



Approved December 2012

## 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>	n/a
<b>Final award</b>	<b>BSc (Hons)</b>
<b>Title of programme</b>	<b>Nutrition, Food and Health</b>
<b>Subsidiary award(s) (if any)</b>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode of study</b>	<b>3 years full-time</b>
<b>Start date (this version)</b>	<b>September 2014</b>
<b>Periodic review next due (acad. year)</b>	
<b>UCAS course code &amp; code name</b>	<b>BD46</b>
<b>Delivery venue</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
<p>This programme 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.</p> <p>The programme has the following aims:</p> <p>To develop an understanding of the scientific and social basis of food production and food choices, nutrition and health.</p> <p>To develop intellectual skills of critical analysis, reflection, synthesis and problem solving.</p> <p>To develop study skills and enthusiasm for learning and the ability to work effectively both independently and within teams.</p> <p>To develop confidence in formal and informal communication, including ICT skills.</p>

To develop a range of skills needed by those working in the food industry, nutrition and health contexts or more general organisations.

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

#### 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 Nutrition, Food and Health programme students will be able to:

- K1 Demonstrate knowledge and understanding of the scientific and social scientific basis of food production and food choice for nutrition and health.
- K2 Demonstrate knowledge and understanding of the links between nutrition and health.
- K3 Demonstrate knowledge of policies and strategies relevant to food, nutrition and health.
- I1 Engage in discussions of ethics and values and critically evaluate and debate the scientific and social context of food production, nutrition and health.
- I2 Apply knowledge and understanding within a professional and academic context.
- I3 Critically evaluate research in food studies, nutrition and health contexts.
- P1 Utilise subject-related skills within laboratory and field contexts, such as sensory analysis, new product development, nutritional analysis and the promotion of healthy lifestyle.
- P2 Design and conduct small-scale research in food studies, nutrition and health contexts.
- E1 Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
- E2 Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- E3 Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E4 Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E5 Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (eg. measuring, weighing, estimating and applying formulae).
- E6 Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

<p>E7 Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.</p> <p>E8 World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.</p> <p>See also the generic objectives set out in section 4 below.</p>
<p><b>Statement of congruence with the relevant published subject benchmark statements</b> (including appropriate references to the FHEQ and any PSRB requirements)</p>
<p>The programme learning outcomes are referenced in the Benchmark statements for the Biosciences (2007) and the Agriculture, horticulture, forestry, food and consumer sciences (2009).</p>

#### 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>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>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>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of at least 120 credits, 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> <li>v. and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</li> </ul> <p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 240 credits, 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> <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 at least 300 credits, 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> <li>v) 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.</li> </ul>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

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. 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, eg. 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 and health. Students begin to develop their skills in practical cooking and nutritional analysis in *Introduction to Food and Nutrition* at Level 4. At Level 5, in the module *Promoting and Communicating Health Issues*, 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, nutrition and health 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 1* in Level 4 and developed in Level 5 *Research Methods 2*. In this Level 5 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. Students choosing the *Professional Learning Through Work* module will undertake a work-based project where they will demonstrate research skills. Students will develop and negotiate with an employer and supervisor learning outcomes and choose an assessment appropriate mode so they can apply theoretical and practical work-based skills to a particular context. Students may work with food manufacturers, retailers, primary care trusts, health charities, local community initiatives, hospital-based dieticians or schoolteachers.

Ethical issues are discussed in a number of core modules at each level, e.g. within Level 4 in *Food and Health*, Level 5 *Promoting and Communicating Health Issues* and at Level 6 in *Nutrition and Health Policies* and also *Applied Nutrition*. Key health and safety issues are also covered at each level in the core modules, for example in *Introduction to Food and Nutrition* (L4), *Introduction to Human Physiology and Biochemistry* (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 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. Some students will extend it further if they take the option module *Professional Learning Through Work*. Students are encouraged to become student members of the Association for Nutrition. 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

### **BSc (Hons) NUTRITION, FOOD AND HEALTH**

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

**Total credit rating:** 360

#### **Level 4** – with effect from September 2013

**Core:** Candidates are required to take:

SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4232	Introduction to Food and Nutrition	Sem 1	20 credits
SHN 4242	Food and Health	Sem 1	20 credits
SHN 4252	Human Physiology and Biochemistry	Sem 2	20 credits
SHN 4262	Nutrition and Food Processing	Sem 2	20 credits
SHN 4272	Professional Development and Placement 1	Sem 1 & 2	20 credits

#### **Level 5** – with effect from September 2014

**Core:** Candidates are required to take:

SHN 5102	Nutritional Biochemistry and Exercise for Health	Sem 1	20 credits
SHN 5112	Food Safety and Food Quality	Sem 1	20 credits
SHN 5122	Food Culture and Behaviour	Sem 2	20 credits
SHN 5132	Promoting and Communicating Health Issues	Sem 2	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits

**Option:** Candidates are required to choose one of:

SHN 5152	Professional Development and Placement 2	Sem 1	20 credits
SHN 5162	Volunteering in Sport, Health and Nutrition	Sem 1	20 credits

#### **Level 6** – with effect from September 2015

At Level 6 students are required to take 60 or 80 credits in Semester 1 and 40 or 60 new credits in Semester 2.

**Core:** Candidates are required to take:

SHN 6102	Nutrition and Physiology Across the Lifespan	Sem 1	20 credits
SHN 6112	Nutrition and Health Policies	Sem 1	20 credits
SHN 6132	Food Production and Manufacture	Sem 2	20 credits
SHN 6142	Applied Nutrition	Sem 2	20 credits

**Option:** Candidates are required to choose one of:

SHN 6152	Research Project	Sem 1 & 2	20 credits
SHN 6164	Dissertation *	Sem 1 & 2	40 credits

\* Students should normally have 60% for all components of *Research Methods* at Level 5 and an overall 2i mean score for all Level 5 modules is required. Students can not take both the *Dissertation* module and the *Professional Learning Through Work* module.

Candidates who take SHN 6152 *Research Project* are required to choose a further 20 credits from:

SHN 6172	Sensory Evaluation and New Product Development	Sem 1	20 credits
SHN 6182	Healthy Weight: Practical Strategies	Sem 2	20 credits
SHN 6192	Professional Learning Through Work**	Sem 1 & 2	20 credits

\*\* For this module a good pass (60% plus) in Professional Development and Placement 2 or Volunteering in Sport, Health and Nutrition is required since it demands good work-based skills to negotiate the contract and complete the work.

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 Student-Centred Learning, Teaching and Assessment Strategy (2012-15), the programme seeks to meet the University's Vision:

*'To empower individuals, enabling them to contribute to their communities as productive, enterprising and creative citizens of the world'*

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 six 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 across the 3 levels, eg. 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, including the 'Professional Learning through Work' option module.

The programme utilises a variety of assessment techniques. There are examinations and coursework requirements at each level. Assessments take place for each module in the relevant 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	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold script</b> )	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
<b>Level 4</b>							
SHN 4142 Research Methods 1	Lectures, seminars, IT workshops	Portfolio	4,000 words equivalent	100%	Mid and End Sem 2	<b>Rachael McDonald</b>	
SHN 4232 Introduction to Food and Nutrition	Lectures, seminars, practicals	Assignment	4,000 words	100%	End of Sem 1	<b>Lisa Gatenby</b>	
SHN 4242 Food and Health	Lectures, workshops, seminars	Exam Essay	1 hour 2500 words	20% 80%	Sem 1 End of Sem 1	<b>Lourdes Santos-Merx</b> Nina Quinlan	
SHN 4252 Human Physiology and Biochemistry	Lectures, seminars laboratory practicals	Portfolio Essay	1500 words 2,500 words	40% 60%	Middle of Sem 2 End of Sem 2	<b>Sally Moore</b>	
SHN 4262 Nutrition and Food Processing	Lectures, practical workshops, guided independent study	Laboratory file / report	4,000 words	100%	End of Sem 2	<b>Lisa Gatenby</b> Teaching assistant	
SHN 4272 Professional Development and Placement 1	Lectures, tutorials, placement	Professional development portfolio Placement report Practical performance	1,500 words equiv 2,000 words	40% 60% Pass/Fail	Throughout Sems 1 & 2  1 week after placement During placement	<b>Kirstie Grace</b>	
<b>Level 5</b>							
SHN 5102 Nutritional Biochemistry and Exercise for Health	Lectures, seminars	Exam Exam	1.5 hours 2 hours	20% 80%	Middle of Sem 1 End of Sem 1	<b>Sally Moore</b>	
SHN 5112 Food Safety and Quality	Lectures, seminars, workshops, independent study	Oral presentation Report on presentation topic	10 minutes 2000 words	50% 50%	End of Sem 1 End of Sem 1	<b>Lisa Gatenby</b> Tanefa Apekey	
SHN 5122 Food Culture and Behaviour	Lectures, workshops, seminars	Group oral presentation and handout Individual essay	20 minutes & 500 words 2,500 words	30% 70%	Sem 2 End of Sem 2	<b>Lourdes Santos-Merx</b>	
SHN 5132 Promoting and Communicating Health Issues	Lectures, seminars	Health promotion group event Case-study individual report	1,000 words 3,000 words	20% 80%	Mid Sem 2 End of Sem 2	<b>Lisa Gatenby</b>	
SHN 5142 Research Methods 2	Lectures, seminars	Portfolio	4000 words	100%	Throughout Sem 2	<b>Tim Bennett</b>	
SHN 5152 Professional Development and Placement 2	Lectures, workshops, tutorials, placement	Placement portfolio Practical performance	4,000 words	100% Pass/Fail	1 week after placement During Placement	<b>Catherine Rowlands</b>	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
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	<b>Tim Bennett</b>	
<b>Level 6</b>							
SHN 6102 Nutrition and Physiology Across the Life Span	Lectures, Workshops/seminars	Essay	4,000 words	100%	End of Sem 1	<b>Lisa Gatenby</b> Lourdes Santos-Merx	
SHN 6112 Nutrition and Health Policies	Lectures, workshops, 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	<b>Lourdes Santos-Merx</b>	
SHN 6132 Food Production & Manufacture	Lectures, laboratory practicals	Laboratory report Exam	2,000 words 2 hours	40% 60%	Sem 1 End of Sem 1	<b>Sally Moore</b> Teaching assistant	
SHN 6142 Applied Nutrition	Lectures, seminars, laboratory practicals	Group seminar Presentation Project portfolio	30 minutes 3,000 words	20% 80%	Sem 2 End of Sem 2	<b>Lourdes Santos-Merx</b> Teaching assistant	
SHN 6152 Research Project	Lectures, seminars	Research proposal Project report	1,000 words 6,000 words	20% 80%	End of Sem 1 End of Sem 2	<b>Phil McDonald</b>	
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	<b>Ian Kenvyn</b>	
SHN 6172 Sensory Evaluation and New Product Development	Lectures, Laboratory Practical	Oral presentation Report	20 minutes 3,000 words	30% 70%	Sem 2 End of Sem 2	<b>Sally Moore</b> Teaching assistant	
SHN 6182 Healthy Weight: Practical Strategies	Lectures, seminars, VLE (e-tivities), individual tutorial	Poster presentation Literature review	20 minutes 3,000 words	30% 70%	Middle of Sem 2 End of Sem 2	<b>Lisa Gatenby</b> Lourdes Santos-Merx	
SHN 6192 Professional Learning Through Work	Initial lecture contact, periodic review seminars, online telephone support tutorial, Independent study and project development/engagement	Project proposal, negotiation & contracting.  Final project report & reflections  Oral presentation of project development, completion & outcomes	1,000 words equiv.  4,000 words  15 minutes	Pass/Fail  75% 25%	Middle of Sem 1  End of Sem 2  End of Sem 2	<b>Ian Kenvyn</b>	



### 7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme								Skills development							
	K1	K2	K3	I1	I2	I3	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Scientific and social scientific basis of food production and food choice	Links between nutrition and health	Policies and strategies relevant to food, nutrition and health	Ethics and values; scientific and social context	Application within a professional and academic context	Critical evaluation of research	Use of subject-related skills within laboratory and field contexts	Design and conduct small-scale research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN 4142 Research Methods 1																
SHN 4232 Introduction to Food and Nutrition																
SHN 4242 Food and Health																
SHN 4252 Human Physiology and Biochemistry																
SHN 4262 Nutrition and Food Processing																
SHN 4272 Professional Development and Placement 1																
SHN 5102 Nutritional Biochemistry and Exercise for Health																
SHN 5112 Food Safety and Quality																
SHN 5122 Food Culture & Behaviour																
SHN 5132 Promoting and Communicating Health Issues																

SHN 5142 Research Methods 2								
SHN 5152 Professional Development and Placement 2								
SHN 5162 Volunteering in Sport, Health and Nutrition								
SHN 6102 Nutrition & Physiology Across the Life Span								
SHN 6112 Nutrition and Health Policies								
SHN 6132 Food Production and Manufacture								
SHN 6142 Applied Nutrition								
SHN 6152 Research Project								
SHN 6164 Dissertation								
SHN 6172 Sensory Evaluation and New Product Development								
SHN 6182 Healthy Weight: Practical Strategies								
SHN 6192 Professional Learning Through Work								


## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme: A level, AS level: 240 – 280 UCAS tariff points including A level Biology and another science subject. Home Economics/Food Technology will be considered instead of Biology at A level. English, Mathematics and Sciences required at GCSE (minimum grade C) if not offered at A/AS level.

BTEC National Diploma (or other NQF Level 3 qualification): A science-related subject with substantial biology and chemistry units at overall DMM.

Access courses: A module in Biological Sciences is essential and modules in Chemistry, Mathematics or Quantitative Methods desirable (three modules at Distinction/Credit grade for HEFC).

#### *Other non-certificated requirements*

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 the University's Assessment of Prior Learning (APL) procedures.

## 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 deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

See the standard regulations for Leeds Trinity University awards.

## 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.*

See the programme structure in section 6 above. All modules must be passed to gain 120 credits at each level.

## 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)

Einir Williams is the External Examiner.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Two six-week placements occur, one in each level. Students may take the SHN 5162 *Volunteering* module instead of the Department's Level 5 placement module (SHN 5152).

Students who obtain at least 60% in *Professional Development and Placement 2* or *Volunteering* may choose the *Professional Learning Through Work* module at Level 6 (SHN 6192).

## 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme  
(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

Disabled students are welcome and are likely to be able to participate fully in the course and access to and use of the Food & Nutrition laboratory for wheelchair users is possible. Arrangements will be made to accommodate students with additional support needs wherever possible.

SHN follows the existing Leeds Trinity University arrangements for those with disabilities and learning support needs. SHN will consider all applications requiring support on an individual basis.