

**Recognition of Prior Learning (RPL) Handbook:**

**BSc (Hons) Nutrition with Professional Practice Course**

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| **Core Documentation Cover Page** |
| **Recognition of Prior Learning (RPL) Handbook:**  **BSc (Hons) Nutrition with Professional Practice Course** |

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| **Equality Impact** | |
| Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities) |  |
| Neutral equality impact (i.e. no significant effect) | X |
| Negative equality impact (i.e. increasing inequalities) |  |
| **If you have any feedback or suggestions for enhancing this handbook, please email your comments to:** [**quality@uco.ac.uk**](mailto:quality@uco.ac.uk) | |

**RPL Handbook**

**BSc (Hons) Nutrition with Professional Practice Course**

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# Introduction

* 1. The aim of this handbook is to provide prospective students with information about applying for Recognition of Prior Learning (RPL) opportunities when applying for the BSc (Hons) Nutrition with Professional Practice (BSc (Hons) NPP) course at the University College of Osteopathy (UCO).

# Context

* 1. The provision of the recognition and accreditation of prior learning demonstrates the commitment of the UCO to support widening participation and to provide access to a quality higher education experience. As the diversity of applicants to courses delivered by the UCO has increased, so has the need to enhance existing policies that recognise the value of prior learning, whether experiential, unaccredited or credited. The UCO would like to recognise the achievements of the students and credit them for the work they have already achieved. These applicants are therefore eligible to apply for RPL against whole units of UCO courses, the details of which are outlined within this the [UCO’s RPL Policy](https://www.uco.ac.uk/courses/how-apply/recognition-prior-learning-rpl) and in further detail in the relevant RPL Handbooks for each course where RPL is recognised.
  2. The UCO follows the principles and guidance for conduct as expressed in the [QAA UK Quality Code](https://www.qaa.ac.uk/quality-code) and aligns to the guidance regarding [Assessment](https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment) published by the QAA which includes the assessment of RPL.

# Definition & Principles of RPL at the UCO

* 1. RPL is based on the principle that learning, wherever it occurs, can count towards an academic qualification provided that it can be measured, authenticated and is at an appropriate level.
  2. The RPL decision-making process is a matter of academic judgment. All RPL applications are reviewed by relevant Course and Unit Leaders with appropriate expertise in the subject matter of the RPL application.
  3. At the UCO, RPL can only be awarded for certificated learning and only for whole units.
  4. Any certificated learning will have taken place in a recognised Higher Education institution, or equivalent, and will have been internally and externally assessed. The outcome of such learning is the production of an authenticated certificate or transcript. Certificated learning may have resulted in a particular qualification.
  5. If you can demonstrate that you have achieved the learning outcomes within a unit from your previous certificated studies, you may apply for RPL for those units. In some cases, only specific units of a course may be eligible for RPL, for example due to the professional nature of the course.
  6. If your RPL application is successful, you will be awarded the number of credits represented by that unit and will not be required to undertake any learning or assessment within that unit. You will not, however, receive a grade for credits awarded by RPL.
  7. Certificated evidence submitted for RPL applications will normally only be considered based on credit that was obtained no more than five years previously.
  8. Credits awarded by RPL are considered and formally awarded by the UCO’s Board of Examiners.

# BSc (Hons) NPP Course Structure

* 1. The BSc (Hons) NPP course may be studied full-time or part-time. Both modes of study follow the same curriculum which is studied at three different levels as follows:

1. At Level 4 you will study the fundamental scientific theories and concepts underpinning nutrition science. You will study the anatomy and physiology of the human body and the biochemistry and molecular biology of metabolic processes. You will study the nutrients in food and how those nutrients are absorbed and utilised in the body. You will also learn theories, skills and tools to start to understand human behaviour; how we can modify dietary habits; and how to assess diets, nutritional status and body composition. These assessment skills will be practised within your cohort in the UCO Nutrition Clinic.
2. At Level 5 you will apply the knowledge you have acquired in Year 1 to investigate factors that affect food choice and food quality, how diet is linked to health across the lifecycle and how it affects exercise performance. The role of diet in diseases will also be explored. You will also learn research methods to search the scientific literature and critically evaluate the quality of the research. You will start to formulate your own research ideas for your dissertation in the final year. You will start to apply the theories, skills and tools you learned in Year 1 in practice with observational studies and simulated client sessions in the UCO Nutrition Clinic.
3. At Level 6 you will implement the knowledge you have acquired throughout your course to investigate how nutrition science has led to advances in research and informs public health nutrition policy. You will carry out your own piece of primary research for your dissertation. You will start to implement the theories, skills and tools you learned at Level 4 and applied at Level 5 in practice-based sessions with supervised clients in the UCO Nutrition Clinic or with supervised visits to small and medium-sized enterprise (SME) food businesses.
   1. The BSc (Hons) NPP course is accredited by the Association for Nutrition (AfN). Each unit of the course maps to AfN Core Competencies that students are required to demonstrate and achieve in order to be awarded the credits for each unit.

# Eligible Units Available for BSc (Hons) NPP RPL Applications

* 1. As the BSc (Hons) NPP is a course accredited by the Association for Nutrition (AfN) and has been designed to meet AfN competencies and standards only Level 4 units are eligible and available for RPL.
  2. Students applying for RPL at Level 4 must also provide evidence within their RPL application that they have met the AfN Core Competencies associated with each unit for which they are applying for RPL.
  3. Students must clearly map their prior learning against the Unit Learning Outcomes and the AfN Core Competencies of the unit they are applying for RPL (see [Appendix 2](#_Appendix_2:_Mapping)) and provide certificated evidence to show that they have achieved these.

# RPL Responsibilities and Fees

* 1. RPL applications must be made as part of UCO admission procedures and only once you have been offered a place on the BSc (Hons) NPP course.
  2. If you wish to make an RPL application, please inform the UCO Admissions Team who will initiate the RPL application process for you.
  3. The submission of the RPL application is your responsibility. You must ensure that your RPL application is complete and contains the required information and evidence that will support your application.
  4. The UCO makes an administration fee for the RPL application process which are as follows: Applying for RPL of one unit = £300.00

Applying for RPL of two or more units = £500.00

* 1. RPL applications will not be processed until the full administrative fee is paid.
  2. RPL application fees may be arranged through the UCO’s Student Finance and Purchasing Officer ([student-finance@uco.ac.uk](mailto:student-finance@uco.ac.uk)).

# RPL FAQ

|  |  |
| --- | --- |
| **Q1.** | **What is RPL?** |
| A1. | Recognition of Prior Learning (RPL) is the recognition and awarding of credits for learning which you have undertaken with another university or college. |
| Q2. | **What credit can I be awarded?** |
| A2. | You can only be awarded credit for prior learning that matches the learning outcomes of the course that you are studying. This can be done on the basis of individual units, or for an entire level of a course, providing the units are eligible for RPL. |
|  | Although you will be awarded credit for RPL, you will not normally receive a grade for unit credits awarded under the RPL policy. |
| **Q3.** | **What evidence will I have to produce for my RPL Application?** |
| A3a. | Your prior learning should be evidenced by certificated learning. You should therefore submit a verified transcript and / or award certificate from your previous institution confirming that you have achieved the learning you are providing as evidence for your prior learning.  You should also submit verified unit descriptors normally produced by your previous institution that explain in detail what you studied and at what level.  You will also need to submit the mapping document which clearly cross references where within your evidence it is clear that you have met the Learning Outcome of the unit(s) for which you are applying for RPL. |
| **Q4.** | **What do I need to do now?** |
| A4. | You need to work through this booklet and the UCO RPL policy, including completing the application form, mapping documents and collating evidence of your certificated learning. Any certificated learning evidence needs to be in the form of an authenticated document with a signature from the awarding university and a breakdown of your credits awarded. In addition to this, you must provide the course curriculum of your previous degree and the completed mapping exercise of our course content to your previous degree (the mapping exercise at the back of this handbook) as noted in the previous FAQ. |
| **Q5.** | **Do I have someone at the UCO who I can contact whilst I am preparing my portfolio?** |
| A5. | Yes. A member of the UCO’s Admissions Team will be your RPL Co-ordinator whom you may contact regarding your RPL application. You can contact the Admissions Team on 020 7089 5316 or by email ([admissions@uco.ac.uk](mailto:admissions@uco.ac.uk)). |
| **Q6.** | **What will the RPL Co-ordinator do?** |
| A6. | Your RPL Co-ordinator will be able to answer your questions regarding the relevant information you are required to supply. If the RPL Co-ordinator is unable to answer your question directly, they will be able to direct you to the person who will know the answer or will be able to get the answer for you. |
| **Q7.** | **What happens once I have submitted my RPL application?** |
| A7. | The RPL committee will meet to assess your application and portfolio. The aim of this committee is to ensure that the learning outcomes of the unit(s) for which you have applied for RPL have been met by your previous qualification. Each unit is considered individually.  The RPL committee normally consists of the Course Leader and relevant Unit Leaders and tutors with expertise within the subject area of the unit(s) for which you are applying for RPL. |
| **Q8.** | **How is my application assessed?** |
| A8. | The main principle for the award of credit by RPL is that the applicant should demonstrate that they have successfully achieved (through certification) the learning outcomes of the unit(s) for which you are applying for RPL. |
|  | Normally you would be expected to demonstrate broad equivalence with the specific learning outcomes of the unit at the appropriate level of learning and demonstrate a level of ability to underpin further course content, where appropriate. |
|  | The RPL Committee may request additional information from you, including an interview if necessary, to inform the assessment of your RPL application. |
| **Q9.** | **What happens if my application is successful?** |
| A9. | If your RPL application is successful you will be informed by the Admissions Team and the outcome will be recorded on your record. You will not have to enrol on nor take any assessments for the unit(s) you have achieved RPL credit for. You are, however, strongly recommended and encouraged to attend the teaching sessions of the unit(s) for which you have been awarded RPL credits to maintain your knowledge, keep your skills up to date and to understand how each unit contributes to the course as a whole. Your successful RPL application will be considered at the next available Board of Examiners to ratify the credits you have been awarded by RPL. |

**Q10. What happens if my application is unsuccessful?**

A10. If you your application is unsuccessful you will be sent a letter from the RPL Co-ordinator to confirm that your “evidence does not meet the learning outcomes for the requested units/levels”. Further clarifying feedback can be provided if necessary. You will be required to enrol on and take all of the assessments of the unit(s) for which you were not awarded RPL credits.

**Q11. Is there an appeal process if my application is unsuccessful?**

A12. Yes. If you feel that your application has not been fairly considered then in the first instance you should write to the RPL Co-ordinator, outlining the reasons for the appeal. The RPL Co-ordinator will review your application to ensure that no maladministration has occurred. The RPL Co-ordinator will then respond to your appeal as appropriate.

Applications may be reviewed if further evidence is subsequently presented that was not included in the initial application. Any such review will be undertaken at the discretion of the Course Leader and the Deputy Vice-Chancellor (Education). Any new evidence would need to meet the criteria for evidence detailed above and in the RPL Policy and would need to be mapped by the applicant in accordance with the RPL Policy, clearly identifying how this evidence addresses any gaps in the initial application.

A review of further evidence would not normally attract a further RPL administration fee. However, if extensive evidence is subsequently supplied a fee may be charged.

**Q12. Can you explain the process to me?**

A12. The RPL application process is detailed in the RPL Policy and is summarised in the flow chart on the next page.

Q13. How do I prove my prior learning?

A13. As you are seeking credit for prior learning, the UCO will want to see evidence, normally an academic transcript or formal letter of verification certifying your learning.

This document should include the following details:

* Name of the institution awarding the credit(s)/degree
* Validating body
* Course/programme title studied
* Student name
* Dates of study
* Modules passed, credit points achieved and final award

In addition to this, the UCO requires the syllabus / curriculum of the programme you studied previously to be clearly mapped against the learning outcomes of the unit(s) for which you are applying for RPL. This is so that the RPL Committee can see clearly that you have successfully achieved the level of knowledge required to award you RPL credit.

The mapping exercise documents are located at the end of this handbook. You are only required to map against the units that you are applying for RPL.

# RPL application flow chart

RPL Credits Not Awarded

Application returned to student with guidance by RPL Coordinator

**End of process**

Applicant successfully appeals

Applicant informed. Confirmation of adjusted fees. Student record updated. Outcome passed to relevant Exam Board to note.

Application incomplete

Interview

Potential RPL applicants made aware of the RPL policy prior to interview via the UCO website

Potential RPL applicants offered a place to study are informed of RPL and sent relevant documentation

Application reviewed by RPL Coordinator

Course Leader reviews application

Application complete

RPL Committee review the completed application

RPL Credits Awarded

|  |  |
| --- | --- |
| **Q15.** | **What do I do now?** |
| A15. | You will need to collect the evidence required and listed above to submit to the Admissions Team by email.  Please send this electronically to admissions@uco.ac.uk, or by post, please send to:  The Admissions Team  Admissions Department  The University College of Osteopathy  275 Borough High Street  London  SE1 1JE |
|  | Please note that if further evidence is required to support your RPL application, you will be contacted by your RPL Co-ordinator and asked to send further documentation. |

# Appendix 1: Recognition of Prior Learning (RPL) Application Form

|  |  |
| --- | --- |
| Name |  |
| Home Address |  |
| Home Telephone |  |
| Mobile Telephone |  |
| Email Address |  |
| Previous Degree Title |  |
| Previous Awarding University |  |
| Year of Award |  |
| Student Statement | I confirm that all of the work submitted will be my own work and that any quotations from published or unpublished works of others is acknowledged |
| Signature: |
| Date: |

|  |  |
| --- | --- |
| **Units to be applied for RPL: Please tick appropriate box(s)** |  |
| Applied Anatomy & Physiology (Level 4, 30 Credits) |  |
| Fundamental Food Science & Nutrition (Level 4, 30 Credits) |  |
| Introduction to Biological Sciences (Level 4, 30 Credits) |  |
| Professional Practice 1 (Level 4, 30 Credits) |  |

|  |  |
| --- | --- |
| **Supporting Evidence Contents: Please tick appropriate box(s)** |  |
| Transcript of Previous Degree |  |
| Award Certificate of Previous Degree |  |
| Curriculum / Syllabus of Previous Course Studied |  |
| Mapping of Course Content (Appendix 2) |  |

*Office Use only*

|  |  |  |  |
| --- | --- | --- | --- |
| Date Received |  | Date Reviewed (CL) |  |
| Fee  Received |  | RPL Committee review completed |  |
| Outcome:        Signed (Course Leader) Date: | | | |

# Appendix 2: Mapping Documents

## A - Applied Anatomy & Physiology Unit (Level 4, 30 Credits) RPL Mapping Document

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome (LO) / AfN Core Competence Number (CC) | Learning Outcome & AfN Core Competence | Assessment Criteria  (These have been included to help guide you with your mapping) | | | Evidence of Prior Learning  Identify and evidence how you have met the Learning Outcome | Reference  Reference the documentation from which your evidence has been taken stating the document name and page number |
|  |  | Adequate | Sound / Good | Good / Excellent |  |  |
| LO1 | Discuss the structure and function of the digestive tract, and the processes and regulation of digestion in the context of health. | Describe the normal structure and function of the digestive tract, how foods are digested, and where nutrients are absorbed. | Discuss, in-depth, the normal structure and function of the digestive tract, how foods are digested, and where nutrients are absorbed based on lecture material. | Demonstrate an in-depth knowledge of the normal structure and function of the digestive tract, how foods are digested, and where nutrients are absorbed with evidence of independent study beyond the lecture material. |  |  |
| LO2 | Demonstrate the ability to communicate your knowledge of anatomy and physiology in the context of how a dietary nutrient interacts with a system of the body. | Describe how a dietary nutrient is related to the physiology of a system of the body based on the lecture material. | Describe and discuss, in depth, how a dietary nutrient is related to the physiology of a system of the body based on the lecture material. | Describe and discuss, in depth, how a dietary nutrient is related to the physiology of a system of the body based on the lecture material and additional evidence of independent study around the topic. |  |  |
| LO3 | Demonstrate a detailed knowledge of the structure, function and regulation of the major organs, systems, and processes in the human body, and their interactions in the context of health, using the correct terminology. | Describe the normal functioning of human organs and systems and how they work together to support human health based on your knowledge from lectures. | Use your knowledge from lectures to discuss the normal functioning of human organs and systems and how they work together to support human health. | Discuss the normal functioning of human organs and systems based on your knowledge from lectures with additional evidence of independent reading around the subject. |  |  |
| CCa1 | The human/ animal body and its functions, especially digestion, absorption, excretion, respiration, fluid and electrolyte balance, cardiovascular, neuro-endocrine, musculoskeletal and haematological systems, immunity and thermoregulation, energy balance and physical activity. | N/A | N/A | N/A |  |  |
| CC1b | Mechanisms for the integration of metabolism, at molecular, cellular and whole body levels for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC1e | How nutrients are used by the body (either human or animal) consequences of deficiency and assessment of nutritional status. | N/A | N/A | N/A |  |  |
| CC1h | Digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods or feeds for either human or animal systems. | N/A | N/A | N/A |  |  |

## 

## B - Fundamental Food Science & Nutrition Unit (Level 4, 30 Credits) RPL Mapping Document

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome / AfN Core Competence Number | Learning Outcome & AfN Core Competence | Assessment Criteria  (These have been included to help guide you with your mapping) | | | Evidence of Prior Learning  Identify and evidence how you have met the Learning Outcome | Reference  Reference the documentation from which your evidence has been taken stating the document name and page number |
| Adequate | Sound / Good | Good / Excellent |  |  |
| LO1 | Demonstrate a detailed knowledge and understanding of the characterisation, structure and function of the nutrients in food and how they affect the properties of food. | Describe how nutrients are characterised and state how their structure and function affect the properties of food based on your knowledge from lectures. | Describe how nutrients are characterised and use your knowledge from lectures to discuss how the structure and function of nutrients affect the properties of food. | Describe how nutrients are characterised and use your knowledge from lectures to discuss, in depth, how the structure and function of nutrients affect the properties of food with additional evidence of independent reading around the subject. |  |  |
| LO2 | Describe the underlying science behind the way nutrients affect the physical properties of foods from practical observations. | Describe how nutrients affect the physical properties of food based on your knowledge from lectures and experience from practical classes. | Discuss how the chemistry of nutrients affects the physical properties of food using your knowledge from lectures and observations from practical classes. | Use your knowledge from lectures to discuss, in depth, how the chemistry of nutrients affects the physical properties of food and illustrate this with reference to your observations in the practical classes. Include evidence of independent reading around the subject. |  |  |
| LO3 | Demonstrate a detailed understanding of how to modify the nutrient profile of recipes and show an awareness for the impact this may have on other related factors. | Describe how the nutrient profile of recipes can be modified based on your knowledge from lectures and practical classes and state the effect on other factors relating to the food. | Discuss how the nutrient profile of recipes can be modified using your knowledge from lectures and observations from practical classes. Describe the impact the modification has on other factors relating to the food. | Discuss, in depth, how the nutrient profile of recipes can be modified using your knowledge from lectures and illustrate this with reference to your observations in the practical classes. Discuss the impact the modification has on other factors relating to the food. Include evidence of independent reading around the subject. |  |  |
| LO4 | Demonstrate an understanding of the quantity of nutrients required at different stages of life and how these values are determined. | Describe the quantity of each nutrient required at different stages of life based on your knowledge from lectures and state how these values are determined | Discuss the quantity of nutrients required at different stages of life and state how these values are determined based on your knowledge from lectures | Discuss, in depth, the quantity of nutrients required at different stages of life and state how these values are determined based on your knowledge from lectures with additional evidence of independent reading around the subject. |  |  |
| LO5 | Demonstrate an understanding of the different methods of assessing energy balance and energy expenditure. | Describe the different methods of assessing energy balance and energy expenditure based on lecture material. | Discuss the different methods of assessing energy balance and energy expenditure based on your knowledge from lectures. | Discuss, in depth, the different methods of assessing energy balance and energy expenditure with evidence of independent study beyond the lecture material. |  |  |
| CC1c | What nutrients are (including water & oxygen). | N/A | N/A | N/A |  |  |
| CC1d | Nature and extent of metabolic demand for nutrients. | N/A | N/A | N/A |  |  |
| CC1e | How nutrients are used by the body (either human or animal) consequences of deficiency and assessment of nutritional status. | N/A | N/A | N/A |  |  |
| CC1f | Non-nutrient components of foods, feeds and drinks that affect diet and health including alcohol for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC2a | Food or feed commodities (staple foods, main sources of key nutrients, novel sources etc.) within UK and/or internationally for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC2b | Effect on chemical composition and nutritional quality of food, feed and diet for either human or animal systems of:   * methods of food or feed production, preparation, preservation, fortification and format * sources of food or feed supply * methods of cooking and storage | N/A | N/A | N/A |  |  |
| CC2d | Ability to formulate ideas and opinions concerning foods or feeds, nutrients, non-nutrient components of food and nutrition effectively and appropriately for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC4a | Principles and methods of measurement and estimation of energy balance; energy expenditure physical activity and fitness; body mass; body composition; how body mass and energy balance are controlled for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC4c | Scientific basis of the safety and health promoting properties of nutrients and non-nutrient components of food or feed, based on knowledge of the metabolic effects of nutrients, anti-nutrients, toxicants, additives, pharmacologically active agents (drugs); nutrient-nutrient interactions, nutrient-gene interactions, ‘nutraceuticals’, functional foods, and any other metabolically active constituents of foods or feeds and the diet. | N/A | N/A | N/A |  |  |
| CC4d | Scientific basis for the measurement and estimation of nutritional requirements, dietary reference values for the general population for either human or animal systems. | N/A | N/A | N/A |  |  |

## C - Introduction to Biological Sciences Unit (Level 4, 30 Credits) RPL Mapping Document

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome / AfN Core Competence Number | Learning Outcome & AfN Core Competence | Assessment Criteria  (These have been included to help guide you with your mapping) | | | Evidence of Prior Learning  Identify and evidence how you have met the Learning Outcome | Reference  Reference the documentation from which your evidence has been taken stating the document name and page number |
| Adequate | Sound / Good | Good / Excellent |  |  |
| LO1 | Demonstrate the ability to communicate your knowledge of biochemistry and molecular biology to explain how a macronutrient is synthesised or utilised in a biological context. | Describe how a macronutrient is either synthesised or used in a biological context based on the lecture material. | Describe and discuss, in depth, how a macronutrient is either synthesised or used in a biological context based on the lecture material. | Describe and discuss, in depth, how a macronutrient is either synthesised or used in a biological context demonstrating evidence of independent study around the topic. |  |  |
| LO2 | Describe the relationship between the structure and function of carbohydrates, lipids and proteins. | Identify basic biochemical compounds and make statements that explain the relationship between their structure and function in the human body based on lecture material. | Identify basic biochemical compounds and use lecture material to discuss how their structure is related to their roles in the human body and its function. | Identify basic biochemical compounds and discuss, in depth, how their structure is related to their roles in the human body and its function. Include evidence of reading around the material covered in lectures. |  |  |
| LO3 | Describe the molecular basis of cellular processes and the principles that underlie related biological events and their implications in health and disease. | Using material from lectures, describe cellular processes from the molecular level and state how these relate to health and disease. | Discuss how biochemical molecules are involved in cellular processes and how they influence health and disease. | Use a combination of your knowledge from lectures and from independent study to discuss, in depth, how biochemical molecules are involved in cellular processes and how they influence health and disease. |  |  |
| LO4 | Demonstrate a broad knowledge and understanding of the principles of genetics and genetic regulation of the cell, in relation to human health and development. | Describe the processes involved in genetic regulation and the cell cycle using correct terminology. | Discuss how the processes involved in genetic regulation and the cell cycle influence health and development using lecture material. | Demonstrate independent study to discuss how the processes involved in genetic regulation and the cell cycle influence health and development. |  |  |
| CC1b | Mechanisms for the integration of metabolism, at molecular, cellular and whole-body levels for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC1c | What nutrients are (including water & oxygen). | N/A | N/A | N/A |  |  |
| CC1d | Nature and extent of metabolic demand for nutrients. | N/A | N/A | N/A |  |  |
| CC1e | How nutrients are used by the body (either human or animal) consequences of deficiency and assessment of nutritional status. | N/A | N/A | N/A |  |  |
| CC1h | Digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods or feeds for either human or animal systems. | N/A | N/A | N/A |  |  |

## D - Professional Practice 1 Unit (Level 4, 30 Credits) RPL Mapping Document

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome / AfN Core Competence Number | Learning Outcome & AfN Core Competence | Assessment Criteria  (These have been included to help guide you with your mapping) | | | Evidence of Prior Learning  Identify and evidence how you have met the Learning Outcome | Reference  Reference the documentation from which your evidence has been taken stating the document name and page number |
| Adequate | Sound / Good | Good / Excellent |  |  |
| LO1 | Demonstrate an awareness of the theories and concepts of human psychology and how this underpins human behaviour and choice. | Demonstrate knowledge of psychological theory or identification of recognised behaviour characteristics displayed by your case study subjects | Demonstrate use of psychological theory or acknowledgement of a recognised behaviour characteristics displayed by your case study subjects | Demonstrate a practical application of psychological theory or response to a recognised behaviour characteristic displayed by your case study subjects |  |  |
| LO2 | Demonstrate interpersonal skills to engage clients and demonstrate an awareness of the various communication methods and styles that can be employed. | Demonstrate an attempt to engage your case study subjects and show evidence of knowledge of at least 2 communication methods or styles | Demonstrate an ability to engage your case study subjects and show knowledge of different communication methods | Demonstrate a natural rapport to engage your case study subjects and show evidence of knowledge of different communication methods between subjects |  |  |
| LO3 | Demonstrate an understanding of the methods of assessing diet, nutritional status and body composition and demonstrate an appreciation of their strengths and limitations. | Describe the different methods of assessing diets, nutritional status and body composition and comment on their strengths and limitations | Discuss the strengths and limitations of the different methods of assessing diets, nutritional status and body composition reflecting on your own observations from practical measurements | Discuss, in depth, the strengths and limitations of the different methods of assessing diets, nutritional status and body composition reflecting on your own observations from practical measurements |  |  |
| LO4 | Demonstrate an understanding of the use of dietary software to analyse client diet records and interpret the results. | Use dietary software to determine the nutrient content of dietary records and report the results | Use dietary software to determine the nutrient content of dietary records and comment whether the subject has any excesses or deficiencies based on the DRVs. | Use dietary software to determine the nutrient content of dietary records and make recommendations on where the subject could address any excesses or deficiencies based on the DRVs. |  |  |
| LO5 | Demonstrate an understanding of how to construct diets and suggest modifications of the foods currently eaten by clients. | Demonstrate using the information from diet records to suggest modifications to a subject’s habitual diet or design a diet plan to meet the physical requirements of a subject | Demonstrate using the information from diet records to suggest realistic modifications to a subject’s habitual diet or design a diet plan to meet the subject’s requirements based on their anthropometric measurements. | Demonstrate using diet records to suggest tailored modifications to a subject’s habitual diet or design a diet to meet the physical requirements of a subject with consideration of their personal circumstances |  |  |
| CC1g | Nutrient analysis: calculating nutrient contents of foods, feeds and diets of an individual or group of individuals or animals, justifying choice of a method of dietary assessment for a specific stated purpose. | N/A | N/A | N/A |  |  |
| CC1l | Ability to plan, conduct, analyse and report on investigations into an aspect of nutrition in a responsible, safe and ethical manner. | N/A | N/A | N/A |  |  |
| CC1n | Ability to obtain, record, collate, analyse, interpret and report nutrition-related data using appropriate qualitative and quantitative research and statistical methods in the field and/or laboratory and/or intervention studies, working individually or in a group, as is most appropriate for the discipline under study. | N/A | N/A | N/A |  |  |
| CC1o | Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually. | N/A | N/A | N/A |  |  |
| CC1p | Health research methods, dietary nutrition methodologies and nutritional epidemiology for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC1q | Theories of and development of practical skills in communication and learning. | N/A | N/A | N/A |  |  |
| CC3f | Theories and application of methods of improving health, behaviour and change for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC4e | Understanding the general principles underpinning, and strengths and limitations of, common methods of assessment of nutritional status including clinical, anthropometric, dietary, biochemical, physiological, and functional methods for either human or animal systems. | N/A | N/A | N/A |  |  |
| CC5a | Ethics and values of professions. | N/A | N/A | N/A |  |  |
| CC5b | AfN Standards of Ethics, Conduct and Performance. | N/A | N/A | N/A |  |  |

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