

## Module specification

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Module Code	NAD408
Module Title	Professional and Evidence Based Practice
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100744
Cost Code	GADT

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Nutrition and Dietetics	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	26/06/2024
With effect from date	September 2024



<b>For office use only</b>	
Date and details of revision	
Version number	1

## Module aims

This module will introduce students to the professional aspects of dietetics, looking at both clinical and non-clinical settings.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate an understanding of the core professional values and principles; ethical principles, legal and policy frameworks, role of other health care professionals.
2	Develop communication and interpersonal skills across a range of inter-professional contexts.
3	Utilise a full range of credible sources to identify relevant evidence from within health and social care interprofessional practice
4	Develop competence in literature searching, academic writing and referencing skills

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

**Assessment 1:** Students will be required to deliver a 15-minute individual presentation related to the professional values, behaviours and standards of practice.

**Assessment 2:** Students will identify a research question, design a search strategy and undertake a review of the relevant literature. 1500 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 2	Presentation	50
2	3 - 4	Written Assignment	50



## Derogations

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A minimum grade of 40% must be achieved in all assessment components in order to pass the module and progress to level 5

## Learning and Teaching Strategies

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The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, workshops, seminars, interactive online content and practical work. The workshops will support class lectures and enable students to develop communication skills and foster creativity and innovation through the sharing of ideas. Practical work will enable students to experience and research other settings and share their findings with each other. Inter-professional, collaborative learning will feature as a core component of the learning and teaching approach.

## Indicative Syllabus Outline

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The module will cover the following indicative content:

Introduction to dietetics as a career, both in and outside the NHS.

Introduction to core professional values, behaviours and standards of practice – including HCPC and BDA standards and expectations.

Introduction to personal and professional development, including developing as a reflective practitioner

Communication: oral, written, and electronic commonly used by health care professionals.

Social and environmental factors influencing dietetic care services

Developing awareness around integrity, legal and ethical responsibilities – including legislation applicable to equality, diversity and inclusion

Appropriate use of social media

Systems, governance structures and processes within a health and social care context (including national health and social care leadership policy guidance).

Person identifiable information, including: legislation, regulatory guidance, protocols and individual responsibility governing the security, confidentiality, disclosure and sharing of information.

Introduction to Inter-professional learning and collaborative practice.

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

British Dietetic Association (2008). *Code of Professional Conduct*. Birmingham: BDA

British Dietetic Association (2008). *Guidance on records and record-keeping*. Birmingham: BDA



British Dietetic Association (2016). *The Nutrition Toolkit for Healthcare Catering*.  
Birmingham: BDA

British Dietetic Association (2020). *Curriculum Framework for Pre-registration education and training of dietitians*. Birmingham: BDA

British Dietetic Association (2020). *Model and Process for Nutrition and Dietetic Practice*.  
Birmingham: BDA

British Dietetic Association (BDA, n.d.) *Tool for Reflection*

Health and Care Professions Council (2016). *Guidance on conduct and ethics for students*.  
London: HCPC

Health and Care Professions Council (2016). *Standards of conduct, performance and ethics: Your duties as a registrant*. London: HCPC

Skills for Health (2016) *Core Skills Training Framework*

### **Other indicative reading**

