

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Honours)
4	Programme Title	BSc (Hons) Nutrition Science with Food Marketing with Professional Placement – 1895U BSc (Hons) Nutrition Science with Food Marketing with Placement Year – 1894U BSc (Hons) Nutrition Science with Food Marketing – 1893U
5	UCAS/Programme Code	See above
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Biosciences; Agriculture, Forestry, Agricultural Sciences, Food Sciences; and Consumer Sciences.
8	FHEQ Level	6
9	Last updated	January 2026

10 Programme Aims

This programme aims to provide students with a thorough academic grounding in food marketing and nutrition science and their application to the study of food markets, food consumers, diet, nutrition and health. The programme will have a primary focus on the consumption of food and food related services and on the behaviour of people. Students will be introduced to: the structure of the food industry (which represents the largest manufacturing base in Europe); the links between diet and health; the drivers for a sustainable, safe and secure food supply; the key stakeholders within the food environment; and food consumer decision-making and behaviour change. They will be equipped with the critical and analytical skills required to explore and assess the global food sector from a social, economic, legal, technological, ethical, political and environmental perspective.

The programme aims to:

1. facilitate students in the development of an interdisciplinary knowledge and understanding of the business, regulation and science of Nutrition and Food Marketing.
2. produce graduates through research led teaching, with a thorough understanding of: a) the role and importance of marketing to the global food sector; b) the scientific principles of food & human nutrition; c) the complexity of the global food chain system; d) the relationship between food, nutrition & human health; e) the relationship between food marketing and policy and the food related practices of different types of food consumers; f) the relationship between new food product/technology development, risks to human health, the individual food consumer and our wider society and the range of food marketing and nutritional science techniques.
3. equip students with the skills to apply food marketing and nutritional science techniques in a variety of contexts and private/public sector environments.
4. develop each students range of advanced core skills including: a) the use of communication and information technology; b) ability to assemble, evaluate and use a variety of information sources; c) the ability to prioritise and independently

manage time and meet deadlines; d) the ability to work independently and in teams; e) oral, written and numerical skills; f) the ability to analyse and critique issues and problems of technological, scientific, business and societal relevance; g) the ability to solve problems; h) the ability to reflect on one's individual learning and performance

5. encourage students to develop appropriate strategic professional development.
6. actively encourage and provide student with the opportunities to partake in work related and experiential learning activities in order to develop their awareness and understanding of their own personal and professional skills set and of how these skills can be employed in real world contexts.
7. provide a high quality research led programme of study that enhances student key skills and employability
8. provide a programme that takes appropriate account of the subject benchmark statements in Consumer Sciences, Food Sciences and Biosciences.

In addition, the optional placement year will:

- Provide students with the experience of seeking and securing a position with an employer.
- Facilitate independent self-management and proactive interaction in a workplace setting.
- Provide a period of practical work experience that will benefit current academic study and longer-term career plans.
- Enable students to ethically apply their knowledge and skills in the workplace, reflect upon their development and effectively evidence and articulate their learning and relevant future settings.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding of nutrition and health based social science and biomedical disciplines.

Knowledge and Understanding

On completing the programme students should have gained and be able to demonstrate the following skills:

A1: An advanced understanding of and ability to analyse, synthesise and evaluate the principles and applicability of food marketing to contemporary global food issues and business.

A2: A knowledge and understanding of fundamental biomedical subjects (biochemistry, physiology, microbiology and genetics) and the role these play in food and nutritional science.

A3: An advanced understanding of and ability to analyse, synthesise and evaluate human nutrition, food science and the links between nutrition and health.

A4: An advanced understanding of and ability to analyse, synthesise and evaluate food choice and food purchasing and consumption behaviour.

A5: An advanced understanding of and ability to analyse, synthesise and evaluate how to communicate about food and nutrition to a wide range of stakeholders and interested parties.

A6: An advanced understanding of and ability to analyse, synthesise and evaluate the primary analytical techniques used in food marketing and nutritional science research.

A7: An advanced understanding of and ability to analyse, synthesise and evaluate the complex social, economic, legal, technological, ethical, political and environmental framework in which business, regulatory and personal food related decisions are taken.

Placement Year

A8: Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.

A9: Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.

A10: Demonstrate an understanding of a work environment, how it functions and their contribution to it.

A11: Relate their work based learning to other areas of personal development, including academic performance.

Teaching and Learning Methods

Teaching Methods

The primary means of imparting knowledge and understanding in all the above is through lectures supplemented, as appropriate, with practical classes and seminars. These teaching methods are supported through the University's virtual learning environment (VLE) including the lecture recording system ReCap (A1-A7). The seminars combine a mixture of academic-led student discussions focused on guided reading, which includes the analysis of food and nutrition case studies (A1-A7). Lectures and seminars, where appropriate, are supplemented by practical sessions undertaken in computer food laboratories (A2, A3 and A6). Visiting speakers and where appropriate, industrial visits will be incorporated into the programme to support professional development (A1-A7).

Learning Methods

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

A8–A11 are learning outcomes that are met by successfully completing the degree-focused placement year (NUT3030) or the more generic placement (NCL3000/NUT3005).

Assessment Strategy

Assessment of knowledge and understanding is by use of written examinations (including essay questions, short answer and problem-solving as appropriate to the module and level of study) and by coursework (including essays, laboratory or case-study reports, in-course tests, research project work and dissertation, oral and poster presentations). The mix of examination and coursework varies as appropriate to the module, but most modules include some aspects of formative assessment during the module in addition to the summative assessment.

A8-A11 are assessed by the professional and placement year assessments.

Intellectual Skills

On completing the programme students should have gained and be able to demonstrate the following skills: :

B1: An advanced understanding and ability to analyse, synthesise and evaluate the principle applications and limitation of the main food marketing concepts:

- a) Food Choice at the individual, household and societal level
- b) Food Risk Perceptions
- c) Food Consumption Practices and Routines
- d) Food Chain Systems
- e) New Food Product Development
- f) Strategic Food Marketing
- g) Marketing Communication
- h) Global Agri-Food Policy & Trade

B2: An advanced understanding and ability to analyse, synthesise and evaluate the principle, applications and limitation of the main food and nutritional science concepts:

- a) Biochemistry of Food
- b) Physical properties of food
- c) Physiology of Food
- d) Role of nutrients in Health
- e) Food Microbiology
- f) Genetics & Food
- g) Food Safety & Waste Management

B3: An advanced level of skill in the design of food and nutrition related studies and in the application of a range of qualitative and quantitative techniques used in the area of Food Marketing & Nutrition.

B4: An advanced ability to analyse, synthesise and evaluate critically the wide and interdisciplinary range of academic and grey literature sources and case studies that consider food and nutrition related issues

B5: An advanced understanding of an ability to analyse, synthesise and evaluate how food marketing and nutritional science work together in the real world.

Teaching and Learning Methods

Teaching Methods

Teaching employing lectures supplemented by seminars, are the main teaching methods used in core subjects. Lectures are typically used to introduce key concepts and theories, and seminars focus on practical application or critical appraisal of these (B1-B5). Seminars combine a mixture of academic-led student discussions focused on guided readings which includes the analysis of food and nutrition related case studies (B1-B5). Lectures and seminars are supplemented, where appropriate, by computer and scientific practicals undertaken in computer and food laboratories (B1-B5). This will culminate in the Final Year Individual Research Project (B1-B5).

Industry visits and guest lectures will be incorporated into the relevant modules to support work related learning (B5).

From the first year, students are required, after appropriate guidance, to search the literature for information and submit all written work in an appropriate scientific format so that by the final year B4 and B5 are thoroughly integrated into all submitted work.

Learning Methods

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

Assessment Strategy

B1 to B5 are assessed through a mix of unseen examinations and multiple choice examinations, together with coursework (laboratory reports, completion of quantitative and statistical calculation sheets, essays) during the first two years and laboratory reports from practical classes in the final year. Together with B1, B2 and B4 these skills form a major part of the assessment in the final year research project.

Practical Skills

On completing the programme students should have gained and be able to demonstrate the following skills:

C1: Design and conduct qualitative and quantitative food marketing and nutritional research.

C2: Synthesise, interpret, evaluate critically and present primary and secondary research data.

C3: Critically analyse information and arguments from a range of diverse sources.

- Demonstrate ability to define problems, devise and evaluate solutions to both routine and unfamiliar problems.
- Analyse, synthesise and evaluate information.
- Demonstrate the ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives.

C4: To derive and recognise hypotheses based on existing knowledge; to advance logical arguments based on new or existing scientific evidence, to support or refute hypotheses; identify gaps in knowledge and propose means for filling them.

- Analyse, synthesise and evaluate information.
- Integrate lines of evidence from a range of sources to support findings and hypotheses.
- Demonstrate the ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment.
- Relate investigations to prior work and to reference appropriately; recognise when information is incomplete.

C5 Produce rational analyses of complex problems, in particular, those involving the application of social and scientific advances in the areas of food marketing & human nutrition.

- Integrate lines of evidence from a range of sources to support findings and hypotheses.

Teaching and Learning Methods

Teaching strategy

Practical skills are developed progressively throughout the programme in modules containing practical classes, case studies, small group discussion tutorials and essays. This is a particular feature of the final year where students undertake critical reviews of recently published papers. In the final year the individual research project and its associated dissertation require students to display all skills C1-C4 and they are supported by their supervisor when gaining full confidence in their ability to do this.

Learning strategy

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Planning, executing and reporting on their final year research project enhances the learning of these skills in a less controlled environment than in previous years. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

Assessment Strategy

- Cognitive skills are assessed through various forms of coursework (including laboratory reports, case studies and critical essays, scientific briefing papers and research project proposals) culminating in assessment of the final year research project dissertation. In the final years, student appraisal of recently published papers is assessed according to predetermined criteria.

Transferable/Key Skills

On completing the programme students should have gained and be able to demonstrate the following skills:

D1: The ability to communicate clearly and effectively through written documents and oral presentations in ways that are appropriate to the target audience.

- Communicate effectively on a limited range of consumer issues.
- Communicate effectively to audiences in written, graphical and verbal forms.
- Use computer packages selectively to convey information effectively.

D2: Make effective use of library and other sources of information.

- Critically appraise academic literature and other sources of information.
- Recognise and use a range of information sources effectively.
- Use the internet critically for communication and information retrieval.

D3: Plan organise and prioritise work activities in order to meet deadlines

- Take responsible, adaptable and flexible approach to study and work.
- Develop the skills necessary for self-managed and lifelong learning (eg independent study, time management, organisational skills).

D4: Work independently and as part of a team

- Contribute coherently to group discussions.
- Listen to and evaluate the views of others.
- Organise a team effectively.
- Contribute effectively to teamwork.
- Identify individual and collective goals.
- Recognise and respect the views of others.
- Reflect on performance as an individual and team member.
- Take a responsible, adaptable and flexible approach to study and work.

Understand and be able to apply professional codes of conduct.

D5: Apply problem-solving skills and initiative.

- Analyse, synthesise and evaluate information.
- Integrate lines of evidence from a range of sources to support findings and hypotheses.
- Demonstrate the ability to consider issues from a range of multi-disciplinary and inter-disciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment.
- Relate investigations to prior work and to reference appropriately; recognise when information is incomplete.

Critically appraise academic literature and other sources of information.

D6: Research employment opportunities to prepare and submit, effective applications for employment and to gain skills in effective presentations at interview.

- Identify individual and collective goals.
- Reflect on performance as an individual and team member.

Develop the skills necessary for self-managed and lifelong learning (eg independent study, time management, organisational skills).

D7: Undertake self-appraisal skills in the area of workplace skills.

- Identify individual and collective goals.
- Reflect on performance as an individual and team member.
- Identify and work towards targets for personal, career and academic development.
- Accept responsibility for one's actions.
- Analyse personal strengths and weaknesses.

D8: Make effective use of communication and information technology.

- Communicate effectively on a limited range of consumer issues.
- Recognise and use a range of information sources effectively.
- Use computer packages selectively to convey information effectively.

D9: Demonstrate personal achievement by preparation of a portfolio of evidence.

- Identify individual and collective goals.
- Reflect on performance as an individual and team member.
- Develop the skills necessary for self-managed and lifelong learning (eg independent study, time management, organisational skills).
- Analyse personal strengths and weaknesses.

D10: Produce a development plan to help overcome identified skills weaknesses.

- Identify individual and collective goals.
- Reflect on performance as an individual and team member.
- Analyse personal strengths and weaknesses.
- Identify and work towards targets for personal, career and academic development.
- Develop the skills necessary for self-managed and lifelong learning (eg independent study, time management, organisational skills).

Placement Year

D11: Reflect on and manage own learning and development within the workplace.

D12: Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.

D13: Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

Teaching and Learning Methods

Teaching Methods

Lectures and seminars are supplemented, where appropriate, by computer and scientific practicals undertaken in computer and food laboratories (D1-D9). Seminars combine a mixture of academic-led student discussions focussed on guided readings which includes the analysis of food and nutrition related case studies (D1; D4; D5; D6). Industry visits and guest lectures will be incorporated into modules, where appropriate, to support work related learning (D9-D10).

All students benefit from career and personal development sessions with the Placement Tutor to develop D7-D10, and students undertaking a Placement Year, or the elective Nutrition Enterprise and Career Skills module, will further develop D8 – D10 in the workplace.

Learning Methods

Throughout the programme students are encouraged to supplement taught material by individual and group self-study of reading materials and appropriate other information sources. In the final year most of the directed reading is of research papers and guidance on their effective use is provided. Short tests, practical exercises and in course assessment are administered in range of modules on completion of specific topics to enable students to monitor the progress of their learning. Timely feedback on in course assessment will be provided to allow students to refine their knowledge and understanding of their core subjects.

The placement year is an ideal vehicle to explore career goals. Students will reflect on (D11) and discuss with the Placement supervisor and Academic Placement Officer their professional placement year with respect to the knowledge and skills they have developed and the implications for their career-planning and personal development (D12, D13).

Assessment Strategy

Through an integrated approach to skills development, D1-D6 are assessed across a number of modules in all years, through their contribution to coursework (essays, oral and poster presentations, completion of final year research project and dissertation). For all students, D6-D10 is assessed through completion of compulsory career development sessions. For those undertaking a placement year or elective Nutrition Enterprise and Career Skills module, D6 - D10 is further assessed by their ability to obtain and successfully complete a suitable Placement.

D11-D13 are assessed by the professional and career service placement year assessments.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is available as a four-year full-time programme (480 credits), with an integral Placement Year between the second and final years and a three year full-time programme (360 credits).

Each non-placement year consists of a taught component of 120 credits/year comprising taught modules (mix of food marketing and nutritional modules) with values of 10 and 20 credits, along with a 40 credit research project. 10 credits are associated with 100 hours of study time (including time-tabled classes and private study time). In Stage 3 a total of 20 credits from optional modules can be taken. Stages 1 and 2 consist only of compulsory modules.

The Placement Year provides a period of practical experience and the opportunity to develop students work based skills. Students are responsible for finding an appropriate placement opportunity which will be approved by the Placement Co-ordinator. In this process support is given by the School and Careers Service.

All placements will be undertaken in line with the University's placement policy
<http://www.ncl.ac.uk/ltds/assets/documents/qsh-workplacement-pol.pdf>

Key features of the programme (including what makes the programme distinctive)

Particular features of the programme are:

- High content of laboratory-based practical work.
- State-of-the-art facilities for a wide range of practical activities.
- Opportunity to gain workplace skills through the Placement Year.
- Dedicated tutorial programme in preparation for Placement Year.
- Opportunity to gain a recognised qualification, awarded by City and Guilds, for the Placement Year.
- Opportunity to carry out an individual research project in a dynamic research environment.
- Provides the appropriate basis for postgraduate study in a wide range of food and nutrition-related areas, including dietetics, food science, molecular nutrition and public health research.
- Provides the appropriate basis for a successful career in the food and nutrition-related industry, in particular areas such as new product development, food quality management and corporate social responsibility.

Programme regulations (link to on-line version)

[-R1895U, 1894U, 1893U_2627_vFinal.pdf](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

[General Information](#)

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

[General Information](#)

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

[General Information](#)

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: [University Regulations](#)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

ANNEX 1
Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes
A1: An advanced understanding of and ability to analyse, synthesise and evaluate the principles and applicability of food marketing to contemporary global food issues and business.	NES1101, NES1102, NES2107, NES3106, NES3111, NUT3013, NES3110.
A2: A knowledge and understanding of fundamental biomedical subjects (biochemistry, physiology, microbiology and genetics) and the role these play in food and nutritional science.	NUT1005, NUT1008, SES1002, NUT2001, NUT3009, NUT3013, PSY3050.
A3: An advanced understanding of and ability to analyse, synthesise and evaluate human nutrition, food science and the links between nutrition and health.	NUT1009, NUT1010, NUT2001, NUT2003, NUT2005, NUT2006, SES2002, NES2107, NUT3004, NUT3013, NUT3011.
A4: An advanced understanding of and ability to analyse, synthesise and evaluate food choice and food purchasing and consumption behaviour.	NUT1010, NES1101, NES1102, NES2107, NUT3002; NUT3013, NUT3011.
A5: An advanced understanding of and ability to analyse, synthesise and evaluate how to communicate about food and nutrition to a wide range of stakeholders and interested parties.	SES2002, NES2107, NES3111.
A6: An advanced understanding of and ability to analyse, synthesise and evaluate the primary analytical techniques used in food marketing and nutritional science research.	NUT1005, NUT1009, NES1102, NES2100, NES2107, NUT2006, NES3111, NES3106, NUT3004, NUT3002.
A7: An advanced understanding of and ability to analyse, synthesise and evaluate the complex social, economic, legal, technological, ethical, political and environmental framework in which business, regulatory and personal food related decisions are taken.	NES1101, NES1102, NES2107, SES2002, NES3111, NES3110, NUT3013, NUT3011.
A8: Apply personal and professional development strategies to prioritise, plan and manage their own skills development and learning	NUT3030, NUT3005, NCL3000.
A9: Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.	NUT3030, NUT3005, NCL3000.
A10: Demonstrate an understanding of a work environment, how it functions and their contribution to it	NUT3030, NUT3005, NCL3000.
A11: Relate their work based learning to other areas of personal development, including academic performance	NUT3030, NCL3000.
B1: An advanced understanding and ability to analyse, synthesise and evaluate the principle applications and limitation of the main food marketing concepts	NUT1010, NES1102, NES1101, NES2107, NES2100, NES3106, NES3111, NUT3013
B2: An advanced understanding and ability to analyse, synthesise and evaluate the principle, applications and limitation of the main food and nutritional science concepts	NUT1008, NUT1010, SES1002, NUT2001, NUT2003, NES2107, NUT3009, NUT3013.
B3: An advanced level of skill in the design of food and nutrition related studies and in the application of a range of qualitative and quantitative techniques used in the area of Food Marketing & Nutrition.	NES1102, NES2107, NUT2006, NUT3002.
B4: An advanced ability to analyse, synthesise and evaluate critically the wide and	NES1102, NES1101, NUT3002, NES3111, NUT3013, NES3110, PSY3050, NUT3011.

interdisciplinary range of academic and grey literature sources and case studies that consider food and nutrition related issues	
B5: An advanced understanding of an ability to analyse, synthesise and evaluate how food marketing and nutritional science work together in the real world.	NES1102, NES1101, NES2107, NES3111, NUT3013.
C1: Design and conduct qualitative and quantitative food marketing and nutritional research.	NES3106, NES3111, PSY3050, NUT3002.
C2: Synthesise, interpret, evaluate critically and present primary and secondary research data.	NES1102, NES1101, NUT2002, NUT3002, SES2002, NUT3004, NES3111, NES2100, NES2107, NES3110, PSY3050.
C3: Critically analyse information and arguments from a range of diverse sources.	NES1101, NUT1005, NUT3004, SES2002, NUT3013, NES3110, NES3111, PSY3050, NUT3011.
C4: To derive and recognise hypotheses based on existing knowledge; to advance logical arguments based on new or existing scientific evidence, to support or refute hypotheses; identify gaps in knowledge and propose means for filling them.	NUT1005, SES1002, NUT2001, NUT3002, SES2002, NES3111, NES3110, PSY3050.
C5: Produce rational analyses of complex problems, in particular, those involving the application of social and scientific advances in the areas of food marketing & human nutrition.	NES1102, NES1101, SES1002, NUT2001, NUT3001, SES2002, NES3106, NES3111, NES2107, NES3110, PSY3050, NUT3011.
D1: The ability to communicate clearly and effectively through written documents and oral presentations in ways that are appropriate to the target audience.	NES1102, NUT1005, NUT1009, NES1101, SES1002, NES2100, NES2107, NUT2003; NUT2001; SES2002, NES3111, NES3106, NUT3002, NUT3004, NUT3013, NES3110, PSY3050.
D2: Make effective use of library and other sources of information.	NES1102, NUT1009, NES1101, NUT1005, SES1002, NES2100, NUT2003, NUT2001, NUT2002, SES2002, NES3111, NES3106, NUT3001, NUT3004, NES3111, NUT3012, NES2107, NUT3013, PSY3050, NUT3011.
D3: Plan organise and prioritise work activities in order to meet deadlines	NES1102, NES1101, SES1002, NES2100, NUT2003, NUT2001, SES2002, NES3111, NES3106, NUT3003, NUT3004, NUT3002, NES3111, NUT3012, NUT3013, PSY3050, NUT3011.
D4: Work independently and as part of a team	NES1102, NUT1009, NUT1005, NES1101, SES1002, NES2100, NUT2003, NUT2001, SES2002, NES3111, NES3106, NUT3004, NUT3002, NES3110, NUT3012, NUT3013, PSY3050, NUT3011.
D5: Apply problem-solving skills and initiative.	NES1101, NES1102, NES2107, NUT1005, NUT3004, SES2002, NUT3012.
D6: Research employment opportunities to prepare and submit, effective applications for employment and to gain skills in effective presentations at interview.	NES1102, NUT1008, NES1101, SES1002, NUT2002, NUT2003, NUT2001, NES2100, NES2107, SES2002, NES3110, NES3106, NUT3002, NUT3004, NES3111, NUT3012, NUT3011.
D7: Undertake self-appraisal skills in the area of workplace skills.	NES1101, NES1102, NUT1008, NUT3004, SES2002, NUT3002, NUT3012, NES2107, PSY3050.
D8: Make effective use of communication and information technology.	NES1102, NUT1009, NES1101, NUT1005, SES1002, NUT2002, NUT2003, NUT2001, NES2100, NES2107, SES2002, NES3111, NES3106, NUT3004, NUT3002, NUT3012, NUT3013, PSY3050, NUT3011.

D9: Demonstrate personal achievement by preparation of a portfolio of evidence.	NES1101, NUT1008, NUT3012, additional personal tutoring and central careers services support;
D10: Produce a development plan to help overcome identified skills weaknesses.	NUT1008 This will be developed and supported through the personal tutoring system. Each student will be required to prepare and discuss their personal and professional development plan with their tutor twice during the academic year. NUT3012.
D11: Reflect on and manage own learning and development within the workplace.	NUT3030, NCL3000.
D12: Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.	NUT3030, NCL3000.
D13: Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place	NUT3030, NCL3000.

All modules are compulsory, except for the following optional modules:

NUT3004
SES2002
PSY3050
NUT3012
NUT3013

Students studying on a placement programme will study one of the following modules

NUT3030
NCL3000
NUT3005

Modules designated as core are detailed in the programme regulations.