

Template C4



Programme Specification

Title of Course: *BSc (Hons) Nutrition (Exercise and Health)*

Date first produced	31/05/2012
Date last revised	12/08/2023
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Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Life Sciences, Pharmacy and Chemistry
Department	Department of Applied & Human Sciences
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Nutrition (Exercise and Health)
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	BSc Nutrition (Exercise and Health) CertHE Nutrition DipHE Nutrition
Course Code <i>For each pathway and mode of delivery</i>	USENH1ENH01 UFENH1ENH01
UCAS code <i>For each pathway</i>	BB49/BB4X

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Nutrition (Exercise and Health) with professional placement
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	BSc Nutrition (Exercise and Health) with professional placement CertHE Nutrition DipHE Nutrition
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time Full Time With Professional Placement
Available as:	
Minimum period of registration:	Part-time - 6 Full Time - 3 With Professional Placement - 4

Maximum period of registration:	Part-time - 12 Full Time - 9 With Professional Placement - 10
Entry Requirements:	<p>A levels: 1 12-128 UCAS points from a minimum of two A Levels (grades BBC), or equivalent Level 3 qualifications. A-levels should include a science subject with grade C or above, such as Chemistry, Biology, Nutrition and Food Science, Food Technology, Food Studies, Home Economics (Food, Nutrition and Health), Psychology and Physical Education. We also count Extended Project towards your total UCAS points. General Studies is not accepted.</p> <p>BTEC: BTEC Extended Diploma in appropriate Science subject (e.g. Sport and Exercise Science) with minimum 112 points (grades DMM).</p> <p>Access Diploma: Minimum of 112 UCAS points achieved in science-related Access course. A minimum of 21 Level 3 credits in Biology and/or Chemistry at a Merit grade.</p> <p>Science Foundation Year: Pass.</p> <p>Plus: GCSE grade 4 or above (previously grades A*-C): minimum of five subjects including English Language, Mathematics and Science.</p> <p>A minimum IELTS score of 6.5 (with a minimum of 6.0 in all elements) or equivalent is required (because of professional body requirements) for those for whom English is not their first language.</p>
Programme Accredited by:	Association for Nutrition (AfN)
QAA Subject Benchmark Statements:	Hospitality, Leisure, Sport and Tourism
Approved Variants:	There are no variations to the UMS

Is this Higher or Degree Apprenticeship course?	
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For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the BSc (Hons) Nutrition (Exercise and Health) programme are to:

- provide a curriculum in nutrition, exercise and health supported by scholarship, staff development and a research culture to students from a wide variety of academic and social backgrounds;
- offer a variety of learning opportunities through flexible modes of study;
- produce graduates equipped with the subject-specific knowledge and the key and transferrable skills that enable them to play leading roles in a range of nutrition, sport, exercise, or health related industries, and/or to undertake further studies;
- develop within students an ability to critically evaluate information and solve problems in the interrelated subjects of nutrition, exercise and health;
- equip graduates with a range of generic intellectual skills and key skills relevant to their personal development and future employment;
- provide graduates with knowledge of good and safe working practices related to nutrition, exercise and health.

Additionally the aims for those on the with professional placement programmes are to:

- provide graduates with a practical knowledge of the application of the academic disciplines related to nutrition, exercise or health environments;
- provide a broader knowledge of the career opportunities in subject areas related to nutrition, exercise and health.

B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Biomedical Sciences (2019) and Biosciences (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2015) and the Association for Nutrition (AfN) competencies (See Appendix 1) and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A2	apply subject knowledge and understanding to solving problems in nutrition, exercise and health.	BK3	Actively listen and respond appropriately to ideas of others.	C1	demonstrate competence in a range of practical and analytical techniques used in exercise, nutrition and health.
A3	demonstrate competence in a range of practical and analytical techniques used in nutrition, exercise and health, and understand and comply with good and safe working practices.	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data.	C2	understand, and be able to comply with, safety in the laboratory.
A4	learn independently and undertake the critical evaluation and interpretation of experimental data.	EK2	Present and record data in appropriate formats.	C3	demonstrate skills in the evaluation and interpretation of laboratory and field data.
A5	use generic intellectual and key skills in lifelong learning, professional development, and future employment.	EK3	Interpret and evaluate data to inform and justify arguments.	C4	plan and design experimental projects or field research relevant to exercise, nutrition or health.
A1	demonstrate knowledge and understanding of nutrition, exercise and health together with an in-depth knowledge of selected aspects of the subject.	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data.	C5	plan, conduct and report on an individual research project in exercise, nutrition and health sciences.
		BK2	Present, challenge and defend ideas and results effectively orally and in writing.	CK1	Work well with others in a group or team.
		BK1	Express ideas clearly and unambiguously in writing and the spoken word.	CK2	Work flexibly and respond to change.

		B5	demonstrate the ability to be independent, autonomous learners.	CK3	Discuss and debate with others and make concession to reach agreement.
		B4	assemble data from a variety of sources and discern and establish connections.	CK4	Give, accept and respond to constructive feedback.
		B1	critically analyse and appraise both primary and secondary sources.	CK5	Show sensitivity and respect for diverse values and beliefs.
		B2	solve complex problems.	FK1	Determine the scope of a task (or project).
		B3	plan, conduct and report on individual/group research.	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources.
				FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary.
				FK4	Motivate and direct others to enable an effective contribution from all participants.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The programme structure is designed to meet the QAA subject benchmarks for Biomedical Sciences and Biosciences and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2015). There are three levels of study and each level is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions including how modules map against the curriculum standards of the Association for Nutrition (AfN) (See Appendix 1). Full details of each module will be provided in module descriptors and student module guides.

BSc (Hons) Nutrition (Exercise and Health)

Level 4							
BSc (Hons) Nutrition (Exercise and Health)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Essentials for Sport, Exercise and Nutrition Sciences	LS4011	30	4	1 and 2		1	1
Functional Anatomy & Exercise Physiology	LS4009	30	4	1&2			
Introduction to Food and Nutrition	LS4013	30	4	1 and 2		1	1
Sport and Exercise Psychology	LS4008	30	4	1&2			
Optional Modules							

Progression to Level 5

Progression to level 5 requires successful completion of all level 4 modules. No trailing of level 4 modules is permitted.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

Level 5							
BSc (Hons) Nutrition (Exercise and Health)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Nutrition	LS5019	30	5	1 and 2		1	1
Health & Exercise Physiology	LS5014	30	5	1&2	LS4009		
Research Methods in Exercise Science	LS5012	30	5	1&2	LS4007		
Sport and Exercise Psychology II	LS5013	30	5	1&2	LS4008		
Optional Modules							
Sandwich Year Placement	LS5000	120	5	Sandwich year	Minimum of 36 weeks throughout the year	0	0

Progression to Level 6

Progression to level 6 requires successful completion of the four core level 5 modules. No trailing of level 5 modules is possible.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Nutrition (Exercise and Health)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Exercise and Health Psychology	LS6017	30	6	1&2	LS5013		
Project or Dissertation (Nutrition)	LS6015	30	6	1&2	Level 5		
Public Health Nutrition	LS6032	30	6	1 and 2		1	1
Sport and Exercise Science Project	LS6023	30	6	1&2	Level 5		
Optional Modules							
Contemporary Issues in Food and Nutrition	LS6033	30	6	1 and 2		1	1
Extreme Environments and Ergogenic Aids	LS6018	30	6	1&2	LS5014		

Level 6 requires the completion of

* It is a professional and statutory regulatory body requirement that the modules LS4006, LS5007, LS6009, LS6010 and LS6015 (or LS6023) must be passed and cannot be compensated.

BSc (Hons) Nutrition (Exercise and Health) with professional placement

D. Principles of Teaching, Learning and Assessment

This field has been designed to take account of the KU Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the course. Teaching and learning will focus on developing academic skills and utilizing research-informed teaching strategies carefully crafted to suit the content and the learning outcomes of each module. The content of all modules is designed to recognise the expected variation in student knowledge base, key and transferable skill competencies and to develop them further through formative assessment, practice opportunities and feed forward activities.

There are three levels of study for successful completion of the programme. The balance between lectures and tutorial/seminar/practical time across levels is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real-world scenarios. This is achieved through the use of case studies; research data, the students' own experience and student-led inquiry-based learning or experiential approaches in smaller group sessions.

At level 4 the focus is on the acquisition of underpinning knowledge across the broad spectrum of nutrition, exercise and health topics and to develop key and transferable skills through the delivery of An Introduction to Food and Nutrition (LS4013), Essentials for Sport, Exercise and Nutrition Sciences (LS4011), Sport and Exercise Psychology (LS4008) and Functional Anatomy and Exercise Physiology (LS4009). The teaching and learning approach at this level will typically comprise formal lectures to ensure that students have the key knowledge relating to the module and a sound base within their subject. Supporting tutorials, seminar or practical sessions will be used to encourage exploration of the knowledge base by tutor-led discussion and application of theories.

Level 5 focuses on further developing knowledge across the broad spectrum of nutrition, exercise and health topics using inquiry-based teaching and learning strategies, and research informed teaching. Examples of this approach include: identifying the nutritional needs for groups within a population (Applied Nutrition – LS5019), evaluating and monitoring human responses to exercise and to evaluate fitness and health through exercise and to prescribe interventions, and discussing research into the effects of exercise on the body and health (Sport and Exercise Psychology 2 – LS5013, Health and Exercise Physiology – LS5014). At level 5 the approach will typically comprise staff-led activities in the early parts of modules to ensure that students have the opportunity to build on the key knowledge from level 4 and pursue new scenarios and lines of inquiry. In the latter stages of level 5 the focus will be to progress onto more student-led approaches to inquiry-based learning through analysis, exploration and acquisition of theories and ideas through research.

At level 6 the focus will be building on the knowledge base from levels 4 and 5. Students will be actively engaged in the pursuit of their own questions, problems, scenarios or lines of inquiry, for example devising a health promotion strategy related to nutrition and health including physical activity policies in the UK and beyond (Public Health Nutrition – LS6032). At level 6 the teaching and learning approach will also further progress student-led methodologies encouraging them to pursue their own lines of inquiry raised by previously

learned experiences which will be encapsulated by the formulation and authoring of new knowledge through an independent research project (Nutrition Project – LS6015/ Sport and Exercise Science Project – LS6023). The research project at level 6 is the capstone project for the programme as it requires students to bring together all of the academic and professional skills they have developed to complete an independent, academic year long, piece of research with the guidance from both the project supervisor and the personal tutor. Research projects at Level 6 reflect the research and practice expertise of staff and also encourage students to participate in research collaborations between teaching staff in the School of Life Sciences, Pharmacy and Chemistry. Topics include public health concerns, such as obesity, breastfeeding and physical activity, the impact of nutrition on exercise or sport performance and the relationship between body composition and health.

Students at all levels are also exposed to practice and employer-informed teaching, which is delivered either via scheduled talks and workshops via external conferences/events/lectures. Examples that have been offered include Food Matters Live (<http://www.foodmatterslive.com/>), Dairy Council funded events on Sport and Nutrition (<https://www.youtube.com/watch?v=0aA1xE2eomA>; <https://www.facebook.com/KingstonUniversityNutrition/posts/965077236894419>) and visits to and from GlaxoSmithKline (GSK) (<https://www.facebook.com/KingstonUniversityNutrition/posts/905983549470455>) and Leatherhead Food Research. A number of these events are organised jointly with the student-led Kingston University Nutrition Society (<http://www.kusu.co.uk/groups/kingston-university-nutrition-society>; <https://www.facebook.com/kunutsoc/>) and form an integral part of the programme's co-curricular strand (see Section E2). The use of these approaches informs students regarding current views by employers on issues ranging from the application of sport nutrition to the sport industry to the role of gut microbes in health and disease. Both research and practice informed teaching are invaluable as they enable students to apply themselves towards discrimination between situations and analyses of problems by giving them real world situations and also keep them updated with regards to employer needs in the different areas of the nutrition sector. Several events also incorporate employability as speakers discuss what their roles involve and share tips about important points such as how to search for jobs or gain relevant experience.

A range of formative and summative assessment methods will be used that enable students to demonstrate the acquisition of knowledge and development of key and transferable skills. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed-forward advice on their performance in preparation for the summative assessment. Methods include a personal development plan (PDP) as a summative coursework at level 4 which can be developed as students progress on the course, formal written examination, coursework, oral presentations, multiple choice questionnaires (MCQs), practical examinations, laboratory reports and poster presentations. At every level, care has been taken to avoid assessment bunching to allow every student the opportunity to perform at their best. While the curriculum has been designed to provide a range of assessments and allow a degree of flexibility, assessments at level 6 are focused primarily on the application of theories and techniques developed in levels 4 and 5.

Technology enhanced learning is used at all levels but increases as students progress through the programme to reflect their growing independence and skills base. Technology enhanced learning (TEL) as stated above is student-centred and student-led as students have been instrumental in helping staff identify and deliver what they (the students) need. Peer and self-assessment for both written work captured in written format and delivered via Turnitin and Google Docs are used at Levels 4 and 5 to help students develop their essay writing skills. Online workshops for providing instant feedback and in preparation for practicals and tests have proved to be popular especially as they help students to monitor their learning. Examples of where these have been used include: an energy workshop at Level 4, which has

allowed students to learn how nutritionists can replace laboratory techniques such as bomb calorimetry with basic mathematics to determine the energy content of food; and the use of a simple titration system to quantify vitamin C levels in foods. Online session-based MCQs with instant feedback, online tutorials on topical issues to supplement lectures and subject based knowledge are used throughout the programme but especially at Level 6 so that students can appreciate complexities of issues, which on the surface appear simple, for example, the ongoing debate concerning whether or not governments should use legislation when it comes to the fortification of food, or reducing salt, sugar and fat intakes. Web technologies such as Facebook, LinkedIn, Twitter (see below for more information) and Diigo are also used for creating online communities of learning at course, year and module level. These are used to set up online forums for student-student collaboration to discuss and share ideas related to assignments, and for raising the profile of nutrition, exercise and health related content available on the internet, raising awareness of, and educating students about, intellectual property (e.g. plagiarism and referencing).

E. Support for Students and their Learning

The personal tutor scheme (PTS) is an integral part of the programmes teaching and learning strategy as it contributes to enhancing the student experience and facilitates the development of the student into an independent learner who is able to reflect on and identify the skills they have required. From levels 4-6 the role of the personal tutor is to foster an academic relationship with their students. At level 4 the emphasis will be to aid the transition from the school/college environment, to gain the confidence to operate successfully in a university context and to generate a sense of belonging to Kingston University. The module LS4011, which focuses on developing students' research skills and enhancing their personal and academic success, will require regular meetings with a personal tutor during which a Personal Development Plan (PDP) will be used to facilitate the articulation/reflection of the development of academic, personal and professional skills needed for higher education and the enhancement of employability. The personal tutor will help students to develop good academic habits – for example how best to take notes during lectures and using appropriate teaching resources to supplement lecture material. The PDP will address generic academic and transferable skills (using the skills matrix below) but also the development of the AfN competencies using the matrix in Appendix 1 (see Assessment Strategies for more on how the matrix will be used).

At level 5 the personal tutor, supported through the content and assessment of Research Methods in Exercise Science (LS5012), works with students to help them to understand the importance of planning and managing their studies so that they are able to cope with the academic demands at this level by encouraging students to read up on a topic (on their own and/or as part of a study group) prior to the lecture or tutorial, demonstrating how best to use feedback, and encouraging students to be proactive in moving towards professional life and/or further study. In addition to facilitating the planning and management of their studies, this approach will help students develop subject specific and generic communication skills, interpersonal skills (as it encourages discussion between student and academic) and research and information literacy skills as students will begin to access peer reviewed articles. By level 6 the relationship between students and their personal tutor will have developed enough for the tutor to be able to advise students on how to plan and manage their time so as to best maximise success by helping the student to identify and address their strengths and weakness when it comes to studying. Following on from a planning/one to one meeting, the capstone project module (LS6015/LS6023) provides the opportunity for the personal tutor, in collaboration with the project supervisor, to help the student to hone the personal and professional skills required post-graduation. Again the PDP will form an integral part of this process.

The support offered through the PTS and the content of specific modules at each level therefore allow students to monitor both progress and understanding by continually reflecting on their investment and contribution to the modules, the course and their personal and academic learning.

Further support for student learning is provided by the faculty's study skills centre Academic Success Centre (ASC) and the Library. Members of the teaching team promote the use of ASC and the Library in verbal and written feedback to students. ASC advises, and provides guidance to, students on following assignment guidelines, essay and practical writing, referencing, plagiarism, accessing appropriate material using the internet, using electronic repositories, e-books, scientific databases and the large number of nutrition and nutrition related e-journals. Information about ASC and the Library is provided in course and module guides on Canvas (the university's learning management system) and via 'My Kingston' and 'NutCloud' (<http://bit.ly/nutcloud>) – a one-stop shop of the most accessed sites by nutrition students.

Students are supported by:

- The course director to help students understand the programme structure and to provide academic and personal support
- A module leader for each module
- Personal tutor to provide academic and personal support through the Personal Tutor Scheme: this scheme provides students with the first line for academic and pastoral guidance and support all of which form an essential part of the student experience. **See Sections E (E2), F and I for details.**
- A placement tutor to give general advice on placements
- A designated programme administrator
- An induction week at the beginning of each new academic session
- Applied and Human Sciences Student Voice Committee
- Academic Success Centre (ASC) – to provide academic skills support including guidance on how to approach an assignment, writing skills, and providing feedback on assignments.
- University support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation and international student support
- IT services and support for students Canvas – a versatile online interactive intranet and learning environment
- 'My Kingston', 'NutCloud' (<http://bit.ly/nutcloud>) and SportExCloud (<http://staffnet.kingston.ac.uk/~ku41812/SportExCloud/>) general and subject specific information sites.
- The Library or library subject specialists
- Careers and Employability Service
- Disability and Dyslexia Support
- Union of Kingston Students
- Social Media: Facebook, LinkedIn and Twitter

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- Student Voice Committees
- External examiners
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation

- Moderation policies

G. Employability and work-based learning

At the heart of this programme is the key aim to enhance employability opportunities and/or postgraduate research within the fields of nutrition, exercise and health with a focus on health promotion. As an accredited degree, the programme fulfils the competencies of the AfN and as such provides students with the skills required for the first stage of professional registration (Associate Nutritionist (Anutr)) and employment as a nutritionist. All members of the Nutrition teaching team are either fully registered Nutritionists or registered Dietitians and thus are able to ensure that the content of the programme and the knowledge and skills that it develops are appropriate to meet the competences required to work as a nutritionist. Furthermore, as the focus of the programme within the discipline of nutrition is exercise and health, all students are encouraged to gain membership to the British Association of Sport and Exercise Sciences (BASES) and other relevant societies which offer an excellent network of employment and postgraduate opportunities. All students are provided opportunity to gain relevant vocational experience throughout the degree and are actively encouraged to gain additional continual professional development courses such as REPs accreditation courses. During the programme students will have gained a proficient knowledge of high-level laboratory equipment that will enhance employment and lifelong learning opportunities in this area. There is further opportunity to undertake live employer projects within sectors of the industry in both modules and research internships.

Members of both the Nutrition and Sport and Exercise Science teaching teams, which include the personal tutors, also work in collaboration with colleagues from Careers and Employability to make students aware of how the skills they have developed/are developing can be used a work environment.

The curriculum for this programme has been specifically tailored to punctuate the course with co-curricular careers and employability events and also embed the development of employability skills outlined in section C (intended learning outcomes) of this document across levels. A thriving co-curricular strand of activities has been developed over a number of years and is now embedded alongside the taught programme. It offers students an invaluable opportunity to develop, apply and enhance their knowledge and skills in a variety of non-classroom settings. Opportunities include ad hoc health promotion events, working with external groups and organisations (such as Kingston Public Health and Elixir UK Catering company), attendance at and participation in external events (eg Food Matters Live conference), visits to external facilities (such as Leatherhead Food Research Laboratories, GlaxoSmithKline), attendance at extracurricular talks (eg Yakult, GlaxoSmithKline, Dairy Council), project work (eg Nutrition Cook School facilitated by trained students in association with Elixir chefs, and Student Academic Development Research Associate Scheme (SADRAS) projects), as well as critical reviews of nutrition and sport e-publications. In addition, co-curricular opportunities with an explicit focus on employability are offered, with course-specific sessions offered by the University KU Talent (careers and employability service), spotlight events focusing on Biological Sciences and invited visits from nutrition alumni to discuss post-university working life and how to prepare for it. Students can choose from a range of activities depending on the specific skills and knowledge they want to develop, how activities fit in with their commitments and how they align with personal areas of interest, but all of the activities allow students to demonstrate evidence of a wider interest in nutrition than completion of the degree alone. The co-curricular strand, while voluntary in nature, will be aligned with the Personal Tutor Scheme and the PDP to ensure that all students participate in such activities throughout their time at Kingston University. Students' generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus and offered by the University's Careers and Employability Service. From the first year, students are encouraged to reflect on and identify what they have learned, whether academically or in terms of transferable skills, and how these may be relevant to

employment. They are also encouraged to explore the job market and possible career paths, and to consider attributes that employers look for in graduates above and beyond essential academic skills. These include but are not limited to: initiative, the ability to work in teams, manage time and to prioritise workload, the desire to learn and the motivation to improve performance, and appropriate communication and presentation skills in all their forms. In this context, students are also encouraged to take advantage of opportunities within and outside of the University to develop such skills through volunteering, work placements and study abroad. At level 4 the student cohort will generate their own Personal Development Portfolio (PDP) as part of a summative assessment in LS4011 which will allow them from the very beginning to focus on their key and transferable skills needed for employment and lifelong learning. Module LS4011 will be a means of bringing these skills learned across modules at level 4 together to encourage reflection on the importance of their skill set as well as their mindset (attitude, aptitude, commitment, adaptability, accountability and flexibility) to their success on their course and moving onto employment. These skills will be further embedded across all modules at levels 5 and 6, with specific emphasis in modules LS5012 and LS6023/LS6015. The student cohort will be encouraged to continue to build on the key skill attributes, in particular, the importance of creative thinking and problem-solving, networking, negotiating, inquisitiveness and giving and receiving feedback. Students are also encouraged to develop clearer ideas about career options and are offered assistance and guidance in the preparation of their curriculum vitae, and for job applications and interviews.

In their second year of study students have the opportunity to study nutrition, exercise and health abroad via the study abroad programme which includes universities in America, Australia and Europe. Living and learning abroad provides an excellent and unique opportunity for students to broaden their experience and develop valuable transferable skills. Most importantly, they will gain a global perspective of nutrition, exercise and health, which is highly valued by employers in today's increasingly international job market. Spending a period abroad allows students to enhance their employability, gain a deeper understanding of their academic subject and allows them begin to build a larger network of opportunity. Indeed, many of our previous study abroad students have gone on to study postgraduate degrees abroad. As stated in section E2, students also have the opportunity to take one year out from study between levels 5 and 6 as part of the 'with professional placement' option and pursue a work placement.

In the final year of study, students will develop an understanding of leadership skills as well as an appreciation of commercial and business awareness, among other essential employment skills. Also at level 6 the student cohort will generate their own independent research project which encompasses a large proportion of the key skills matrix and is an excellent tool for them to reflect on their learning as part of this summative assessment. Indeed, the importance and success of the final year project is evident when reflecting on a long tradition of students presenting their undergraduate research to international conferences which is the ultimate accolade of their achievement.

Work placements (including voluntary placements) are another route through which students will be encouraged to develop subject specific and generic employability skills. All students are encouraged to seek appropriate work experience, examples of which include MoreLife (<http://www.more-life.co.uk/>), the NHS, including community work and also industrial summer or year-long placements – these have included placements at Proctor and Gamble, Pepsico and Sainsbury's). Internships with nutrition organisations such as Action Against Hunger are also available. Students are given advice on how to put together applications, including CVs and cover letters by academic (including personal tutors) and Careers and Employability staff which they are shown how to develop and maximize as they build up their work experience/employability portfolios.

From application to graduation and beyond, the course teaching teams have carefully designed interactive web-based networking sites to encourage communication of their student experience, knowledge being gained, practical skills and employment opportunities. The Nutrition and the Sport and Exercise Sciences websites such as Facebook, Twitter and LinkedIn have been very successful and student engagement with teaching and learning has

become particularly evident as a consequence (<http://www.facebook.com/KUNutNews>, <https://www.facebook.com/KingstonUniversityNutrition>, <https://www.facebook.com/KUSportExSci/>, <https://www.linkedin.com/groups/4527305>, <https://www.linkedin.com/groups/4177219/profile>, <http://twitter.com/KUBScNutrition>, <https://twitter.com/KUSportExSci>). Facebook and Twitter are particularly effective in communicating to pre-induction students as a means of keeping them updated and engaged with KU Nutrition and SES from inception. The teams also use the Facebook and Twitter pages to keep current students networked with information on undergraduate/postgraduate research opportunities and consultancy, staff news, and employment opportunities including voluntary work related to the industry. Moreover, the LinkedIn pages further develop industry and vocational focus and act as a networking share point on student and graduate employability options and opportunities allowing our graduates to keep us abreast of their own career developments.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements with the support of the placement tutor and employability coordinator. The purpose of the placement is to allow students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students who are registered on the degree with professional placement are required to undertake a period of at least 36 weeks of supervised work experience. This is assessed, and successful completion is required for the award, but the placement is not graded. Under exceptional circumstances, if it is not possible to find a suitable placement, it may be necessary to transfer a student's registration to the non-professional placement degree.

H. Other sources of information that you may wish to consult

See subject benchmark for Biomedical Sciences:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biomedical-sciences.pdf?sfvrsn=2bf2c881_12

See subject benchmark for Biosciences:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biosciences.pdf?sfvrsn=21f2c881_4

AfN

<http://www.associationfornutrition.org/>

Nutrition Society:

<http://www.nutritionociety.org/>

Kingston University Sport and Exercise Science Website:

<http://sec.kingston.ac.uk/sportex/>

British Association of Sport and Exercise Sciences:

<https://www.bases.org.uk/>

Kingston University Website

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5					Level 6					
	LS4011	LS4009	LS4008	LS4013	LS5019	LS5012	LS5013	LS5014	LS5000	LS6023	LS6017	LS6032	LS6018	LS6015	LS6033
Knowledge & Understanding	A2	S	S	S	S	S	S	S		S	S	S	S	S	S
	A3	S	S	S	S	S	S	S		S	S	S	S	S	S
	A4	S	S	S	S	S	S	S		S	S	S	S	S	S
	A5	S	S	S	S	S	S	S		S	S	S	S	S	S
	A1	S	S	S	S	S	S	S		S	S	S	S	S	S
Intellectual Skills	BK3		F		S	S	S	S	S					S	
	EK1	S	S	S/F	S	S	S/F	S/F	S/F		S/F	S/F	S	S/F	S/F
	EK2		S	S/F	S	S	S/F	S/F	S/F	S	S/F	S/F	S	S/F	S/F
	EK3		S/F	S/F	S	S	S/F	S/F	S/F	S	S/F	S/F	S	S/F	S/F
	EK4		S/F	S/F	S	S	S/F	S/F	S/F	S	S/F	S/F	S	S/F	S/F
	BK2	S	S	S/F	S	S	S/F	S/F	S/F	S	S/F	S/F		S/F	S
	BK1	S	S	S/F	S	S	S/F	S/F	S/F	S	S/F	S/F	S	S/F	S/F
	B5	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B4	S	S	S	S	S	S	S	S	S	S		S	S	
	B1	S	S	S	S		S	S	S	S	S		S	S	
	B2	S	S	S	S		S	S	S	S	S		S	S	
B3	S	S	S	S		S	S	S	S	S		S	S		
Practical Skills	C1		S	S	S		S	S	S		S	S	S	S	S
	C2		S	S	S		S		S		S		S	S	S
	C3		S	S	S		S	S	S	S	S	S	S	S	S
	C4		S	S			S	S	S	S	S	S	S	S	S
	C5						S			S	S		S		S

	C K1		F	S/F			F	S/F	F			S/F	S	S/F	F	S
	C K2		F	F			F	F	F		F	F		F	F	
	C K3		F	F			F	F	F		F	F		F	F	
	C K4		F	F			F	F	F		F	F		F	S	
	C K5		F	F			F	F	F		F	F		F	F	
	FK 1		F	F			S/F	F	F		S/F	F		F	S	
	FK 2						S/F				S/F				S	
	FK 3						S/F				S/F				S/F	
	FK 4			F				F				F		F	F	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.