



Form NP3

Approved on 3 July 2009

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	University of Leeds
Teaching institution	Leeds Trinity University
Professional accreditation body (if applicable)	n/a
Award title	BSc (Hons)
Title of programme	Nutrition & Food
In the case of a Scheme of Study, indicate the other Scheme(s) with which it may be combined	n/a
Approved start date (month and year)	September 2009
UCAS code	BD46
Venue(s)	

2. Aims of the programme

Rationale and general aims
<ol style="list-style-type: none"> 1. To develop an understanding of the scientific and social basis of food production and food choices, nutrition and health; 2. to develop intellectual skills of critical analysis, reflection, synthesis and problem solving; 3. to develop study skills and enthusiasm for learning and the ability to work effectively both independently and within teams; 4. to develop confidence in formal and informal communication, including ICT skills; 5. to develop a range of skills needed by those working in the food industry, nutrition and health contexts or more general organisations; 6. to provide students with knowledge and understanding of key areas of the subject and to critically evaluate relevant research.

3. Student learning outcomes of the programme

Objectives/learning outcomes of the programme in terms of:
<ul style="list-style-type: none"> – knowledge and understanding (K) – intellectual/cognitive/'thinking' skills (I) – practical skills specific to the subject (P) – key/transferable skills (T)
<p>On successful completion of the Nutrition & Food programme students will be able to:</p> <ol style="list-style-type: none"> 1. Use written and oral communication, demonstrate knowledge and understanding of the scientific and social scientific basis of food production and food choice for nutrition and health (KT);

<ol style="list-style-type: none"> 2. utilise subject-related skills within laboratory and field contexts, such as sensory analysis, new product development, nutritional analysis and the promotion of healthy lifestyle (P); 3. design, conduct and evaluate small-scale research in food studies, nutrition and health contexts; (T I P) 4. engage in discussions of ethics and values and critically evaluate and debate the scientific and social context of food production, nutrition and health (K I T); 5. work independently showing evidence of initiative, organisation and management of time and resources (T); 6. work as team-members in planning, implementing and evaluating group project work (K T); 7. apply knowledge, understanding and problem-solving skills within a professional and academic context (K T I); 8. use ICT applications appropriate to tasks (T).
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<p>Statement of congruence with the relevant published subject benchmark statements</p>
<p>Objectives for the programme are consistent with the QAA subject benchmarks broadly concerned with health and with food studies – “Health Studies” and “Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences.”</p>

4. Objectives for Certificates and Diplomas of Higher Education and ordinary degrees

<p><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 1.</i></p>	<p>Generic Objectives for the award of Certificate of Higher Education: <i>On successful completion of at least 100 credits, students will have demonstrated an ability to:</i></p> <ol 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><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 1 and 2.</i></p>	<p>Generic Objectives for the award of Diploma of Higher Education: <i>On successful completion of at least 200 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</i></p> <ol 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 attachment or school based training component.</p>
<p><i>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 1, 2 and 3.</i></p>	<p>Generic Objectives for the award of an Ordinary Degree: <i>On successful completion of at least 260 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</i></p> <ol 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 attachments or school based training placements.</p>

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)

This single honours degree equips students with academic knowledge, professional skills and experience to enable them to begin successful careers as graduates in a diverse range of food and health settings. Students are prepared for graduate-level employment and well qualified graduates will be well placed to make strong applications for postgraduate courses, whether for teacher training, taught masters in food, nutrition and dietetics; or for research programmes. The programme is designed so that, at each level, the core modules cover all of the key elements of nutrition, health promotion and food production.

In addition to the development of study skills and intellectual skills, the programme develops students' understanding and practical application of scientific, social scientific and cultural perspectives of food. At each level there is a focus upon links between food production and diet and health. The students are encouraged to develop an awareness of how a sound knowledge of the principles of nutrition can enhance practical work with food. Students acquire and develop a range of practical skills that are in strong demand in the food and nutrition sectors, e.g. related to new product development, sensory evaluation, the promotion of foods, food choice and nutritional analysis. At Levels 5 and 6, using contemporary topics and discussion of policies and practices, students on the programme build up a strong critical awareness of the relationship between food production methods, food choice and diet with health outcomes for UK populations. They also develop skills in communicating public health messages related to nutrition and food issues.

A feature of the programme is the opportunity for students to develop creative skills in preparing, cooking and writing about food. Students begin to develop their skills in practical cooking and nutritional analysis in *Introduction to Food, Nutrition and Physiology* at Level 4. At Level 5, in the module *Promoting Nutrition and Communicating about Food* students have the opportunity to plan, publicise and conduct a healthy eating event, and they also learn how to communicate with the public about food and nutrition issues. At Level 6, students may choose, as one of their modules, *Sensory Evaluation and New Product Development*. In addition to these modules there are many other opportunities for students to develop their interest in practical and technical aspects of nutrition and food, and to enhance their communication skills.

Research skills are introduced in *Research Methods in Exercise Physiology* in the Level 4 core and developed at Level 5 in *Research Methods in Nutrition and Exercise*. In this Level 2 module the students learn how to formulate a research proposal. At Level 6 students undertake the *Research Project*, or, where they have achieved a good pass at Level 5, they can opt for the double weighted 40 credit *Dissertation* module. Students negotiate with a supervisor to work on a particular research topic and agree a title. Topics may arise from any area of the programme studied by the student concerned.

Ethical issues are discussed in a number of core modules at each Level, e.g. within Level 4 in *Health and Well-Being*, Level 5 *Promoting Nutrition and Communicating about Food* and at Level 6 in *Nutrition and Health Policies*. Key health and safety issues are also covered at each level in the core modules, for example in *Research Methods in Exercise Physiology* (L4), *Food Safety and Quality* (L5) and *Food Production and Manufacture* (L6).

Professional development is a strong feature of all programmes in the Department of Sport, Health, Leisure and Nutrition. Following a series of professional development and workplace preparation seminars and workshops, the placement modules involve six-week placements at Levels 4 and 5. The modules, which must be passed to permit progression to the next level of the programme, offer opportunities for students to enhance their professional workplace skills and CVs, and develop long-lasting professional relationships. Students may work with food manufacturers, retailers, primary care trusts, health charities, local community initiatives, hospital-based dietitians or schoolteachers. Students are encouraged to become student members of the Nutrition Society. They are also encouraged to take advantage of possibilities for volunteering in projects outside their formal education and to take up occasional opportunities to work with the media and at community health promotion events.

6. Structure

NUTRITION & FOOD (Single Honours)

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

Total credit rating: 360

Level 4 – with effect from September 2009

Please see section 8 and refer to the Prospectus for entry requirements.

Core: Candidates are required to take:

SHN 4612	Health & Well-being	Sem 1 & 2	20 credits
SHN 4662	Research Methods in Exercise Physiology	Sem 1 & 2	20 credits
SHN 4702	Professional Development & Placement 1	Sem 2	20 credits
SHN 4622	Introduction to Food Nutrition & Physiology	Sem 1 & 2	20 credits
SHN 4802	Nutrition & Food Processing	Sem 1 & 2	20 credits
SHN 4812	Food Choice	Sem 1 & 2	20 credits

Level 5 – with effect from September 2010 Entry

Entry requirements: minimum of 100 credits from Level 4, including SHN 4702, or equivalent

Core: Candidates are required to take:

SHN 5602	Nutritional Biochemistry	Sem 1 & 2	20 credits
SHN 5662	Research Methods in Nutrition & Exercise	Sem 1 & 2	20 credits
SHN 5682	Food Culture & Behaviour	Sem 1 & 2	20 credits
SHN 5802	Promoting Nutrition & Communicating about Food	Sem 1 & 2	20 credits
SHN 5812	Food Safety & Food Quality	Sem 1 & 2	20 credits

Core preference: Candidates are required to choose 20 credits from:

SHN 5722	Professional Development & Placement 2	Sem 1 & 2	20 credits
FAS 5002	Volunteering	Sem 1 & 2	20 credits

Level 6 – with effect from September 2011 Entry

Entry requirements: minimum of 100 credits from Level 4, including SHN 4702, or equivalent, and 100 credits from Level 4, including SHN 5722, FASS 5002 or equivalent

Core: Candidates are required to take:

SHN 6612	Nutrition & Health Policies	Sem 1 & 2	20 credits
SHN 6622	Food Production & Manufacture	Sem 1 & 2	20 credits

Core preference: Candidates are required to choose one of:

SHN 6602	Research Project	Sem 1 & 2	20 credits
SHN 6734	Dissertation *	Sem 1 & 2	40 credits

* Candidates are eligible for SHN 6734 only if they gain a good pass in SHN 5662.

Core preference: Candidates are required to choose a further 40 or 60 credits from:

SHN 6702	Eating Disorders / Gender, Age & Nutrition	Sem 1 & 2	20 credits
SHL 6472	Community Health Promotion	Sem 1 & 2	20 credits
SHN 6802	Sensory Evaluation & New Product Development	Sem 1 & 2	20 credits
SHN 6812	Functional Foods & Nutritional Supplements	Sem 1 & 2	20 credits
SHN 6822	Healthy Weight: Practical Strategies	Sem 1 & 2	20 credits

Candidates are not eligible to take any modules other than those stipulated above. This applies at all levels of the programme.

7. Learning, teaching and assessment

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

In line with Leeds Trinity's Learning Teaching and Assessment Strategy (2008-13), the programme seeks to meet the College's Strategic Aim 2:
'To empower individuals, enabling them to contribute to their communities as productive, enterprising and creative citizens of the world'
with the key objective of:

'Meeting the needs of individuals and supporting them in achieving successful outcomes and becoming effective lifelong learners.'

In the design of this programme we have given attention to the principles of effective learning, teaching and assessment and to creating the learning environment for students to flourish as they progress through the course and develop their study and research skills, transferable skills and aptitude to engage in active learning.

At Levels 4 and 5 students develop their workplace and research skills and, at Level 6, they are required to work independently by undertaking a supervised research project or dissertation at level three and more work-related modules requiring professionally orientated study.

The level of contact with tutors in formal class time at Level 4 is reduced at higher Levels as students acquire skills for independent learning. Group work is a strong feature of study at Level 4 and 5, e.g. in seminars and presentations and in practical work in the Food and Nutrition laboratory.

Students engage in a wide range of learning activities, for example role-play, discussion in seminars, use of case-studies, production of artefacts using ICT skills, practical food and nutrition classes and projects to develop their subject-specialist knowledge, intellectual skills and transferable skills. Opportunities are provided for consideration of the relationship between theories and practice, and for reflection on the student's personal and professional development. In the placements and volunteering modules at Levels 4 and 5, students are required to provide evidence of their professional skill development. They continue to develop their skills in a number of modules related to professional practice at Level 6.

The programme utilises a variety of assessment techniques. There are examinations and coursework requirements at each level. Assessments take place for each module each semester. The balance of assessment favours coursework over examinations. Knowledge and understanding is tested through essays, reports, case-studies, practical and workshop files and project work. At Levels 5 and 6 there is a greater emphasis on critical analysis, reflection, synthesis and use of problem-solving approaches. Professionally related skills are evaluated using simulated and actual health promotion events, in the professional placements and using case-studies.

7b) Module details

Module number and name <i>(New modules in bold)</i>	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold)</i>	Notes
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
Level 4							
SHN 4612 Health & Well-being	Lectures, workshops	Assignment Exam	2,500 words 2 hours	50% 50%	End of Sem 1 End of Sem 2	Nicola Manson Lisa Board Jennifer Hester	
SHN 4662 Research Methods in Exercise Physiology	Lectures, computer workshops, practical workshops	Exam Practical file	1 hour 3,000 words	30% 70%	End of Sem 2 End of Sem 1 & 2	Rachael McDonald Paul Harlow	
SHN 4702 Professional Development & Placement 1	Lectures, tutorials, placement	Portfolio Report Practical performance	1,500 words 2,000 words	40% 60% Pass/Fail	Throughout Sem 1 & 2 1 week after placement During placement	Kirstie Grace	
SHN 4622 Introduction to Food Nutrition & Physiology	Lectures, seminars, practicals	Assignment	4,000 words	100%	End of Sem 1	Lisa Gatenby	
SHN 4802 Nutrition & Food Processing	Lectures, practical workshops	Unseen exam Laboratory report/ file	2 hours 2,000 words	50% 50%	Sem 1 End of Sem 2	Lisa Gatenby Teaching Assistant	
SHN 4812 Food Choice	Lectures, workshops, group tutorials	Essay Exam	2,000 words 2 hours	50% 50%	End of Sem 1 End of Sem 2	Lourdes Santos-Merx	
Level 5							
SHN 5602 Nutritional Biochemistry	Lectures, seminars, tutorials, individual tuition	Essay Exam	2,000 words 2 hours	40% 60%	End of Sem 1 End of Sem 2	Judy Donnelly	
SHN 5662 Research Methods in Nutrition & Exercise	Lectures, workshops, seminars, individual tutorial	Exam Coursework Exam	1 hour 1,250 words 2 hours	25% 25% 50%	End of Sem 1 End of Sem 1 End of Sem 2	Philip McDonald Lourdes Santos-Merx	
SHN 5682 Food Culture & Behaviour	Lectures, seminars, tutorials	Essay Exam	2,000 words 2 hours	50% 50%	End of Sem 1 End of Sem 2	Lourdes Santos-Merx	
SHN 5802 Promoting Nutrition & Communicating about Food	Lectures, workshops, seminars	Case study report News story Feature article	2,000 words 600 words 1,200 words	50% 25% 25%	End of Sem 1 End of Sem 2 End of Sem 2	Judy Donnelly	
SHN 5812 Food Safety & Food Quality	Lectures, visiting speakers, seminars, workshops, independent study, presentations	Seen exam paper Report Oral presentation (case study)	2 hours 1,000 words 15 minutes	50% 30% 20%	End of Sem 1 Sem 2 Sem 2	Judy Donnelly	

Module number and name <i>(New modules in bold)</i>	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold)</i>	Notes
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
SHN 5152 Professional Development & Placement 2	Lectures, workshops, tutorials, placement	Placement report Practical performance	4,000 words	100% Pass/Fail	1 st week after placement During placement	Catherine Rowlands	
SHN 5162 Volunteering in Sport, Health and Nutrition	Lectures, workshops, tutorials, volunteering in Sport, Health and Nutrition	Professional development portfolio Placement report Practical performance	1,500 words 3,000 words	30% 70% Pass/Fail	Middle of Sem 1 1 week after placement During Placement	Tim Bennett	
Level 6							
SHN 6112 Nutrition and Health Policies	Lectures, workhops, guided independent study	Group oral presentation and handout Essay	20 minutes & 500 words 2,500 words	30% 70%	End of Sem 1 End of Sem 1	Lourdes Santos-Merx	
SHN 6132 Food Production & Manufacture	Lectures, laboratory practicals	Laboratory report Exam	2,000 words 2 hours	40% 60%	Sem 1 End of Sem 1	Sally Moore Teaching assistant	
SHN 6602 Research Project	Lectures, seminars	Research proposal Project report	1,000 words 6,000 words	20% 80%	End of Sem 1 End of Sem 2	Phil McDonald	
SHN 6164 Dissertation	Lectures, seminars	Research proposal Written dissertation Oral presentation	1,000 words 10,000 words 20 minutes	Pass/Fail 80% 20%	Mid Sem 1 End of Sem 2 End of Sem 2	Ian Kenvyn	
SHN 6702 Eating Disorders/ Gender Age & Nutrition	Lectures, seminars/tutorials	Interview transcript analysis & report Essay	2,000 words 2,000 words	50% 50%	End of Sem 1 End of Sem 2	Lourdes Santos-Merx Lisa Gatenby	
SHN 6802 Sensory Evaluation & New Product Development	Lectures, practicals, seminars	Practical file Report Presentation	2,000 words 1,000 words 15 minutes	50% 30% 20%	End of Sem 1 End of Sem 2 End of Sem 2	Sally Moore	
SHN 6812 Functional Foods & Nutritional Supplements	Lectures & workshops	Essay Poster Oral presentation	2,000 words 1,200 words 15 minutes	50% 30% 20%	End of Sem 1 End of Sem 2 End of Sem 2	Sally Moore	
SHN 6822 Healthy Weight: Practical Strategies	Lectures, seminars, VLE (e-tivities), individual tutorial	Literature review Abstract Poster presentation	2,500 words 300 words 5 minutes & 1,000 words	50% 20% 30%	End of Sem 1 Sem 2 End of Sem 2	Tanefa Apekey Lisa Gatenby	

7c) Programme objectives covered

	Assessed objectives of programme								Skills development					
	1. Knowledge & understanding (K.T.)	2. Subject-related skills (P)	3. Small scale research (T.I.P.)	4. Critically evaluate & debate (K.I.T.)	5. Work independently (T)	6. Work as a team member (K.T.)	7. Apply knowledge, understanding & problem - solving skills (K.T.I.)	8. Use ICT applications (T.)	9. Communication	10. Oral presentation	11. Group-work	12. Problem-solving	13. ICT	14. Reflective learning
<i>The lighter shading indicates modules that are not core, so not all students will undertake these.</i>														
Level 4														
SHN 4612 Health & Well-being														
SHN 4662 Research Methods														
SHN 4702 PDP 1														
SHN 4622 Intro to F&N & Physiology														
SHN 4802 Nut & Food Processing														
SHN 4812 Food Choice														
Level 5														
SHN 5602 Nutritional Biochemistry														
SHN 5662 Research Methods in Nut & Ex														
SHN 5682 Food Culture & Behaviour														
SHN 5802 Prom Nutr & Comm about Food														
SHN 5812 Food Safety & Food Quality														

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SHN 5722 PDP 2														
FASS 5002 Volunteering														
Level 6														
SHN 6612 Nutr & Health Politics														
SHN 6622 Food Prod'n & Manufacture														
SHN 6602 Research Project														
SHN 6734 Dissertation														
SHN 6702 Eating Dis / Gender, Age & Nut														
SHN 6472 Comm Hlth Promotion														
SHN 6802 Sensory Eval & New Prod Dev														
SHN 6812 Functional Foods & Nutr Supps														
SHN 6822 Healthy Weight														

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 one should be GCSE English Language at grade C (or equivalent).
Some equivalent qualifications are welcome and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus.
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.

9. Progression and award requirements

Details of progression and award requirements

(Modules which must be passed for progression and award)

At Level 4 progression is dependent on students completing **all** components of assessment and demonstrating that a substantial attempt has been made. This is indicated by a mark of at least 20% in each component. This requirement is based upon the multi-disciplinary nature of modules in SHN and to meet programme aims of developing a sound foundation of understanding across the subject area.

A minimum of 100 credits is needed to progress from Level 4 to Level 5, including SHN 4702 (*PDP1*).

A minimum of 100 credits from Level 4, including SHN 4702 (*PDP1*), and 100 credits from Level 5, including SHN 5722 (*PDP2*) or FAS 5002 (*Volunteering*), is needed to progress from Level 5 to Level 6.

10. Prerequisites

Details of prerequisites

(Modules which must be passed before enrolment on a module at a higher level)

Include rationale to justify imposition of prerequisites.

For the 40 credit dissertation module a good pass in SHN 5662 (*Research Methods in Nutrition & Exercise*) is required.

A failure in a 40 credit module at Level 6 would have more serious consequences for a student's final result than a failure in a 20 credit module.

11. External examining arrangements

External examining arrangements
Einir Williams is the external examiner.

12. Additional information

Any special features : details regarding arrangements in respect of any special features of the programme/scheme, for example, study abroad, field course, attachment.

13. Additional support needs

Arrangements made to accommodate students with additional support needs wherever possible. Any unavoidable restrictions are listed below. (Key aspects of the Impact Assessment for Disability Equality for the Programme)
Disabled students are welcome and are likely to be able to participate fully in the course and special arrangements were made to facilitate access to the Food & Nutrition laboratory (room SB21) for wheelchair users. Arrangements will be made to accommodate students with other additional support needs wherever possible.