



## 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(s)</b>	<b>Sport, Health, Exercise and Nutrition</b>
<b>Subsidiary award(s)</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(s) of study</b>	<b>3 years full-time</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September 2014</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	<b>AY2013-14</b>
<b>UCAS course code and code name</b>	<b>CB64</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
<p>This programme blends the key areas of sport, health, exercise and nutrition and aims to develop potential and present opportunities that will equip graduates with intellectual and vocational skills relevant to the requirements of employers within the sector. Students will be provided with a secure understanding of contemporary issues with appropriate regard to ethical and sustainable practice(s). Throughout their period of study students will be challenged to develop to their full potential across a varied diet of content and assessment(s).</p> <p>The general aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. Develop a sound understanding of the scientific and social scientific basis of sport health exercise and nutrition.</li> <li>2. Provide students with knowledge and understanding of key areas of the sport, health, exercise and nutrition and critically evaluate relevant research.</li> <li>3. Develop intellectual skills of critical analysis, reflection, synthesis and problem solving.</li> <li>4. Develop confidence in formal and informal communication.</li> <li>5. Equip graduates with the subject specific knowledge and skills to enable them to pursue</li> </ol>

careers in a range of disciplines related to sport, health, exercise and nutrition and to undertake further studies as well as professional development.

6. Equip graduates with a range of generic intellectual and key skills relevant to their personal development and future career.
7. Provide graduates with knowledge of appropriate and safe working practices related to sport health exercise and nutrition.

### 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 Sport, Health, Exercise and Nutrition (SHEN) programme students will be able to:

- K1 Demonstrate knowledge and understanding of the scientific and social scientific basis of SHEN.
- K2 Demonstrate knowledge and understanding of a range of research methods in SHEN.
- K3 Apply knowledge, understanding and problem solving skills within a professional context.
- K4 Demonstrate a critical awareness of ethical issues within SHEN.
- P1 Utilise subject-related skills within laboratory and field contexts.
- P2 Design, conduct and evaluate small scale research in SHEN.
- P3 Work as a team member in planning, implementing and evaluating community programmes.
- I1 Engage in discussions of ethics and values.
- I2 Critically evaluate and debate the scientific and social context of physical activity, health and nutrition.
- I3 Describe and analyse information.
- I4 Communicate the principles of a healthy lifestyle through a variety of methods.
- 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 Team working – 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 (e.g. 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.
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.
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.
See also the generic objectives set out in section 4 below.	

<p><b>Statement of congruence with the relevant published subject benchmark statements</b>  <i>(including appropriate references to the FHEQ and any PSRB requirements)</i></p>	
<p>The overall programme and individual modules 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 Hospitality, Leisure Sport and Tourism. In particular, programme outcomes relate to “human responses and adaptations to sport and exercise”, “the performance of sport and exercise and its enhancement, monitoring and analysis” and “health-related and disease management aspects of exercise and physical activity”.</p> <p>The programme objectives have been cross-referenced to, and are consistent with, the Further and Higher Education qualification descriptors and the College Learning, Teaching and Assessment Strategy.</p>	

#### 4. Learning outcomes for subsidiary award(s)

*This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.*

<b>Guidance</b>	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<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> </ul> <p>and will have had specific opportunities to display transferable skills</p>

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 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 and 6.</p>	<p>relevant to employment related to the discipline.</p> <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> </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

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p> <p>Level 4 introduces key concepts of sport, health, exercise and nutrition via scientific and social-scientific disciplines. These form the basis upon which students can develop their knowledge in Levels 5 and 6. This level also introduces vocational preparation via the professional placement and relevant academic content (e.g. nutrition practical, laboratory-based content). Consideration of ethics is articulated in a variety of contexts including health, behaviour and research. Assessment has an emphasis on understanding/describing.</p> <p>Level 5 builds upon concepts introduced at level 4. Student autonomy is encouraged via increased module options. Vocational themes are developed in the professional placement preparation programme and further academic content (e.g. Promoting and Communicating Health Issues). Assessment at this level has an emphasis on comparative analysis of more complex concepts and application of knowledge and understanding.</p> <p>Level 6 builds upon concepts introduced in the previous two academic years. Student choice of option is expressed via extensive opportunity to study modules of a personal/vocational relevance. Increased student autonomy is fostered via the 20 credit Research Project, 40 credit Dissertation and case study/project learning and assessment tasks in a range of modules.</p>
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Assessment at this level has an emphasis on critical evaluation and vocationally-driven analysis.

## 6. Structure

<b>BSc (Hons) SPORT, HEALTH, EXERCISE AND NUTRITION</b>			
<b>Duration:</b>	3 years full-time / 6 years part-time		
<b>Total credit rating:</b>	360		
<b>Level 4</b> – with effect from September 2013			
<b>Core:</b> Candidates are required to take:			
SHN4142	Research Methods 1	Semester 2	20 credits
SHN4272	Professional Development and Placement 1	Semester 1 & 2	20 credits
SHN4232	Introduction to Food and Nutrition	Semester 1	20 credits
SHN4282	Anatomy and Physiology	Semester 1	20 credits
SHN4292	Health and Wellbeing	Semester 2	20 credits
<b>Option:</b> Candidates are required to choose 20 credits from:			
SHN4302	Sport and Exercise Psychology	Semester 2	20 credits
SHN4312	Performance Analysis	Semester 2	20 credits
<b>Level 5</b> – with effect from September 2014			
<b>Core:</b> Candidates are required to take:			
SHN5102	Nutritional Biochemistry and Exercise for Health	Semester 1	20 credits
SHN5142	Research Methods 2	Semester 2	20 credits
SHN5132	Promoting and Communicating Health Issues	Semester 2	20 credits
<b>Option:</b> Candidates are required to choose 20 credits from:			
SHN5152	Professional Development and Placement 2	Semester 1	20 credits
SHN5162	Volunteering in Sport, Health and Nutrition	Semester 1	20 credits
<b>Option:</b> Candidates are required to choose 20 credits from:			
SHN5182	Sociology of Sport	Semester 1	20 credits
SHN5192	Sport and Performance Nutrition	Semester 1	20 credits
SHN5202	Coaching and Assessment of Performance	Semester 1	20 credits
SHN5172	Physiology of Training	Semester 2	20 credits
<b>Option:</b> Candidates are required to choose 20 credits from:			
SHN5222	Biomechanical Analysis of Performance**	Semester 1	20 credits
SHN5212	Community Health and Fitness	Semester 2	20 credits
<b>Level 6</b> – with effect from September 2015			
Candidates must choose 60 or 80 credits in Semester 1 and 60 or 40 <u>new</u> credits in Semester 2.			
<b>Core:</b> Candidates are required to take:			
SHN6112	Nutrition and Health Policies	Semester 1	20 credits
SHN6202	Physical Activity and Behaviour Change	Semester 2	20 credits
<b>Option:</b> Candidates are required to choose from:			
SHN6152	Research Project	Semester 1 & 2	20 credits
SHN6164	Dissertation*	Semester 1 & 2	40 credits
*SHN6164 Dissertation cannot be taken without permission from the Module tutor, following approval candidates will be required to Drop module SHN6152 and a further 20 option 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.			
<b>Option:</b> Candidates are required to choose 60 or 40 credits from:			
SHN6212	Performance Physiology**	Semester 1	20 credits
SHN6222	Sports Injury	Semester 1	20 credits
SHN6232	Youth Sport and Health	Semester 1	20 credits
SHN6252	Advanced Sport and Performance Nutrition**	Semester 2	20 credits

SHN6262	Sport and Society	Semester 2	20 credits
SHN6242	Applied Biomechanics and Movement Analysis**	Semester 2	20 credits
SHN6192	Professional Learning through Work	Semester 1 & 2	20 credits

\*\* There are prerequisites for enrolment on these modules – see section 10.

Students cannot choose the Dissertation and Professional Learning through Work together.

## **7. Learning, teaching and assessment**

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

Reference should be made to the College LTA Strategy.

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statements, Leeds Trinity Mission Statement and Leeds Trinity Learning, Teaching and Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion which progresses student learning and understanding of the subject.

The programme incorporates a range of assessment methods including coursework, exams, laboratory reports and oral presentations. This “reflects both the needs of the students and develops skills valued by employers” (Leeds Trinity Learning, Teaching and Assessment Strategy 2012, p3).

The programme uses a range of teaching methods including lectures, tutorials, seminars, workshops and practical sessions as appropriate to the subject matter and student numbers. This will encourage students to engage and this personalisation of learning will help students develop and achieve their academic potential (Leeds Trinity Learning, Teaching and Assessment Strategy, 2012).

Level 4 and 5 incorporates a period of work-based learning providing the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills. Learning is enhanced through established and effective links with external partners, enhancing employability and student satisfaction. The use of professional placements to apply learning is an integral part of the student experience and assists in the personalisation of the programme to meet students aspirations and interests (Leeds Trinity Learning, Teaching and Assessment Strategy, 2012).

## 7b) Module details

Module number and name Include both as shown below	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Sem and indicative teaching week)		
SHN4142 Research Methods 1	Lectures, seminars, IT workshops	Portfolio	4000 words equivalent	100%	Mid and end Semester 2	<b>Rachael McDonald</b>	
SHN4272 Professional Development and Placement	Lectures, tutorial and placement	Professional Development Portfolio  Placement Report  Practical performance	1500 words equiv.  2000 words	40%  60%  PASS/FAIL	Throughout Sem 1 and 2  1 week after placement  During placement	<b>Kirstie Grace</b>	
SHN4282 Anatomy and Physiology	Lectures, seminars, practicals	Exam  Exam	1.5 hours  1.5 hours	50%  50%	Mid Semester 1  End Semester 1	<b>Rachael McDonald</b>	
SHN4292 Health and Wellbeing	Lectures, seminars, workshops	Exam  Problem-based case study	2 hour  2000-word equivalent	50%  50%	Mid Sem 2  End Sem 2	<b>Nina Quinlan</b>	
SHN4232 Introduction to Food and Nutrition	Lectures, seminars, practicals	Assignment	4000 words	100%	End Sem 1	<b>Lisa Gatenby</b>	
SHN4302 Sport and Exercise Psychology	Lectures, seminars,	Team Debate Exam	20 minutes 2 hours	30% 70%	Mid Sem 2 End Sem 2	<b>John Perry</b>	

Module number and name Include both as shown below	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Sem and indicative teaching week)		
SHN4312 Performance Analysis	Lectures, laboratory sessions	Exam Case Study	2 hours 2,000 words equiv	50% 50%	End Semester 2 End Semester 2	<b>Kirstie Grace</b>	
SHN5102 Nutritional Biochemistry and Exercise for Health	Lectures, seminars,	Exam Exam	1.5 hours 2 hours	20% 80%	Mid Sem 1 End of Sem 1	<b>Lourdes Santos Merx,</b> Sally Moore	
SH5132 Promoting and Communicating Health Issues	Lectures, seminars,	Health promotion group event Case Study individual report	1000 words 3000 words	20% 80%	Mid Sem 2 End of Sem 2	<b>Lisa Gatenby</b>	
SHN5142 Research Methods 2	Lectures, seminars,	Portfolio	4000 words	100%	End of Sem 2	<b>Tim Bennett</b>	
SHN5152 Professional Development and Placement 2	Lectures, workshops, tutorials, placement	Placement portfolio Practical Performance	4000 words	100% PASS/FAIL	1 week after placement During placement	<b>Catherine Rowlands</b>	
SHN5162 Volunteering in Sport, Health and Nutrition	Lectures/workshops, tutorials, volunteering in Sport, Health and Nutrition	Professional Development Portfolio Placement Report Practical performance	1500-word equiv 3000 words	30% 70% PASS/FAIL	Mid Sem 1 1 week after placement During placement	<b>Tim Bennett</b>	



Module number and name Include both as shown below	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Sem and indicative teaching week)		
SHN5172 Physiology of Training	Lectures, seminars, practicals	Critical Literature Review Scientific laboratory report	2000 words 2000 words	50% 50%	Mid of Sem 1 End Sem 1	<b>Matthew Sedgwick</b>	
SHN5182 Sociology of Sport	Lectures, seminars,	Exam Portfolio	2 hours 2,500-word equiv	50% 50%	End Sem 1 End Sem 1	<b>Phil McDonald</b>	
SHN5192 Sport and Performance Nutrition	Lectures, seminars,	Essay	4,000 words	100%	End of Sem 1	<b>Sally Moore</b>	
SHN5202 Coaching and Assessment of Performance	Lectures, seminars, independent study	Coaching and Assessment File	4,000 words	100%	End Sem 1	<b>Jon Radcliffe</b>	
SHN5212 Community Health and Fitness	Lectures, seminars,	Practical Assignment	30 mins 3000 words	40% 60%	End Sem 2 End Sem 2	<b>Nicola Eccles</b>	
SHN5222 Biomechanical Analysis of Performance	Lectures, seminars, practicals	Portfolio of Laboratory Reports	4,000 words	100%	Throughout Sem 1	<b>Kirstie Grace Tim Bennett</b>	

Module number and name Include both as shown below	Learning and teaching methods These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Sem and indicative teaching week)		
SHN 6112 Nutrition and Health Policies	Lectures, Workshops, Guided independent study	Group oral presentation and handout Essay	20 min & 500 words 2,500 words	30% 70%	End of Sem 1 End of Sem 1	<b>Lourdes Santos-Merx</b>	
SHN6202 Physical Activity and Behaviour Change	Lectures, seminars,	Assignment Individual case study Group case study	2000 words 1500 words 1000 words	50% 30% 20%	End Sem 2 End Sem 2 End Sem 2	<b>Nicola Eccles</b>	
SHN6152 Research Project	Lectures, seminars,	Research Proposal Project Report	1000 words 6000 words	20% 80%	End of Sem 1 End of Sem 2	<b>Phil McDonald</b>	
SHN6164 Dissertation	Lectures, seminars,	Research Proposal Written Dissertation Oral Presentation	1000 words 10,000 words 20 mins	PASS/FAIL 80% 20%	Mid Sem 1 End of Sem 2 End of Sem 2	<b>Ian Kenvyn</b>	
SHN6212 Performance Physiology	Lectures, seminars, practicals	Portfolio	4000 words equivalent	100%	Throughout Sem 1	<b>Rachael McDonald</b>	
SHN6222 Sports Injury	Lectures, seminars, practicals	Case Study report- Critical Literature Review and Rehabilitation Plan	4000 words	100%	End of Sem 1	<b>Matthew Sedgwick</b>	
SHN6232 Youth Sport and Health	Lectures, seminars,	Coursework Project Report	2000 words 2000 words	50% 50%	End Sem 1 End Sem 1	<b>Philip McDonald and Nina Quinlan</b>	

Module number and name Include both as shown below	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Sem and indicative teaching week)		
SHN6242 Applied Biomechanics and Movement Analysis	Lectures, laboratory sessions	Extended Literature Review	3,000 words	50%	Mid Sem 2	<b>Kirstie Grace</b> <b>Tim Bennett</b>	
		Poster Defence	500-1,000 words	50%	End Sem 2		
SHN6252 Advanced Sport and Performance Nutrition	Lectures, seminars, lab	Case study report (including advanced dietary analysis)	4000 words	100%	End Sem 2	<b>Sally Moore</b>	
SHN6262 Sport and Society	Lectures, seminars,	Essay	4000 words	100%	End Sem 2	<b>Paul Salisbury</b>	
SHN6192 Professional Learning Through Work	Lecture, seminar, On-line/telephone support/tutorial Independent study and project development/engagement	Project proposal, negotiation and contracting.	1000 word equiv	PASS/FAIL	Mid Sem 1	<b>Ian Kenvyn</b>	
		Final Project Report and Reflections.	4000 word	75%	End Sem 2		
		Oral Presentation of Project. Development, Completion and Outcomes.	15 minutes	25%	End Sem 2		

## 7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development							
	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8
Adjust LO codes as necessary. → These must match module descriptors.																			
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	demonstrate knowledge and understanding of the scientific and social scientific basis of sport, health, exercise and nutrition	demonstrate knowledge and understanding of a range of research methods in sport, health, exercise and nutrition	apply knowledge, understanding and problem solving skills within a professional context.	demonstrate a critical awareness of ethical issues within sport, health, exercise and nutrition;	engage in discussions of ethics and values;	critically evaluate and debate the scientific and social context of physical activity, health and nutrition;	describe and analyse information;	communicate the principles of a healthy lifestyle through a variety of methods	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research in sport, health, exercise or nutrition	work as a team member in planning, implementing and evaluating community programmes;	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN4142 Research Methods 1																			
SHN4282 Anatomy and Physiology																			
SHN4292 Health and Wellbeing																			
SHN4232 Introduction to Food and Nutrition																			
SHN4272 Professional Development and Placement 1																			

	Assessed learning outcomes of the programme											Skills development							
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	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.	demonstrate knowledge and understanding of the scientific and social scientific basis of sport, health, exercise and nutrition	demonstrate knowledge and understanding of a range of research methods in sport, health, exercise and nutrition	apply knowledge, understanding and problem solving skills within a professional context.	demonstrate a critical awareness of ethical issues within sport, health, exercise and nutrition;	engage in discussions of ethics and values;	critically evaluate and debate the scientific and social context of physical activity, health and nutrition;	describe and analyse information;	communicate the principles of a healthy lifestyle through a variety of methods	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research in sport, health, exercise or nutrition	work as a team member in planning, implementing and evaluating community programmes;	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN4302 Sport and Exercise Psychology																			
SHN4312 Performance Analysis																			
SHN5102 Nutritional Biochemistry and Exercise for Health																			
SHN5132 Promoting and Communicating Health Issues																			
SHN5142 Research Methods 2																			
SHN5152 Professional Development and Placement 2																			

	Assessed learning outcomes of the programme											Skills development							
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	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.	demonstrate knowledge and understanding of the scientific and social scientific basis of sport, health, exercise and nutrition	demonstrate knowledge and understanding of a range of research methods in sport, health, exercise and nutrition	apply knowledge, understanding and problem solving skills within a professional context.	demonstrate a critical awareness of ethical issues within sport, health, exercise and nutrition;	engage in discussions of ethics and values;	critically evaluate and debate the scientific and social context of physical activity, health and nutrition;	describe and analyse information;	communicate the principles of a healthy lifestyle through a variety of methods	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research in sport, health, exercise or nutrition	work as a team member in planning, implementing and evaluating community programmes;	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN5162 Volunteering in Sport, Health and Nutrition																			
SHN5172 Physiology of Training																			
SHN5182 Sociology of Sport																			
SHN5192 Sport and Performance Nutrition																			
SHN5202 Coaching and Assessment of Performance																			
SHN5212 Community Health and Fitness																			

	Assessed learning outcomes of the programme											Skills development							
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	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.	demonstrate knowledge and understanding of the scientific and social scientific basis of sport, health, exercise and nutrition	demonstrate knowledge and understanding of a range of research methods in sport, health, exercise and nutrition	apply knowledge, understanding and problem solving skills within a professional context.	demonstrate a critical awareness of ethical issues within sport, health, exercise and nutrition;	engage in discussions of ethics and values;	critically evaluate and debate the scientific and social context of physical activity, health and nutrition;	describe and analyse information;	communicate the principles of a healthy lifestyle through a variety of methods	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research in sport, health, exercise or nutrition	work as a team member in planning, implementing and evaluating community programmes;	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN5222 Biomechanical Analysis of Performance																			
SHN6152 Research Project																			
SHN6164 Dissertation																			
SHN6202 Physical Activity and Behaviour Change																			
SHN6112 Nutrition and Health Policies																			
SHN6212 Performance Physiology																			

	Assessed learning outcomes of the programme											Skills development							
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	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.	demonstrate knowledge and understanding of the scientific and social scientific basis of sport, health, exercise and nutrition	demonstrate knowledge and understanding of a range of research methods in sport, health, exercise and nutrition	apply knowledge, understanding and problem solving skills within a professional context.	demonstrate a critical awareness of ethical issues within sport, health, exercise and nutrition;	engage in discussions of ethics and values;	critically evaluate and debate the scientific and social context of physical activity, health and nutrition;	describe and analyse information;	communicate the principles of a healthy lifestyle through a variety of methods	utilise subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research in sport, health, exercise or nutrition	work as a team member in planning, implementing and evaluating community programmes;	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN6222 Sports Injury																			
SHN6232 Youth Sport and Health																			
SHN6242 Applied Biomechanics and Movement Analysis																			
SHN6252 Advanced Sport and Performance Nutrition																			
SHN6262 Sport and Society																			
SHN6192 Professional Learning through Work																			



## 8. Entry requirements

*A strong rationale must be provided for any deviation from the following norms:*

<b>Honours degree programmes</b>
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>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, Maths and Science at grade C (or equivalent).</p> <p>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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).</p> <p><i>Other non-certificated requirements...</i></p> <p>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 College's Assessment of Prior Learning (APL) procedures.</p>

## 9. Progression, classification and award requirements

<b>Details of requirements for student progression between levels and receipt of the award(s)</b>
<p>(A certain level of attainment which <u>must</u> 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)</p>
<p>See regulations for Leeds Trinity University awards.</p>

## 10. Prerequisites

<b>Details of modules which <u>must</u> be passed before enrolment on a module at a higher level</b>
<p><i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i></p>
<p>Details of prerequisites are listed below:</p> <p>Level 4 SHN Performance Analysis is a prerequisite to Level 5 SHN Biomechanical Analysis of Performance</p> <p>Level 5 SHN Physiology of Training is a prerequisite to Level 6 SHN Performance Physiology.</p> <p>Level 5 SHN Biomechanical Analysis of Performance is a prerequisite to Level 6 SHN Applied Biomechanics and Movement Analysis.</p> <p>Level 5 Sport and Performance Nutrition is a prerequisite for Level 6 Advanced Sport and Performance Nutrition.</p> <p>Level 6: Dissertation: Students should normally have 60% plus in each aspect of the assessment for Research Methods 2 at Level 5. An overall 2i mean score for all Level 5 modules is required. Students cannot take both the Dissertation module and the Professional learning through work module.</p>

## 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 for SHEN.

## 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)

## 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)

SHN follow 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.