

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body (if applicable)	Skills Active Level 2 and 3 Register of Exercise Professionals (REPS)
Final award (eg. BA Hons)	BSc (Hons)
Title of programme(s)	Exercise, Health and Fitness
Subsidiary award(s) (if any)	CertHE and DipHE (fallback awards)
Duration and mode(s) of study	3 years Full-time 6 years Part-time
Start date (this version) (month and year)	September 2016
Periodic review next due (acad. year)	2017/18
UCAS course code & code name	C6B7
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The UK health and fitness industry is experiencing continual growth. Fitness membership in the UK has risen by 4.5% and now exceeds 8 million (State of the UK Fitness Industry Report, 2014). The Exercise, Health and Fitness programme aims to provide you with a diverse range of knowledge and skills for developing a career in the exercise, health and fitness industries. You will be provided with a secure understanding of contemporary issues, with appropriate regard to ethical and sustainable practice(s). Through a comprehensive programme of study, you will develop a theoretical understanding of exercise, health and nutrition, as well as acquiring fitness qualifications, which are essential for any fitness professional. You will be given the opportunity to gain qualifications in instructing exercise and fitness, as well as exercise referral, at no extra cost. These qualifications are endorsed by Skills Active and recognised by the Register of Exercise Professionals (REPS), thereby enhancing graduate employability skills.</p> <p>In addition, you will undertake business module(s), which will enable the development of personal and business transferable skills that are essential for lifelong learning and personal career development. To complement and build upon the knowledge gained whilst studying, you will be required to undertake two six-week industry placements in Levels 4 and 5.</p>

Throughout your period of study, you will be challenged to develop to your full potential, across a varied diet of content and assessment(s).

The general aims of the programme are to:

1. Develop theoretical, research and evidence-based knowledge and understanding of exercise behaviour in the management of exercise, health and fitness for a range of special populations.
2. Develop multidisciplinary students who have the ability to analyse, synthesise, problem solve, critically evaluate and reflect on information, concepts and processes that underpin exercise behaviour in the context of health and fitness.
3. Develop the professional skills of an exercise practitioner to enable the application of the scientific principles of exercise and fitness in the context of health and to encourage the acquisition of vocationally relevant qualifications in fitness and exercise referral, thereby developing graduate employability.
4. Develop a broad range of personal and business transferable skills that are essential for lifelong learning and career development, including the ability to adopt ethically safe working practices, the ability to think globally and consider issues from a variety of perspectives and the ability to adhere to relevant legislation and professional codes of conduct.
5. Develop and maintain industrial links through appropriate work placements and links with professional bodies.

The Exercise, Health and Fitness and Exercise, Health and Nutrition programmes form part of a suite. However, there are key differences between the programmes. Although both programmes share some core modules across each level, Business and Marketing modules are uniquely offered to Levels 5 and 6 of the Exercise, Health and Fitness students, as it is anticipated that many of this cohort will follow careers in management or self-employed business activities after graduation. In addition, Exercise Referral is a compulsory field of study and Sport Injury can be selected as an option in the Exercise, Health and Fitness programme.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have demonstrated:

- | | |
|----|---|
| K1 | Coherent and detailed knowledge and understanding of the theoretical aspects of exercise, health and fitness for a range of special populations; |
| K2 | A comprehensive understanding of exercise, health and fitness through both evidence-based and professional practice including the development of business, marketing and employability skills; |
| K3 | A critical understanding of the moral and ethical issues encountered in exercise, health and fitness industries and to recognise intercultural issues relevant to professional practice; |
| I1 | Secure use of analytical research methods related to the discipline area of exercise, health and fitness; |
| I2 | The ability to acquire, interpret, evaluate critically and challenge knowledge, concepts and evidence from a range of sources appropriate to exercise, health and fitness and integrate these into a coherent, structured argument; |
| I3 | Effective and sustained communication of results and arguments, taking into account the intended audience; |
| P1 | The ability to utilise subject-related skills within laboratory, gym and field environments; |

- P2 Competence in the planning, design and execution of practical activities using appropriate techniques and procedures, with due regard for safety, ethics and risk assessment;
- P3 A capacity to plan, design and undertake a piece of independent research;
- P4 The ability to plan, implement and evaluate community health and fitness programmes;

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

The programme objectives were developed with reference to the QAA Subject Benchmark Statements: Hospitality, Leisure Sport and Tourism (2008), Biosciences (2015) and Health Studies (2008), the QAA Framework for HE Qualifications, the Further and Higher Education Qualification Descriptors and the University Learning, Teaching and Assessment Strategy.

Consideration was also given to the Skills Active National Occupational Standards for Level 2 Instructing Gym-based Exercise, Level 3 Personal Training and Level 3 Exercise Referral.

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

5. Content

Summary of content by theme

The programme is modular based and includes seven core themes: exercise (fitness and referral), health, business and marketing, anatomy and physiology, nutrition, instructor/practitioner skills and academic/graduate skills. All modules at Level 4 and 5 are core. At Level 6, you study four core modules (100 credits) and are required to choose one module (20 credits) from a selection of designated options. These options allow you to focus on specific subjects of interest or to broaden your knowledge base, further enhancing graduate employability and career potential.

At Level 4, you will select and describe theories and concepts relevant to the understanding of exercise, health and fitness. Modules at this level cover six of the core themes: exercise (fitness), health, anatomy and physiology, nutrition, instructor/practitioner skills and academic/graduate skills. Both theory and practice in key science are developed in SHN 4232 *Introduction to Food and Nutrition* and SHN 4282 *Anatomy and Physiology*. The broader issues relating to public health are covered in SHN 4292 *Health and Wellbeing*. Instructor/practitioner skills are developed in SHN 4502 *Health and Fitness* and academic/graduate skills in SHN 4992 *Critical Thinking Skills* and SHN 4142 *Research Methods 1*. The consideration of ethics is articulated in a variety of contexts, including health, behaviour and research. On completion of Level 4, you will be expected to communicate knowledge of exercise, health and fitness in situations of limited complexity, in order to provide a foundation for further study in the subject. Subject specific skills and the importance of adopting ethically safe working practices and adherence to relevant legislation and professional codes of conduct will be introduced and developed in anatomy, physiology and nutrition modules. Personal transferable skills are developed in core modules, including critical thinking and fitness. The SHN 4502 Health and Fitness module covers the knowledge and skills needed to design and instruct a gym-based exercise programme. Over the year, students will be given the opportunity to gain the Level 2 Gym-based instruction qualification and subsequent entry on to the Register for Exercise Professionals. In addition, vocational skills are enhanced via a five-week industry based placement.

Level 5 builds upon Level 4 and you will be expected to apply knowledge of exercise, health and fitness to the solution of problems. You will analyse and apply selected theories and concepts to examine exercise in relation to fitness and health. Assessment at this level has an emphasis on comparative analysis of more complex concepts and application of knowledge and understanding. Modules at this level cover all the core themes: exercise (fitness and referral), health, business and marketing, anatomy and physiology, nutrition, instructor/practitioner skills and academic/graduate skills. Issues relating to health and nutrition are studied in SHN 5132 *Promoting and Communicating Public Health Messages* and SHN 5192 *Nutrition for Sport and Exercise*. Transferable business skills are developed in BMM 5292 *Services Marketing*. Instructor/practitioner skills are developed in SHN 5302 *Advanced Personal Training* and academic/graduate skills in SHN 5152 *Professional Development and Placement 2* and SHN 5142 *Research Methods 2*.

Business transferable skills, which are essential for lifelong learning and personal career development are fostered in a core Level 5 module, BMM 5292 *Services Marketing*. Vocational skills are further progressed in a second six-week industry based placement. Students will further improve personal transferable skills through health promotion and fitness modules. The Advanced Personal Training module covers the knowledge and skills needed to design, manage and adapt a personal training programme in healthy individuals. In addition, over the year, students will be given the opportunity to gain the Level 3 Personal Trainer qualification and subsequent entry at Level 3 on the Register for Exercise Professionals.

At Level 6, students will be able to synthesise and critically evaluate key theories, concepts, principles and policies and be able to develop a reasoned argument. Core and option modules at this level cover seven of the core themes. SHN 6202 *Physical Activity and Behaviour Change* addresses the core theme of health. Exercise referral and instructor/practitioner skills are covered in SHN 6412 *Exercise Referral* and SHN 6402 *Exercise for Special Populations*. You will further

enhance personal transferable skills through these Exercise Referral modules, which develop key skills in the supervision and instruction of exercise and physical activities for a range of patients. Over the year, students will be given the opportunity to gain the Level 3 Skills Active Exercise Referral qualification. SHN 6164 *Dissertation* module requires you to plan, design, execute and communicate a sustained piece of independent work, which provides evidence of critical engagement. The multidisciplinary nature of the project means that, in addition to employing academic/graduate skills, the module could address one or more of the core themes. At Level 6, you are given the opportunity to select an option module of personal or vocational relevance from the disciplines of business, nutrition or exercise. Students who are considering setting up their own personal business, following graduation, will be given the opportunity to plan, design and market their model in the module BMM 6302 *Entrepreneurship and Creativity*.

6. Structure

BSc (Hons) Exercise, Health and Fitness (Single Honours)

Duration: 3 years full-time/6 years part-time

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2016

Core: Students are required to take:

SHN 4232	Introduction to Food and Nutrition	Sem 1	20 credits
SHN 4282	Anatomy and Physiology	Sem 1	20 credits
SHN 4992	Critical Thinking Skills	Sem 1	20 credits
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4292	Health and Wellbeing	Sem 2	20 credits
SHN 4502	Health and Fitness	Sem 2	20 credits

All Level 4 students will undertake Programme Level Assessment.

Level 5 – with effect from September 2017

Core: Students are required to take:

SHN 5152	Professional Development and Placement 2	Sem 1 & 2	20 credits
Or			
SHN 5162	Volunteering in Sport, Health and Nutrition	Sem 1 & 2	20 credits
SHN 5132	Promoting and Communicating Public Health Messages	Sem 1	20 credits
SHN 5192	Nutrition for Sport and Exercise	Sem 1	20 credits
BMM 5292	Services Marketing	Sem 2	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits
SHN 5302	Advanced Personal Training	Sem 2	20 credits

Level 6 – with effect from September 2018

Core: Students are required to take:

SHN 6164	Dissertation	Sem 1 & 2	40 credits
SHN 6412	Exercise Referral	Sem 1 & 2	20 credits
SHN 6402	Exercise for Special Populations	Sem 1	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits

Students are required to choose 20 credits from:

BMM 6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits
SHN 6182	Healthy Weight: Practical Strategies	Sem 1	20 credits
SHN 6222	Exercise and Sports Injury	Sem 1	20 credits

A grid showing modules and the progression of core themes at each level

		7 Core themes						
Level	Modules	Exercise (fitness)	Health	Anatomy and physiology	Nutrition	Business	Instructor/practitioner skills	Academic/graduate skills
4	SHN 4142 Research Methods							
	SHN 4232 Introduction to Food and Nutrition							
	SHN 4282 Anatomy and Physiology							
	SHN 4292 Health and Wellbeing							
	SHN 4502 Health and Fitness							
	SHN 4992 Critical Thinking Skills							
5	SHN 5152 Professional Development and Placement							
	SHN 5162 Volunteering in Sport Health, Nutrition							

	BMM 5292 Services Marketing							
	SHN 5132 Promoting and Communicating Public Health Messages							
	SHN 5142 Research Methods 2							
	SHN 5192 Nutrition for Sport and Exercise							
	SHN 5302 Advanced Personal Training							
6	SHN 6412 Exercise Referral							
	SHN 6182 Healthy Weight: Practical Strategies							
	SHN 6202 Physical Activity and Behaviour Change							
	SHN 6402 Exercise for Special Populations							
	SHN 6222 Exercise and Sports Injury							
	BMM 6302 Entrepreneurship and Creativity							

	SHN 6192 Professional Learning through Work							
	SHN 6164 Dissertation							

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that learning will be applied, collaborative and engaged (ACE, 2015). The programme will adopt a variety of teaching, learning and assessment approaches to achieve these strategic aims. The content of the programme modules is industry driven and will provide graduates with the knowledge and skills relevant to the role of an exercise practitioner working in a variety of health and fitness settings (Goal D, LTA strategy, 2015). The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the scientific study of sport and exercise.

The programme is modular based and includes seven core themes: exercise (fitness and referral), health, business and marketing, anatomy and physiology, nutrition, instructor/practitioner skills and academic/graduate skills. Progression in these core themes develops from Level 4 through to Level 6. Exercise (fitness and referral) skills are introduced in Level 4 *Health and Fitness*, and then progressed and built on in Level 5 *Advanced Personal Training* and Level 6 *Exercise Referral* and *Exercise for Special Populations*. Business and marketing skills are introduced in Level 5 *Services Marketing* and further developed in Level 6 *Entrepreneurship and Creativity*, should students wish to opt for it. *Anatomy and Physiology* is introduced in Level 4 and then progressed further in *Advanced Personal Training* and *Exercise and Sports Injury*. Aspects of nutrition are covered in Level 4 *Introduction to Food and Nutrition* and then subsequently developed in Level 5 *Nutrition for Sport and Exercise* and Level 5 *Promoting and Communicating Public Health Messages*. Instructor/practitioner skills are embedded in Level 4 *Health and Fitness* and developed further in Level 5 *Advanced Personal Training* and Level 6 *Exercise Referral*. Academic and graduate skills are embedded in Level 4 *Critical Thinking Skills*, Level 5 *Professional Development and Placement 2* and Level 6 *Dissertation*.

The programme content will be delivered using a diverse array of teaching methods e.g. lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies and directed and self-directed activities. Using this varied approach to learning encourages students to develop problem-solving, communication and personal skills. Practical work, in the form of laboratory classes, fitness instruction, exercise referral or workshop activities, is an essential part of the programme, which reflects the practical nature of the health and fitness industry. Practical work enables you to reinforce deeper understanding of topics as well as develop specific skills (Goal A, LTA strategy, 2015). At Level 4, SHN 4282 *Anatomy and Physiology* and SHN 4502 *Health and Fitness* develop the knowledge and skills needed to measure cardiorespiratory fitness and design and instruct a gym-based exercise programme. At Level 5, students will further improve practical transferable skills through health promotion and fitness modules. SHN 5302 *Advanced Personal Training* develops the knowledge and skills needed to design, manage and adapt a personal training programme in healthy individuals. In a similar manner, you will be given the opportunity to gain the Level 3 Personal Trainer qualification and subsequent entry at Level 3 on the Register for Exercise Professionals. In Level 6, students develop practical and professional skills related to exercise referral in SHN 6412 *Exercise Referral* and SHN 6402 *Exercise for Special Populations* and are again given the opportunity to gain the Level 3 Skills Active Exercise Referral qualification (Goal D, LTA strategy, 2015).

All Level 4 modules are single semester in duration. Timetabled meetings with the Development Tutor will be scheduled as part of the Critical Thinking Skills module to support the transition from Level 3 to Level 4 (Goal E, LTA strategy, 2015). These meetings facilitate regular contact between students and tutors and provide an opportunity to discuss progress, offer support where needed and encourage students to start thinking about career plans beyond university.

Alongside taught sessions and directed activities, you will be expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Self-

directed activities are a formal element of Level 4 modules and students who complete 75% of the activities are granted 10% of the module mark. At Level 4, students are required to undertake Programme Level Assessment, a multi-disciplinary project which draws together the programme objectives.

All Level 5 modules, with the exception of *Professional Development and Placement*, are single semester in duration. In Level 6, an equal number of modules are run across one and two semesters. In the final two years, you will have greater responsibility for your learning. All students will undertake a substantial independent dissertation in the final year of study, which enables them to enhance graduate and professional skills (Goal D & G, LTA strategy, 2015).

Graduate skills will be further developed through learning tasks, which require students to either work independently or in small groups, present in a written or oral format, organise and present numerical and other forms of data and undertake tasks that require problem solving. The programme will also promote group work, which reflects a normal working environment, where it is important to be able to cooperate and collaborate with others.

Practical skill competencies are aligned to the Skills Active National Occupational Standards and the Register of Exercise Professionals (REPS). REPS qualified exercise professionals also have access to the International Confederation of Registers of Exercise Professionals (ICREPS) which is an international partnership between registration bodies around the world that register exercise professionals. The purpose of ICREPS is to promote portability of qualified exercise professionals through the co-operation and affiliation of national registration schemes. ICREPS exists to serve the worldwide community of exercise professionals through an agreed framework of knowledge and competency standards which are set for professionals and agreed nationally. These standards have been mapped and form the basis of reciprocal agreements. They are recognised through an independent registration process.

Practical skills in Level 4 *Anatomy and Physiology* and *Health and Fitness* modules give students the opportunity to work with clients, providing scientific support to the general population or sports performers to improve health and fitness. This develops students' graduate skills, professional experience and employability, as well as fulfilling the competencies required for the Skills Active Level 2 Gym Instructing qualification. In a similar manner, practical competencies are developed in core Level 5 modules, such as SHN 5302 *Advanced Personal Training* and SHN 5192 *Nutrition for Sport and Exercise*, which give students the professional experience required, should they wish to apply for the Skills Active Level 3 Personal Trainer qualification. Level 6 modules, *Exercise Referral* and *Exercise for Special Populations*, develop practical competencies, should students wish to apply for the Skills Active Level 3 Exercise Referral qualification (Goal D & G, LTA strategy, 2015).

Modules included on the programme show evidence of good practice. For example, *SHN 5132 Promoting and Communicating Public Health Messages* has a strong practical focus on health promotion. In this module, students work in groups to run stalls at a health promotion event for the university community. This year 'Eat well, Be well, Do well' focused on achieving goals related to aspects of health e.g. weight management, good mental health or improved fitness. In their reports, the students evaluate the success of their stalls, taking into account their self-reflections, feedback from their peers, SHN staff (working as health professionals) and mystery shoppers who visit the stalls.

Students on the BMM 6302 Entrepreneurship module are involved in the Leeds Trinity University Business Start-up Masterclass, which offers sessions in marketing, business finance, web development and developing an online business, social values in business, generating publicity and telling your story and Dragons Den, all delivered by successful business leaders and entrepreneurs. Students are also provided opportunities to network with our guest speakers. Many of the Business staff are members of the EEUK (Enterprise Educators UK) and attend regular workshops and conferences on entrepreneurship education. Hurol Ozcan, Dr Emma Roberts and Dr Sue Elmer received funding from EEUK and Leeds Trinity for a research project 'Creative and

Experiential Intervention for Entrepreneurial Learning: Sand tray work with undergraduate enterprise students’.

Modules on the programme will be research led. For example, Dr Ian Kenvyn and Nina Fryer (SHN 4292 *Health and Wellbeing* module leader) have recently been successful with a bid to carry out an external academic evaluation of a Mindful Employer Intervention, working with three employers across the city.

Moodle is the virtual learning environment used by the University and provides online access and support through a range of teaching, learning and assessment materials. Modules have individual Moodle pages, providing further support via discussion boards, additional reading materials, recommended websites, news forums, multimedia, multiple choice questions and quizzes and online assessments (Goal B, LTA strategy, 2015). Teaching activities will involve a variety of digital resources, including SPSS, NetWisp, Dartfish and Panopto, as well as physiological equipment (online gas analysis, Reflotron biochemical analysis, MicroOsmometer hydration assessment, Wingate testing).

Assessment serves three purposes: summative, formative and diagnostic and these different types of assessment are included in the programme. Summative assessment details are provided in advance in the Module Handbooks and details of the assessment criteria, the submission date and the date of expected feedback are included. Formative assessment is a key part of the assessment strategy, particularly at Level 4 via compulsory self-directed activities, through practical laboratory sessions, fitness instruction, Moodle activities and written work. All Level 4 students are given the opportunity to undertake a diagnostic essay and feedback is provided by the Development Tutor. This supports the transition from Level 3 and gives the student a benchmark of the standard at degree level.

Assessment methods for the programme have been selected to ensure the range of knowledge understanding and skills are assessed appropriately. Assessment methods are diverse and typically include oral presentations, seminars, reports, case studies, running an event, laboratory reports, examinations, posters and the assessment of practical and professional skills.

We have a comprehensive Development Tutoring system at Leeds Trinity. Students meet regularly with their personal tutor over the three years and are supported to develop a clear understanding of their current progress, their strengths and weaknesses and are able to plan their own development. Weekly meetings are timetabled early in Year 1 to help with the transition to higher education. Students also undertake practice interviews with their Development Tutor in Semester 2. The programme team will provide relevant and effective feedback on student summative assessments and this will be given within 20 working days, in accordance with Leeds Trinity’s Assessment and Feedback Strategy.

7b) Module details

		Assessment					
Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study & Placement/study abroad.</i>	Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework & Practical exams.</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)	Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not Leeds Trinity premises)
SHN 4142 Research Methods 1	Lectures and seminars	Directed activities Problem-based case study Report	- 2,000 words equiv. 2,000 words equiv.	Pass= 100% of 10% Fail = 0% 45% 45%	Throughout Sem 2 Mid-Sem 2 End Sem 2	Rachael McDonald	
SHN 4232 Introduction to Food and Nutrition	Lectures and workshops	Directed activities Formative assessment Group presentation Essay	- Module revision quiz 5 mins 3,000 words	Pass= 100% of 10% Fail = 0% 10% 70%	Throughout Sem 1 Mid-Sem 1 Mid-Sem 1 End Sem 1	Dr Swrajit Sarker	
SHN 4282 Anatomy and Physiology	Lectures and practical workshops	2 x short tests Directed activities Portfolio	30 mins each 2,000 words - 2,000 words	20% Pass= 100% of 10% Fail = 0% 70%	Throughout Sem 1 Throughout Sem 1 End Sem 1	Dr Matthew Sedgwick	
SHN 4292 Health and Wellbeing	Lectures, workshops and problem-based learning groups	In-class test Problem-based case study reports Directed activities	1 hour 2,000 words equiv. -	20% 70% Pass= 100% of 10% Fail = 0%	Mid-Sem 2 End Sem 2 Throughout Sem 2	Nina Fryer	
SHN 4992 Critical Thinking Skills	Lectures/debates/other reading and seminars/tutorials	Directed activities Online plagiarism test (P/F – formative) + essay Negotiated assessment	- 1,500 words 2,000 words or 10-min presentation	Pass= 100% of 10% Fail = 0% 45% 45%	Throughout Sem 1 Mid-Sem 1 End Sem 1	Dr Ann Marie Mealey & Prof Janis Fook	

SHN 4502 Health and Fitness	Lectures and practicals	Practical assessment and supporting document Gym portfolio Directed activities	20 mins 2,000 words -	40% 50% Pass= 100% of 10% Fail = 0%	End Sem 2 End Sem 2 Throughout Sem 2	Joanna McDonald	
BMM 5292 Services Marketing	Lectures, tutorials/case study work and break out sessions	6 online quizzes Case study report	6 x 30mins 2,500 words	6 x 5% 70%	Weeks 5-10, Sem 2 End Sem 2	Nick Beaton	
SHN 5132 Promoting and Communicating Public Health Messages	Lectures, workshops and seminars	Health promotion group event Case study individual portfolio	1,000 words 3,000 words	20% 80%	Mid-Sem 1 End Sem 1	Prof Judy Donnelly	
SHN 5142 Research Methods 2	Lectures, workshops and tutorials	Portfolio	4,000 words	100%	End Sem 2	Dr Chris Rowley	
SHN 5152 Professional Development and Placement 2	Lectures/workshops, tutorials and placement	Placement portfolio Practical performance	4,000 words -	100% PASS/FAIL	1 week after placement During placement	Catherine Rowlands	
SHN 5162 Volunteering in Sport Health and Nutrition	Lectures/workshops, tutorials and volunteering hours	Volunteering report Practical performance	4,000 words -	100% PASS/FAIL	1 week after placement During placement	Dr Kostas Zervas	
SHN 5192 Nutrition for Sport and Exercise	Lectures, seminars and laboratory	Essay	4,000 words	100%	End Sem 1	Sally Moore	
SHN 5302 Advanced Personal Training	Lectures and practicals	Practical and supporting document Gym portfolio	20 mins 2,000 words	50% 50%	End Sem 2 End Sem 2	tbc	
BMM 6302 Entrepreneurship and Creativity	Lectures/seminars and workshops	Business plan Dragon's den presentation (individual or group)	3,000 words 15 mins	75% 25%	End of module Mid-module	Hurol Ozcan	
SHN 6164 Dissertation	Lectures and tutorials	Dissertation	8,000 words	100%	End Sem 2	Dr Ian Kenvyn	

SHN 6182 Healthy Weight: Practical Strategies	Lectures, seminars, VLE and one-to-one tutorials	Poster presentation Literature review	10 mins 2,000 words	50% 50%	Mid-Sem 1 End Sem 1	Dr Swarajit Sarker	
SHN 6192 Professional Learning Through Work	Lectures, seminars and online/telephone support/tutorial	Project proposal Final project report Oral presentation	1,000 words equiv. 4,000 words 15 mins	PASS/FAIL 75% 25%	Mid-Sem 1 End Sem 2 End Sem 2	Dr Ian Kenvyn	
SHN 6202 Physical Activity and Behaviour Change	Lectures and seminars	Assignment Individual case study	2,000 words 1,500 words	50% 50%	End Sem 2 End Sem 2	Dr Nicola Eccles	
SHN 6222 Exercise and Sports Injury	Lectures and practicals/seminars	Case study report - critical literature review and rehabilitation plan	4,000 words (2,000 words lit rev and 2,000 words rehab plan)	100%	End Sem 1	Dr Matthew Sedgwick	
SHN 6402 Exercise for Special Populations	Workshops	Portfolio	4,000 words	100%	End Sem 1	tbc	
SHN 6412 Exercise Referral	Workshops/practical sessions	Case study report Practical assessment and supporting documents	2,500 words 30 mins	60% 40%	End Sem 1 Mid-Sem 2	tbc	

All Level 4 students will undertake Programme Level Assessment.

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development									
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	I1	I2	I3	P1	P2	P3	P4	E1	E2	E3	E4	E5	E6	E7	E8	E9	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Theoretical aspects	Evidence-based and professional practice	Moral and ethical issues	Analytical research methods	Knowledge, concepts and evidence	Communication of results and arguments	Subject-related skills	Competence	Independent research	Community health/fitness	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/enterprise	Social, cultural & civic awareness	
SHN 4992 Critical Thinking																				
SHN 4142 Research Methods																				
SHN 4292 Health and Wellbeing																				
SHN 4232 Introduction to Food and Nutrition																				
SHN 4282 Anatomy and Physiology																				
SHN 4502 Health and Fitness																				
BMM 5292 Services Marketing																				
SHN 5132 Promoting and Communicating Public Health Messages																				
SHN 5142 Research Methods 2																				
SHN 5152 Professional Development and Placement																				
SHN 5162 Volunteering in Sport, Health and Nutrition																				

SHN 5192 Nutrition for Sport and Exercise																			
SHN 5302 Advanced Personal Training																			
BMM 6302 Entrepreneurship and Creativity																			
SHN 6164 Dissertation																			
SHN 6192 Professional Learning through Work																			
SHN 6202 Physical Activity and Behaviour Change																			
SHN 6222 Exercise and Sports Injury																			
SHN 6402 Exercise for Special Populations																			
SHN 6412 Exercise Referral																			
SHN 6182 Healthy Weight: Practical Strategies																			

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and three should be GCSE English Language, Mathematics and Science at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Students must pass all components of SHN 5152 *Professional Development and Placement 2* before progression to Level 6.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

Students must pass Skills Active Level 2 Gym-based instruction assessments to progress to Skills Active Level 3 Advanced Personal Training or Level 3 Exercise Referral qualifications.

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

A new external examiner will be responsible for the programmes.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

All students will be given the opportunity to undertake the Skills Active Level 2 gym-based instruction, Level 3 Personal Training and Level 3 Exercise Referral qualifications. Assessment for these awards will involve students undertaking separate and additional assessment(s) to the University modules.

Level 3 REPS accredited staff are required to teach the practical elements of SHN 4502 *Health and Fitness*, SHN 5302 *Advanced Personal Training* and SHN 6412 *Exercise Referral*.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome. Arrangements will be made, via the normal University support network, to accommodate students with additional support needs, wherever possible.