology I	✓	✓				✓			✓		✓						✓								✓	✓						
	BI 2223 Cell Biology and Genetics	✓	✓				✓			✓		✓						✓								✓	✓						
	CH 2121 Organic Chemistry	✓					✓			✓		✓						✓				✓				✓	✓						
	NU 1010 Introduction to Nutrition and Dietetics			✓			✓			✓		✓									✓	✓				✓	✓						
	NU 2022 Nutritional Assessment and Counselling				✓		✓		✓	✓	✓	✓							✓							✓	✓	✓					
	NU 2020 Food Service Management					✓				✓	✓									✓						✓	✓	✓					
	MA 2025 Applied Statistics for Sciences						✓					✓														✓							

Page 36 of 43

BI 3240 Human Anatomy and Physiology	✓			✓						✓						✓				✓	✓			
NU 3131 Nutrition During the Life Cycle					✓					✓						✓				✓	✓			
NU 3838 Internship in Nutrition and Dietetics I																	✓	✓		✓				

Level	Study module/unit	Programme outcomes																												Available as single registerable module?				
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4		D5	D6	D7	
6	BMS 4440 Topics in Pathophysiology	✓									✓		✓														✓	✓						
	BMS 4435 Pharmacology in Health and Disease				✓									✓	✓												✓							
	NU 4747 Nutrition and Exercise		✓							✓	✓		✓						✓	✓							✓	✓						
	NU 4952 Research Methods in Nutritional Epidemiology and Dietetics									✓	✓	✓	✓					✓	✓	✓							✓	✓						
	NU 4950 Internship in Nutrition and Dietetics II											✓	✓								✓	✓							✓	✓				
	NU 4949 Capstone in Nutrition and Dietetics									✓	✓		✓					✓	✓	✓							✓	✓		✓				
	NU 4951 Internship in Nutrition and Dietetics III											✓	✓								✓	✓							✓	✓				
	NU 4141 Public Health Nutrition			✓		✓				✓	✓		✓						✓	✓							✓	✓						
	1 Optional Course:																																	
	G1: NU 4242 Nutrition and Lifestyle Medicine			✓						✓	✓		✓							✓	✓						✓	✓						

For a student to graduate with a BSc (Hons) in Nutrition and Dietetics they will need to complete all 380 credits and all 3 terms of Internship [Internship I, II and III]. Students that do not complete the 3 terms of Internship [Internship I, II and III) they will be receiving the BSc Ordinary in Nutrition Science.

At the American College of Greece and under the Liberal Education Requirements we do not have separate admission per year; a student is prohibited to register to a specific module/course if the prerequisites for that course are not met/passed. The student will need to first pass all prerequisites, before registering for a specific course. At ACG there is close monitoring of the prerequisites' completion for each course, and these act as checking points, allowing or not a student to take a specific course.

Maximum Duration of Studies

Students are expected to complete their studies in a maximum of **7 years**. This derives from the number of years expected to complete the BSc in Nutrition and Dietetics ($n = 4$ years) being doubled, minus 1 [$2n-1 = 7$].

For students that exceed the 7 years, their case will need to be examined separately. Each case should be considered carefully, taking into consideration Extenuating Circumstances. In case of a necessary extension, the student may be required to take a number of training seminars in order to align with the most current guidelines in the field of Nutrition and Dietetics.

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																									

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																									

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
6																									

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.