

HIGHER EDUCATION ACHIEVEMENT REPORT (DIPLOMA SUPPLEMENT)



Name: Benjamin R. Holmes
Award: Bachelor of Science with Honours in Nutrition and Human Health
Classification: Class I
Award date: 17/06/2020

Contextual Information

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this Supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

University of Suffolk only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. Information identifying the holder of the qualification

1.1	Family name	Holmes
1.2	Given names	Benjamin R.
1.3	Date of birth (day/month/year)	17/07/1989
1.4	Student identification number	184758
	HESA identification number	1612101847584
		HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

2. Information identifying the qualification

2.1	Qualification achieved	Bachelor of Science with Honours in Nutrition and Human Health The power to award degrees is regulated by law in the UK.
2.2	Main field(s) of study	Nutrition
2.3	Name and status of awarding institution	University of Suffolk - a recognised body with degree awarding powers
2.4	Name and status of institution (if different from 2.3) administering studies	As awarding institution
2.5	Language(s) of instruction/examination	English

3. Information on the level of the qualification

3.1	HESA level of qualification	First degree with honours
3.2	Official length of programme	4 year(s) or part-time equivalent

3.3 Programme entry requirements or access

In accordance with the University's Admissions Policy, the University of Suffolk is committed to providing higher education to everyone with the potential to benefit and welcomes applications from candidates from all backgrounds. As such, the University accepts a wide range of educational experiences and recognises a variety of qualifications. The suitability of individual candidates is assessed based on academic achievement, professional and personal experience, and potential to succeed on the intended programme of study.

4. Information on the contents and results gained

4.1. Mode of study

Full Time

4.2 Programme requirements

Minimum standards

To be awarded a Bachelor's Degree with Honours, students must achieve a total of 360 credits at Level 4 or above, including at least 240 credits at Level 5 or above and at least 120 at Level 6. For programmes with an integrated foundation year, students must also attempt 120 credits, and achieve at least 100 credits, at Level 3.

Programme aims

The aims of the programme are to:

- Enable students to develop a detailed knowledge of the role of diet, food and nutrients in the maintenance of health and in the prevention, causation and amelioration of disease.
- Develop students' understanding of nutritional physiology and biochemistry.
- Develop students' ability to undertake analytical assessment of food composition and quality using a range of methodologies.
- Provide students with the knowledge and skills required for employment specifically within the field of nutrition and human health, and more generally, graduate level employment.
- Develop the skills necessary for the coherent communication of scientific data and information.
- Develop students' ability to utilise and critically evaluate the validity and reliability of a range methods for acquiring and interpreting information about diet, nutritional and physiological status.
- Provide students with the skills required to critically evaluate the current research literature in nutrition and human health.
- Provide students with an understanding of the behavioural, social and economic factors which influence food choice and consumption.
- Enable students to become independent learners.

Learning outcomes

On completion, graduates will be able to:

1. Demonstrate and apply critical, detailed and coherent knowledge of contemporary issues in nutrition and human health.
2. Demonstrate and apply critical, detailed knowledge of nutrition and health across a range of ages and health states.
3. Critically analyse and evaluate knowledge and skills relating to nutrition and human health developed on the programme.
4. Critically analyse the validity and reliability of a range of novel food and feeding techniques.
5. Obtain and integrate science based evidence to formulate and test hypotheses relevant to nutrition and health.
6. Design, plan, and conduct a dissertation within nutrition and human health and critically evaluate the significance of the outcomes.
7. Research, apply and critically evaluate methodologies to solve problems within the nutrition and human health subject discipline.
8. Demonstrate graduate key skills in the skill areas of improving own learning, communication, IT, problem

solving, numeracy, working with others, commensurate with level 6.

9. Exercise initiative and personal responsibility in undertaking a task e.g. dissertation, project.

Special features

The BSc (Hons) Nutrition and Human Health is accredited by the Association for Nutrition. Graduates of this programme will be eligible to apply for direct entry to the UK Voluntary Register of Nutritionists (UKVRN) as Registered Associate Nutritionists.

4.3. Programme details, and the individual grades/marks/credits obtained

Programme start date 26/09/2016

Programme end date 17/06/2020

NQF LEVEL 3

Module		Taken	Credits	Mark	Result
IMDSCI001	Fundamentals of Biochemistry and Biophysics	16/17	20	83	Passed
IMDSCI002	Principles of Biology	16/17	20	80	Passed
IMDSCI003	Scientific Study Skills	16/17	20	87	Passed
IMDSCI004	Introduction to Health Sciences	16/17	20	75	Passed
IMDSCI005	Foundations of Anatomy and Physiology	16/17	20	80	Passed
IMDSCI006	Mathematics for Science	16/17	20	90	Passed
TOTAL NQF LEVEL 3 CREDITS			120		

FHEQ LEVEL 4

Module		Taken	Credits	Mark	Result
IMDBIS102	Scientific Skills	17/18	20	73	Passed
IMDNHH101	Food Quality and Production	17/18	20	85	Passed
IMDSCI110	Human Physiology	17/18	20	76	Passed
IMDSCI111	Human Physiological Measurements	17/18	20	75	Passed
IMDSCI112	Cell Biology and Biochemistry	17/18	20	69	Passed
IMDSCI113	Introduction to Psychology	17/18	20	69	Passed
TOTAL FHEQ LEVEL 4 CREDITS			120		

FHEQ LEVEL 5

Module		Taken	Credits	Mark	Result
IMDBIS203	Biology of Disease	18/19	20	71	Passed
IMDNHH203	Health Promotion	18/19	20	79	Passed
IMDNHH204	Applied Nutrition and Metabolism	18/19	20	79	Passed
IMDNHH205	Food Analysis	18/19	20	89	Passed
IMDSCI203	Research Methods and Scientific Communication	18/19	20	75	Passed
IMDSCI204	Data Analysis and Statistics	18/19	20	70	Passed
TOTAL FHEQ LEVEL 5 CREDITS			120		

FHEQ LEVEL 6

Module		Taken	Credits	Mark	Result
IMDNHH305	Clinical Nutrition	19/20	20	80	Passed

IMDNHH306	Advanced Nutrition and Metabolism	19/20	20	65	Passed
IMDNHH399	Dissertation (Nutrition and Human Health)	19/20	40	90	Passed
IMDSCI305	Obesity and Energy Homeostasis	19/20	20	88	Passed
IMDSPE304	Applied Nutrition for Sport Performance	19/20	20	85	Passed
TOTAL FHEQ LEVEL 6 CREDITS			120		
TOTAL CREDITS AWARDED			480		

4.4. Grading scheme and, if available, grade distribution guidance

Modules are assessed by examination, coursework or both, with marks being awarded using a criterion-referenced system.

In accordance with the Framework and Regulations for Undergraduate Awards, modules are marked on a percentage scale, with 40% representing the pass mark.

At Level 4 only, up to 40 credits of non-mandatory modules may be condoned (i.e. credit awarded) where the overall module mark is at least 35% and the overall average mark for Level 4 is at least 40%.

Credit may also be awarded in recognition of prior certificated or experiential learning, advanced standing or direct entry (recorded as RPL) in accordance with the Recognition of Prior Learning Policy.

Pass/fail modules (i.e. with no marks awarded) and modules achieved by RPL are not used in the overall award classification calculations.

For Honours Degrees, the degree classification is based on the best 100 credits achieved at Level 6 (which must include the dissertation or research project) and the best 100 credits achieved at Level 5 or above (which may include remaining credit at Level 6 not used in the Level 6 calculation), using an arithmetic average of marks weighted according to the credit value to give an overall mark for each level of study. The overall marks for Level 6 and Level 5 and above are weighted 60% and 40% respectively and combined to give an overall degree mark. The overall degree mark (rounded to the nearest integer) is used to calculate the degree classification as follows:

- 70% and above – First Class
- 60-69% – Second Class Upper Division
- 50-59% – Second Class Lower Division
- 40-49% – Third Class

Results are not modified to fit a standard distribution and therefore the number of students achieving a particular classification may vary significantly year by year.

4.5. Overall classification of the qualification (in original language)

Class I

5. Information on the function of the qualification

5.1. Access to further study

This qualification complies with the UK Framework for Higher Education Qualifications (FHEQ). Successful completion will normally enable access to study at the next level, as described in section 8 of this HEAR, subject to the requirements of the admitting institution.

5.2. Professional status (if applicable)

Not applicable

6. Additional information

6.1 Additional Information

This section provides details of any awards and prizes received and any extra-curricular activities undertaken by the student. The University has an agreed set of awards and activities that can be recorded in this section of the HEAR, in accordance with the University's HEAR Additional Information Protocol. All activities, awards and prizes recorded in this section have been verified by the University and/or the Students' Union. The University is not able to verify all extra-curricular activities, and therefore students may have undertaken other activities that are not recorded but which have contributed to their personal and professional development. Such activities may be included in other documentation, such as the student's curriculum vitae or portfolio.

19/20 Nutrition and Human Health Top Student Award

Awarded to the highest achieving student on the BSc (Hons) Nutrition and Human Health degree.

6.2. Further information sources

Further information about the HEAR at the University of Suffolk can be found on the University's website: www.uos.ac.uk/HEAR

7. Certification of the HEAR

7.1 Date 20/10/2020

7.2 Signature



Fiona Fisk

7.3 Capacity

Academic Registrar

7.4 Official stamp or seal



8. Information on the national higher education system

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other

awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit System

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admissions

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

Diagram of higher education qualification levels in England, Wales and Northern Ireland

