

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	<b>The programme has been mapped to Level 2 and Level 3 NOS standards and on completion students can apply to join the Register of Exercise Professionals (REPS)</b>
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BSc (Hons)</b>
<b>Title of programme(s)</b>	<b>Exercise, Health and Nutrition</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	<b>CertHE and DipHE (fallback awards)</b>
<b>Duration and mode(s) of study</b>	<b>3 years Full-time 6 years Part-time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2019</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	
<b>UCAS course code &amp; code name</b>	<b>C6Y9</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
The Exercise, Health and Nutrition programme aims to provide you with a diverse range of knowledge and skills for developing a career in the nutrition, exercise and health 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 theoretical understanding of exercise, health and nutrition, as well as acquire fitness qualifications, which are essential for any fitness professional. All students will be given the

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opportunity to gain qualifications in instructing exercise and fitness, as well as exercise referral, at no extra cost. These qualifications are recognised by the Register of Exercise Professionals (REPS), thereby enhancing graduate employability skills. The programme is partially mapped to the core competency requirements for registration as an Associate Nutritionist with the Association for Nutrition (AfN) and the programme team will help and guide students in developing a portfolio to apply for accreditation as an Associate Nutritionist.

To complement and build upon the knowledge gained whilst studying, students are required to undertake two six-week industry placements in Levels 4 and 5.

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 the role of exercise and nutrition in the maintenance of good health and in the prevention and control of disease.
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, health and nutrition.
3. Develop the professional skills of an exercise practitioner to enable the application of the scientific principles of exercise, nutrition and fitness in the context of health and to encourage the acquisition of vocationally relevant qualifications in fitness, 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 Nutrition and Exercise, Health and Fitness programmes form part of a suite. However, there are key differences between the programmes. Although both programmes share some core modules across each level, a greater number of modules in Level 5 and 6 of the Exercise, Health and Nutrition programme focus on nutrition and the related fields.

### 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 exercise, health and nutrition for a range of special populations;

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- K2 An understanding of exercise, health and nutrition through both evidence-based and professional practice, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions, within a framework of critical evaluation and synthesis;
- K3 A critical understanding of the moral and ethical issues encountered in exercise, health and nutrition industries and to recognise intercultural issues relevant to professional practice;
- I1 Secure use of analytical research methods related to the discipline area of nutrition, exercise and health;
- I2 The ability to acquire, interpret, critically evaluate and challenge knowledge, concepts and evidence from a range of sources appropriate to nutrition, exercise and health 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 nutrition, laboratory, field and gym 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 An ability to plan, implement and evaluate a community health programme;

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.

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### 3a External benchmarks

<b>Statement of congruence with the relevant published subject benchmark statements</b> <i>(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)</i>
<p>Programme and modules objectives have been mapped against available benchmark statements. The programme objectives have been cross-referenced to, and are consistent with, the QAA Subject Benchmark Statements for Biosciences (2015), Health Studies (2008) and Hospitality, Leisure Sport and Tourism (2008). The programme objectives have been cross-referenced to, and are consistent with, the Further and Higher Education qualification descriptors and the University Learning, Teaching and Assessment Strategy.</p> <p>Consideration was also given to the National Occupational Standards for Level 2 Instructing Gym-based Exercise, Level 3 Personal Training and Level 3 Exercise Referral.</p> <p>The programme is partially mapped to the core competency requirements for registration as an Associate Nutritionist with the Association for Nutrition (AfN) and the programme team will help and guide students in developing a portfolio to apply for accreditation as an Associate Nutritionist.</p>

### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></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"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <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 &amp; 5.</p>	<p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> </ul>

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<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<ul style="list-style-type: none"> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <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><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <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>
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## 5. Content

Summary of content by theme
<p>The programme is modular based and includes seven core themes: exercise (fitness), health, anatomy and physiology, nutrition, business, instructor/practitioner skills and academic/graduate skills. All modules at Level 4 and 5 are core. At Level 6, you will study two core modules (60 credits) and are required to choose three modules (60 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.</p> <p>At Level 4, you will select and describe theories and concepts relevant to the understanding of exercise, health, nutrition and fitness. Modules at this level cover all core themes: exercise (fitness), health, anatomy and physiology, nutrition, instructor/practitioner skills and academic/graduate skills. Both theory and practice in key science are addressed in SHN 4232 <i>Introduction to Nutrition</i> and SHN 4282 <i>Anatomy and Physiology</i>. The broader issues relating to public health are covered in SHN 4292 <i>Health and Wellbeing</i>. Instructor/practitioner skills are covered in SHN 4502 <i>Health and Fitness</i> and academic/graduate skills in SHN 4992 <i>Ethics, Society and Employability</i> and SHN 4142 <i>Research Methods 1</i>. 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, nutrition 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</p>

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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, you 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 are expected to apply knowledge of exercise, health, nutrition and fitness to the solution of problems. You will analyse and apply selected theories and concepts to examine exercise in relation to nutrition 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), health, nutrition, instructor/practitioner skills and academic/graduate skills. Issues relating to health and nutrition are covered in SHN 5132 *Promoting and Communicating Public Health Messages* and SHN 5192 *Nutrition for Sport and Exercise*. Instructor/practitioner skills are covered in SHN 5302 *Advanced Training Methods* and academic/graduate skills in SHN 5152 *Professional Development and Placement 2* and SHN 5142 *Research Methods 2*.

You will further improve personal transferable skills through health promotion and fitness modules. The Level 5 *Advanced Training Methods* module covers the knowledge and skills needed to design, manage and adapt a personal training programme in healthy individuals. Vocational skills are further progressed in a second six-week industry based placement. 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. Modules at this level enable students to consolidate their learning pathways through a combination of two core modules and the remaining three modules being optional. The modules cover six of the core themes: exercise (fitness), health, nutrition, business, instructor/practitioner skills and academic/graduate skills. Students will develop knowledge, understanding and professional skills related to exercise referral in the core module SHN 6402 *Exercise Referral for Special Populations*, which integrates the opportunity to gain the Level 3 Exercise Referral qualification. The SHN 6164 Dissertation module requires students 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. Students will then continue their study of the key themes for the programme through selection of three modules from a range including SHN 6202 *Physical Activity and Behaviour Change* which further explores the health theme. Nutrition for health is available in SHN 6182 *Healthy Weight: Practical Strategies*, SHN6252 *Advanced Nutrition for Sport and Exercise*, and SHN6122 *Applied Sports Nutrition*. Students who want to focus on health can choose PSY 6052 *Aspects of Health Psychology* or SHN6202 *Physical Activity and Behaviour Change*, or SHN6182 *Healthy Weight Practical Strategies*. Professional, business and marketing skills are further developed in Level 6 *Entrepreneurship and Creativity*, and through SHN6192 *Professional Learning Through Work*. Finally, sports performance can be pursued through selection of SHN6222 *Sports Injury*, or SHN6252 *Advanced Nutrition for Sport and Exercise*.

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## 6. Structure

EXERCISE, HEALTH AND NUTRITION			EXHLNUT
<b>Duration:</b>	3 years full-time / 6 years part-time		
<b>UCAS Code:</b>	C6Y9		
<b>Award:</b>	BSc (Hons) 360 credits		
<b>Subsidiary awards:</b>	DipHE 240 credits CertHE 120 credits		
<b>Level 4</b>			
<b>Core:</b>	<b>Students are required to take:</b>		
SHN 4232	Introduction to Nutrition	Sem 1	20 credits
SHN 4282	Anatomy and Physiology	Sem 1	20 credits†
SHN 4992	Ethics, Society and Employability	Sem 1 & 2	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†
Programme Level Assessment (Integrated Assessment)		Sem 2	
† Students are required to take for the Level 2 Gym Instructing professional qualification.			
<b>Level 5</b>			
Progression requirements: 120 credits from Level 4.			
<b>Core:</b>	<b>Students are required to take:</b>		
SHN 5132	Promoting and Communicating Public Health Messages	Sem 1	20 credits
SHN 5192	Nutrition for Sport and Exercise	Sem 1	20 credits
SHN 5102	Nutritional Biochemistry	Sem 2	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits
SHN 5302	Advanced Training Methods	Sem 2	20 credits†
<b>Either:</b>			
SHN 5152	Professional Development and Placement 2	Sem 1 & 2	20 credits
<b>Or:</b>			
SHN 5162	Volunteering in Sport, Health, Nutrition	Sem 1 & 2	20 credits
† Students are required to take for the Level 3 Personal Training professional qualification.			
<b>Level 6 – with effect from September 2018</b>			
Progression requirements: 120 credits from Level 4 plus 120 credits from Level 5.			
<b>Core:</b>	<b>Students are required to take:</b>		
SHN 6164	Dissertation	Sem 1 & 2	40 credits
SHN 6402	Exercise Referral	Sem 2	20 credits†
<b>Options:</b>	<b>Students are required to choose 60 credits from:</b>		
PSY 6052	Aspects of Health Psychology	Sem 1	20 credits
SHN 6252	Advanced Nutrition for Sport and Exercise	Sem 1	20 credits
SHN6222	Sports Injury	Sem 1	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits

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SHN 6182	Healthy Weight: Practical Strategies	Sem 2	20 credits
SHN6122	Applied Sport Nutrition	Sem 2	20 credits
BMM 6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits

† Students are required to take the Level 3 Exercise Referral professional qualification.

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## 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 content of the programme modules are 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, nutrition 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), health, anatomy and physiology, nutrition, instructor/practitioner skills, business and academic/graduate skills. All modules at Levels 4 and 5 are core. Progression in these core themes develop 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 Training Methods* and Level 6 *Exercise Referral*. Health is embedded in Level 4 *Health and Wellbeing* and progressed in Level 5 *Promoting and Communicating Public Health Messages* and Level 6 *Aspects of Health Psychology*. Aspects of nutrition are covered in Level 4 *Introduction to Nutrition* and then subsequently developed in Level 5 *Nutritional Biochemistry* and Level 5 *Nutrition for Sport and Exercise* and further progressed in Level 6 *Advanced Nutrition for Sport and Exercise* and Level 6 *Healthy Weight: Practical Strategies*. *Anatomy and Physiology* is introduced in Level 4 and then progressed further in *Advanced Training Methods*. Instructor/ practitioner skills are embedded in Level 4 *Health and Fitness* and developed further in Level 5 *Advanced Training Methods* and Level 6 *Exercise Referral*. Academic and graduate skills are embedded in Level 4 *Ethics and employability Skills*, Level 5 *Professional Development and Placement 2* and Level 6 *Dissertation*.

The programme content will be delivered by a wide variety of teaching methods e.g. lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies, directed and self-directed activities. Using this diverse 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, forms 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 developing specific skills (Goal D, LTA strategy, 2015). At Level 4, SHN 4282 *Anatomy and Physiology* and SHN 4502 *Health and Fitness* cover the knowledge and skills needed to measure cardiorespiratory fitness and design and instruct a gym-based exercise programme. At Level 5, you will further improve practical transferable skills through SHN 5302 *Advanced Training Methods*, which develops the knowledge and skills needed to design, manage and adapt a personal training programme in healthy individuals.

All Level 4 modules adopt a single semester delivery. Timetabled meetings with the Development Tutor will be scheduled as part of the ESE module to support the transition from Level 3 to Level 4. 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

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activities are granted 10% towards the module mark. At Level 4, all students are required to undertake Programme Level Assessment, a multidisciplinary project based on the programme objectives.

All Level 5 modules, with the exception of *Professional Development and Placement 2*, adopt a single semester delivery. In Level 6, almost half of the modules run across 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.

Graduate skills will be developed through learning tasks, which require them 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 (Goal E, LTA strategy, 2015). 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 Level 2 Gym Instructing qualification. In a similar manner, practical competencies developed in Level 5 nutrition and personal training modules give students the professional experience required, should they wish to apply for the Level 3 Personal Trainer qualification. In Level 6 modules, students undertake *Exercise Referral* to apply for the Level 3 Exercise Referral qualification (Goal D, LTA strategy, 2015).

In SHN 6182 *Healthy Weight: Practical Strategies*, students will undertake Nutritional Assessment involving anthropometric assessment using skinfold callipers, stadiometer and BIA, providing hands on experience in applying their knowledge and understanding of anthropometry to various population groups i.e. overweight, obese, young adults and ethnic minority. Students will also learn Dietary assessment techniques including the design and implementation of Food frequency questionnaires and Diet diaries. Nutritional Analysis will be by the industrial standard software NETWISP4.0/Diet Plan 7.X, which enables student analysis of person and population specific diet as well as the interpretation of results in relation to dietary related non-communicable diseases (DR-NCDs) and current Public Health England guidance. The software also supports the design of new products based on manufacturer guidelines and presentation in the traffic light system, which promotes understanding of the EU-FSA guidelines for food labelling and food law.

Students on the module will be presented with clinical cases and will work independently to examine the cases in relation to pathogenesis and pathophysiology of the disease, disease

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infectivity, virulence and attack rates and in development of prevention and management strategies to reduce morbidity and mortality.

Other modules included on the programmes 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.

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 forms 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 standards at degree level.

Assessment methods for the programme have been selected to ensure the range of knowledge, understanding and skills is 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. Alongside taught sessions and directed activities, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Additionally, to develop students' experience with multi-disciplinary thinking and working, at Level 4, all students undertake an Integrated Assessment, a multidisciplinary project based on the programme objectives and drawing on learning from across Level 4 modules. Programme level assessment is also an integral part of the Level 5 placement module, where students apply their learning from across the programme in a practical environment. At Level 6, students show their understanding and application of programme learning in the final dissertation or work-based learning project.

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

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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 provided within 20 working days, in accordance with Leeds Trinity's Assessment and Feedback Strategy.

## 7b) Programme learning outcomes covered

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	Assessed learning outcomes of the programme										Skills development								
	K1	K2	K3	I1	I2	I3	P1	P2	P3	P4	E1	E2	E3	E4	E5	E6	E7	E8	E9
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																			
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	Moral and ethical issues	Analytical research methods	Knowledge, concepts and evidence	Communication of results and arguments	Subject-related skills	Competence	Independent research	Community health programme	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>SHN 4142 Research Methods 1</b>																			
<b>SHN 4232 Introduction to Nutrition</b>																			
<b>SHN 4282 Anatomy and Physiology</b>																			
<b>SHN 4292 Health and Wellbeing</b>																			
<b>SHN 4992 Critical Thinking Skills</b>																			
<b>SHN 4502 Health and Fitness</b>																			
<b>SHN 5102 Nutritional Biochemistry</b>																			
<b>SHN 5132 Promoting and Communicating Public Health Messages</b>																			
<b>SHN 5142 Research Methods 2</b>																			
<b>SHN 5152 Professional Development and Placement</b>																			

<b>SHN 5162 Volunteering in Sport, Health and Nutrition</b>																			
<b>SHN 5192 Nutrition for Sport and Exercise</b>																			
<b>SHN 5302 Advanced Training Methods</b>																			
<b>PSY 6052 Aspects of Health Psychology</b>																			
<b>SHN 6164 Dissertation</b>																			
<b>SHN 6182 Healthy Weight: Practical Strategies</b>																			
<b>SHN 6192 Professional Learning Through Work</b>																			
<b>SHN 6202 Physical Activity and Behaviour Change</b>																			
<b>SHN 6252 Advanced Nutrition for Sport and Exercise</b>																			
<b>SHN 6402 Exercise Referral</b>																			
<b>BMM 6302 Entrepreneurship and Creativity</b>																			
<b>SHN 6222 Sports Injury</b>																			
<b>SHN 6122 Applied Sport Nutrition</b>																			

## 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)

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 Level 3 Advanced Training Methods 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 programme.

## 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 Level 2 Gym-based instruction, Level 3 Personal Training and Level 3 Exercise Referral professional qualifications. Assessment for these awards will involve students undertaking separate and additional assessment(s) to the University modules.

The programme is partially mapped to the core competency requirements for registration as an Associate Nutritionist with the Association for Nutrition (AfN) and the programme team will help and guide students in developing a portfolio to apply for accreditation as an Associate Nutritionist.

### 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.