



Course Specification

A. Course Information		
Final award title(s)	MSc in Nutrition Science and Practice	Course Code(s) MNS3L 5325
Course Director	Karen MacGillivray-Fallis	
Intermediate award title(s)	<p>Following successful completion of 60 credits, students may exit with a Post-Graduate Certificate (PGCert) in Nutrition. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.</p> <p>Following successful completion of 120 credits, students may exit with a Post-Graduate Diploma (PGDip) in Nutrition Science and Practice.</p> <p>Students who exit with the PGDip, or who progress to the dissertation stage having successfully completed the 120 credits to this point in the course, are eligible to apply for membership of the British Association of Applied Nutrition and Nutritional Therapy, and for registration with the Complementary and Natural Healthcare Council.</p>	
Awarding Institution	London South Bank University	
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS	
Division	-	
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Northern College of Acupuncture	
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Both	
Length of course	Full time: Not available. Part time: 3 years	
Approval dates:	Course(s) validated:	Yes
	Course specification last updated and signed off	September 2019
	Version number	V3

Professional, Statutory & Regulatory Body accreditation	Nutritional Therapy Education Commission, which accredits on behalf of the British Association of Applied Nutrition and Nutritional Therapy (BANT).	
How have Employers/PSRB contributed to the curriculum design, assessments and delivery	Professional body requirements as set out in the NTEC Core Curriculum and Accreditation Handbook have been taken into account in the design of the course and these requirements are included in the curriculum, the teaching materials, and as components of assessments. This includes minimum requirements for the number of study hours.	
Reference points:	Internal	NCA College Handbook including College Regulations NCA Assessment & Marking Guidelines
	External	NTC Accreditation Handbook 2012 NTEC Core Curriculum 2017 v2 QAA Quality Code QAA FHEQ Guideline SEEC Credit Level Descriptors for HE - 2016 QAA Masters degree characteristics at http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements LSBU Academic Quality Enhancement Manual.
B. Course Aims, Features and Outcomes		
Distinctive features of course	<p>The MSc in Nutrition Science and Practice is designed from a Functional Medicine perspective, which acknowledges the unity of body and mind, organises physiology and function under eight areas of clinical imbalances and sees antecedents, triggers and mediators as central to analysing the path that has led to organ system dysfunction.</p> <p>The course is suitable both for students from non-practitioner backgrounds and for practitioners already qualified in a health discipline, such as complementary medicine practitioners, doctors, nurses and other health care professionals, who wish to learn more about nutrition and to incorporate nutritional management into their clinical practice.</p> <p>The programme aims to enable alumni to meet the needs of clients by providing an excellent education and clinical training in Nutrition Science and Practice that has immediate and relevant applicability in the clinical setting. Alumni will be able to offer nutritional evaluation and intervention to their clients, making a substantial difference to their health and their long-term well-being. For those who are already practitioners, nutritional practice will enhance their current therapeutic work.</p>	

	<p>We aim to meet the needs of future practitioners for comprehensive and up to date nutritional knowledge, and to help them to develop the skills of critical thinking and research awareness which they need to be able to evaluate the wealth of available information. This will enable them to provide informed, effective and safe nutritional advice to their clients. We aim to equip students with the ability to offer clients evidence-based nutritional solutions for a wide range of different types of health problems. In addition they will be able to flag up potential nutrient deficiencies and spot inappropriate over the counter supplement use and potential nutrient-drug-therapy interactions.</p> <p>The dissertation phase is a chance for students to pursue an aspect of the subject which particularly interests and inspires them, and to conduct their own research into it. This further develops criticality and research skills, informing practice and sometimes contributing to the development of a specialty, and contributing to the need of the profession for highly research literate and capable practitioners.</p> <p>The NCA curriculum has been designed to integrate the latest scientific and medical findings and evidence base on nutrition with existing knowledge on the function of nutrients in the body and their role in different conditions. It also focuses on individual nutrient needs and draws on naturopathic medicine for the preparation of healthy, natural foods and examining their potential therapeutic properties.</p> <p>The programme emphasises the application of nutritional principles in a clinical setting and includes practical skills training in nutritional case-taking, dietary assessment and evaluation and the formulating and implementing of safe and effective nutritional support. The programme also promotes clear understanding of food choices, food preparation and meal planning as well as individual needs and cultural differences. In addition the programme focuses on current understanding of legal, safety and clinical competence issues as well as professional practice and ethics.</p>
<p>Course Aims</p>	<p>The course aims are:</p> <p>To provide an opportunity for those with a first degree or equivalent to study nutrition at post-graduate level and to qualify as a nutrition practitioner. At the same time the programme also meets the need for the provision of nutritional therapy training for complementary and orthodox health practitioners who are seeking to incorporate nutritional advice into their therapeutic skill set.</p> <p>By embedding critical analysis of the evidence base within all modules, the course prepares the student in their role as a research focused practitioner. Students are provided with the opportunity to develop research skills both to support conducting their own research, and to enable critical appraisal of the outcomes of the research of others to inform their own practice, promoting practitioner involvement in nutrition research and contributing to the development of the research culture within the profession.</p> <p>The course aims to enable students to establish systematic and critical knowledge of the diverse knowledge base underpinning the practice of nutrition, and to develop the capacity to make holistic, critical judgements through the clinical practice of making nutritional</p>

	<p>evaluations and recommending effective nutritional interventions. We also aim to facilitate the further development of students as reflective practitioners able to autonomously engage in personal and professional development, to work with other health professionals, and to critically understand professional codes and safe practice.</p>
<p>Course Outcomes (See also Curriculum Map Appendix 1)</p>	<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of</p> <p>A1. Critical application of a comprehensive knowledge of food components, nutrients (functions, dosages, food sources etc.), individual nutrient needs of different populations, nutrient deficiency syndromes, the biochemistry of nutrition, and different dietary approaches, to work confidently with the complexity of clinical practice.</p> <p>A2. How to make appropriate critical judgements based on familiarity with a range of approaches for dietary and nutritional assessment, and appropriate laboratory testing.</p> <p>A3. Evaluation and formulation of safe and effective nutritional therapy interventions for a wide range of clinical conditions, integrating their application of the fundamental concepts and knowledge base of nutritional therapy with their theoretical and clinical knowledge.</p> <p>A4. Critical evaluation of risks and benefits of nutritional therapy interventions, critiquing evidence and applying principles of pharmacology and toxicology to questions of efficacy, quality assurance, supplement technology and safe practice.</p> <p>A5. The development of strategies for environmentally sustainable practice, based on a critical awareness of issues in relation to food supply and supplement technology</p> <p>A6. Critical appraisal of a range of research methodologies relevant to nutritional practice.</p> <p>A7. Critical appraisal of their own research area, with development of systematic knowledge and understanding.</p> <p>B. Cognitive Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Extract, critically evaluate and synthesise information from the research evidence base and other relevant modern and traditional literature to contribute to academic and research activity and inform and improve clinical practice.</p> <p>B2. Competently utilise clinical reasoning skills necessary for the clinical practice of functional medicine.</p>

B3. Work confidently with complexity, contradiction and gaps in the knowledge base and its clinical application, selecting appropriate methods, generating new interpretations and responses, and debating and evaluating a range of perspectives.

B4. Formulate sophisticated nutritional evaluations based upon a range of models from nutritional therapy and functional medicine and design effective, creative and elegant nutritional interventions.

B5. Critically reflect on holistic, functional and linear cognitive approaches to clinical practice, making syntheses and debating the strengths and weaknesses of different approaches.

B6. Undertake clinical audit and engage in critical debate in the area of nutritional theory and practice.

B7. Research and debate in a specialist area of research interest.

C. Practical skills

On completion of the programme the successful student will be able to:

C1. Competently utilise clinical evaluation skills (verbal and non-verbal) necessary for the practice of nutritional therapy.

C2. Demonstrate competency in skilled clinical practice based on critical reflection and the application of detailed knowledge to provide effective nutritional therapy (appropriate and accurate assessment and evaluation plus appropriate, effective and safe dietary, nutritional supplementation and lifestyle advice) tailored to the individual client and appropriately modified during the course of a nutritional intervention.

C3. Design effective individualised nutritional interventions, using functional medicine models, responding to the unique configuration of each case, and making appropriate modifications as the presentation changes during the course of a nutritional intervention.

C4. Skilled in nutritional supplement dispensing with a clear knowledge of safe limits, quality assurance, red flags and potential nutrient/drug interactions.

D. Postgraduate Skills

On completion of this programme the successful student will be able to:

D1. Practise as an autonomous practitioner, extending their scope of practice within their professional boundaries and functioning safely and effectively as a member of a professional community.

D2. Practise in the best interests of clients, with awareness of ethical dilemmas and ability to formulate solutions to them and working in compliance with the law and professional codes.

	<p>D3. Guide their own academic and professional development, drawing on the capacity to critically reflect on their own learning and a conscious recognition of their own purpose and personal style.</p> <p>D4. Develop critical self-awareness and strategies for self-maintenance by pro-actively reflecting on and learning from experience.</p> <p>D5. Undertake literature research and clinical audit, and write autonomously, working with a range of theoretical perspectives and clinical interpretations, evaluating and synthesising information and ideas.</p> <p>D6. Engage in critical debate employing self-reflection and criticality of understanding.</p> <p>D7. Deploy a broad range of other transferable skills developed during the programme including team working, problem solving, presentation skills, communication skills and IT skills.</p> <p>D8. Research and write autonomously in a specialist research area, working with a range of theoretical perspectives and clinical interpretations, evaluating and synthesising information and ideas, creating responses to problems that expand or re-define existing knowledge, and producing work suitable for publication in professional journals.</p> <p>Teaching and Learning Strategy</p> <p>Lectures (delivered by experienced tutors and guest speakers), group work, discussions, formal and informal feedback from tutors and peers, problem-based learning, case-based scenarios, case studies, presentations, e-learning, discussion forums, personal tutorials, personal development plan, formative assessments, summative assessments, teaching clinic, reflective journal, practitioner visits, directed home-study, self-directed study.</p> <p>Assessment:</p> <p>Essays, skill-building assignments, presentations to cohort and tutors, online test, Clinic Portfolio, Clinic Supervisor Assessment, Formative assessments, Viva Voce</p>
<p>How will students develop industry relevant skills and independence</p>	<p>The courses present a wide range of material and many opportunities for students to develop both advanced level practitioner expertise, and skills for researching clinical practice so enhancing their capacity to work and act autonomously. Each module in the taught part of the MSc contributes cumulatively to the development of a comprehensive skillset designed to enable competent, informed clinical practice. Reference to the Professional Body Requirements ensures that our graduates are trained to established industry standards. Our Teaching Clinic system places students in a clinical environment from the first year of their training, initially in an observational capacity, building through gradually greater levels of responsibility such that</p>

	<p>second year students manage patient cases independently. Clinical supervision becomes increasingly light-touch as students grow in skill and confidence, such that the transition into independent practice is supported.</p> <p>Business skills classes prepare students for the realities of running their practice, and through the production of a personally relevant business plan students are encouraged to anticipate the real-world issues that will affect their business.</p>
<p>How the offer of placements, internships and professional opportunities delivered</p>	<p>Students complete a series of Practitioner Observation Visits, where they spend time in a range of different clinical settings observing established practitioners, and in other nutrition-related settings. This provides opportunities for professional networking with other practitioners local to the student's own future practice.</p> <p>Student membership of the professional body, BANT (the British Association for Applied Nutrition and Nutritional Therapy) fosters understanding of the benefits of belonging to a Professional Body and classroom visits from a BANT officer helps students to see the place of professional membership in their future practice.</p>
<p>How is learning flexible</p>	<p>Students are actively involved in a range of teaching and assessment approaches that put their personal and professional learning at the centre of their MSc course. The course includes face to face teaching which involves different methods of delivery including group work, discussion, case studies and presentations. Lesson plans and resources are uploaded to the VLE two weeks before the teaching session so that students can prepare and manage their learning and workload. Blended learning, in the form of eLearning and online forums, is utilised and time is allocated within the classroom to consolidate these sessions. The blended teaching model allows each individual student to schedule their e-learning and homestudy to suit their life. Students have flexible access to teaching materials and support at times to suit their own needs and patterns of working, and tutors, and the College's IT Team, are available to support students when needed.</p> <p>The NCA's VLE can be personally customised to suit different learners' needs and preferences. Induction training includes familiarising students with those features that can be adjusted, such as font size and background colour.</p> <p>Most NCA students are mature students who are often juggling complex family and work commitments with their studies, and sometimes coping with their own health issues in addition. Our experience is that with changes to personal circumstances as they go through the course some students need the support of flexible pathways. Flexible pathways can also constitute a reasonable adjustment as required by law for students with disabilities. For details of flexible pathways see "Flexible Pathways at the NCA".</p>
<p>How personalised support is provided</p>	<p>The College Handbook for the Northern College of Acupuncture details support in the following areas:</p>

	<ul style="list-style-type: none"> • Counselling • Disability support • Financial issues • Pastoral care • Support for international students • Academic support, study skills and learning support tutors. <p>All MSc students are also included in the personal tutoring system (see Section 1, Appendix B). In addition, the total maximum size of the cohort is small to allow a high student: tutor ratio for extensive support.</p>
C. Entry Requirements	
Pre-requisites for this course	An IELTS (or equivalent ¹) score of 7 ² is required for students who do not have English as their first language. NCA is unable to take international students from outside the EU/EEA.
Co-requisites for this course	Students must join BANT (the professional body) before they begin clinic in Semester 2 of the first year. They must also submit a DBS check.
Qualifications required for this course	<p>Specific entry requirements:</p> <p>Entry will be offered to applicants who have an initial UK honours degree (or equivalent³) at a grade of 2:2 or above or are able to demonstrate degree level learning and skills gained, typically, through relevant and responsible experience in a related field. If the applicant's degree or equivalent, or degree level learning, is not science based then the applicant should hold GCSE Maths and English and:</p> <p>Biology at A-level, AS level or Scottish Higher, or equivalent⁴,</p> <p>OR Chemistry at A-level, AS level or Scottish Higher, or equivalent³,</p> <p>AND/OR Pass the College's <u>Access to the MSc in Nutrition Course</u>.</p> <p>All applicants must satisfy the College that they are of the appropriate academic standard to complete the MSc in Nutrition Science and Practice.</p> <p>All applicants are interviewed.</p> <p><u>Access to the MSc in Nutrition Course:</u></p> <p>The College must satisfy itself that applicants have sufficient understanding of biological sciences. For applicants who need it we provide an Access to the MSc in Nutrition Course. This course includes 3 modules: anatomy and physiology, biochemistry and pharmacology, and nutrition basics. Each module has an assessment which must be passed in order to be admitted to the MSc in Nutrition Science and</p>

¹ For equivalents [follow this link](#).

² An IELTS score of 7 is a requirement of the professional accreditation body (NTEC Core Curriculum 2017 v2 p2)

³ An equivalent to an honours degree is any qualification recognised as equivalent by London South Bank University.

⁴ Equivalents to A-level, AS level or Scottish Higher determined by reference to UCAS points table or qualifications from other countries recognised by London South Bank University.

Practice. Applicants can be required to undertake the whole Access to the MSc in Nutrition Course or components of it. Applications are assessed individually by the interview panel based on the application form and interview, and the panel may require applicants to successfully complete part or all of the Access to the MSc in Nutrition Course.

Non-standard application:

Most successful applicants will have a first degree. However, the College welcomes applications from mature students and those who do not have a conventional educational background. Applicants for the MSc who do not have a degree are invited to submit evidence to demonstrate their capacity to study at postgraduate level, by providing evidence that their prior learning and experience is equivalent to the learning expected from an undergraduate degree. Applicants without a first degree must demonstrate degree-level learning, typically from a combination of prior education and work experience. The College operates a process for assessing evidence of degree-level prior learning which includes mapping prior learning to generic level 6 learning outcomes. Under this approach, MSc applicants without a degree are invited to submit evidence to demonstrate their capacity to study at postgraduate level. Applicants are provided with a proforma which documents generic Level 6 learning outcomes and are required to map their prior learning and experience against these. Supporting evidence is required for claims made in the mapping. Applicants are supported in producing the mapping by the Registrar and College Manager, with advice from the Course Director if needed. We work with applicants to identify learning from their work experience and relevant evidence, which they then submit in support of their application. For example, we will help applicants to identify what they have learnt about their specific area of work, how they have learnt to investigate, interpret and apply information, and examples of areas of responsibility, projects, decision making, problem-solving and communication skills. The mapping and evidence is considered by the interview panel, Course Director and the Registrar and College Manager, who make a decision on admission.

The programme is taught and assessed at postgraduate level. Applicants need to demonstrate that they will thrive on the academic and practical aspects of the programme, and that they will be ready and able when they qualify to take on the responsibilities of professional practitioners utilising nutrition, including being able to work as effective and ethical practitioners. These criteria are assessed from the applicant's degree qualification or degree-level learning, application form and interview.

There are detailed [guidelines for the NCA Admissions Team](#) on implementing the admissions requirements and procedures.

IT Requirements

	<p>Because of the level of IT skills required to navigate the Visual Learning Environment (VLE), prospective students need to agree that they will maintain a specific level of technological hardware and software in accordance with the course requirements before they join the course. Failure to meet these requirements is likely to lead to failure in the e-learning parts of the course.</p>
Recruitment Strategy	<p>The NCA employs a marketing manager who maintains a website and social media presence to advertise the College's courses. Online and hard copy prospectuses are produced and advertising is placed in relevant professional publications.</p> <p>A programme of Introductory events is run at the college to ensure that prospective applicants have access to all the information they need to make an informed decision about applying to study on an NCA course.</p>
Student Fees Please indicate how fees for this course will be collected	<p>Fees are specified on the NCA website. Fees are collected by the College in monthly instalments. Fees payable to NCA include the University registration fee for each module.</p> <p>Students can pay in instalments by standing order, direct debit or bank transfer. Students who pay the whole course fee in October receive a 2% discount on the year's fees.</p> <p>Eligible UK students will be able to apply for postgraduate student loans.</p>

D. Additional Information

Course structure(s)	Year 1	
	Semester 1	Semester 2
	NCA7209 Principles of Nutritional Science	
	NCA7207 Functional Medicine Approaches to Nutrition 1	
	NCA7201 Clinical Practice 1	
	Year 2	
	Semester 1	Semester 2
	NCA7208 Functional Medicine Approaches to Nutrition 2	
	NCA7203 Clinical Practice 2	
	NCA7205 Nutrition Research	
Year 3		
Semester 1	Semester 2	
NCA7009 Dissertation and Advanced Research Methods		

E. Course Modules

MSc in Nutrition Science and Practice				
Module Code	Module Title	Level	Semester	Credit value
NCA7209	Principles of Nutritional Science	7	1 & 2	20
NCA7207	Functional Medicine Approaches to Nutrition 1	7	1 & 2	20
NCA7201	Clinical Practice 1	7	1 & 2	20
NCA7208	Functional Medicine Approaches to Nutrition 2	7	1 & 2	20
NCA7203	Clinical Practice 2	7	1 & 2	20
NCA7205	Nutrition Research	7	1 & 2	20
NCA7009	Dissertation and Advanced Research Methods	7	1 & 2	60

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning

Appendix A – Curriculum Maps

1. MSc in Nutrition Science and Practice

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed (TDA) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
Principles of Nutritional Science	NCA7209	X	X		X	X	X		X	X	X			X		X		X	X		X	X		X	X	X	
Functional Medicine Approaches to Nutrition 1	NCA7207	X	X		X	X	X		X	X	X			X		X	X	X	X		X	X		X	X	X	
Clinical Practice 1	NCA7201	X	X		X				X		X			X		X			X		X	X	X	X	X	X	
May Exit with PG Cert Nutrition without practitioner status																											
Functional Medicine Approaches to Nutrition 2	NCA7208	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	
Clinical Practice 2	NCA7203	X	X	X	X	X			X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	
Nutrition Research	NCA7205				X	X	X		X		X			X							X		X	X	X		
May exit with PG Dip Nutrition Science and Practice, with practitioner status																											

Dissertation and Advanced Research Methods	NCA7009					X	X	X	X		X				X							X		X	X	X	X
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Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 7
This course is taught at Level 7.	
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Each student is assigned a personal tutor for the duration of their course. Students are offered two formal opportunities for 1:1 meetings with a personal tutor during each academic year. They can also request further meetings if needed. Outputs from the personal tutorial sessions feed through into the twice yearly Student Progress Committee meeting attended by the Course Director, Module Leaders and the College Manager and Registrar.</p> <p>Students develop a formal, structured Professional Development Plan (PDP) in the early stages of the course which they work with throughout the modules. Use of a PDP reflects the working environment where employers and professional bodies encourage practitioners to assess their own continuous professional development (CPD) using a portfolio. It also provides an opportunity for students to develop their capacity for learning by encouraging an ongoing cycle of:</p> <ul style="list-style-type: none"> • self-reflection on why and how students are learning in theory and practice. • identification of 'next steps' through target setting and action planning • monitoring and recording of academic learning, personal development, skills development and career management.
2 Supporting the development and recognition of skills in academic modules/modules.	Students are provided with extensive feedback on formative and summative assignments throughout their course. They can also access additional study skills support either via their own request or on the advice of a course tutor. Additional tuition can also be offered to a whole cohort where needed.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Research skills, clinical skills and theoretical knowledge are important for the scholar practitioner and are taught and assessed throughout the course. All teaching staff are skilled and knowledgeable in both nutrition practice and research.
4 Supporting the development and recognition of skills through research	The Nutrition Research module is assessed through project work and the third year of the course is devoted to a 60 credit research dissertation.

Approach to PDP	Level 7
This course is taught at Level 7.	
projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	The course is designed to enable students to develop both practitioner expertise in a complex area of practice, and skills for researching practice. As students are largely self-employed in clinical practice, this type of MSc course is particularly valuable for developing the capacity to work and act autonomously. The course includes opportunities for students to develop business skills including business planning.
6 Supporting the development and recognition of career management skills through work placements or work experience.	The course includes two clinical practice modules in which students undertake supervised practice in the College's nutrition teaching clinic. Students also complete a series of Practitioner Observation Visits, where they spend time in a range of different clinical settings observing established practitioners, and in other nutrition-related settings. This provides opportunities for professional networking with other practitioners local to the student's own future practice.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to attend conferences and other Continuing Professional Development (CPD) events that focus on practice and researching practice.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The activities outlined in Sections 5, 6 and 7 above all help to develop skills and attitudes that focus on continuous professional and personal development. In addition the course includes teaching by guest tutors in the second year which modules a key CPD activity.
9 Other approaches to personal development planning.	These include: the use of reflective practice, the requirement to define and maintain a professional development plan, the focus on personal learning that is included in the formative and summative assignments, opportunities for peer feedback and group work (including peer feedback in clinic), and opportunities to reflect on feedback given.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Approaches to recording learning through the activities outlined in Section 9 can be electronic or paper-based to suit each student.

