

BSc SPORT AND EXERCISE NUTRITION WITH FOUNDATION YEAR (Regent College London)

PART 1 – PROGRAMME SPECIFICATION

1. Awarding institution

St Mary's University, Twickenham

2. Partner institution and location of teaching (if applicable)

2-10 Princeton Street, London. WC1R 4BH

153 Great Titchfield Street, London. W1W 5BD

Regent College, Madison House, 24-28 London Rd, Wembley HA9 7EX

Masons House, 1-3 Valley Drive, Kingsbury. NW9 9NG

Carmine Court, 202 Imperial Drive, Harrow. HA2 7HG

3. Type of collaborative arrangement (if applicable)

Franchise

4. Name and level of final award title(s) including sub-awards

Sport and Exercise Nutrition, BSc (Hons)

5. Interim/Exit award(s) with award titles (if specific titles have been designated)

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

There is no award for Foundation Year

6. Faculty with responsibility for the programme

Faculty of Sport, Technology and Health Sciences (FSTHS)

7. Language of delivery and assessment

English

8. UCAS code

C401

9. JACS and HeCos codes

B400

10. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

None. The programme has been mapped to the Sport and Exercise Nutrition register (SENr) (British Dietetic Association) SENr knowledge competencies at an introductory / basic level. Thus, whilst the undergraduate degree would need to be supplemented by an appropriate postgraduate qualification for an individual to be accepted onto the Graduate Register, SENr approval denotes that the

undergraduate element of SENr Graduate status has been achieved through this programme of study - <http://www.senr.org.uk/educationtraining/>.

11. QAA subject benchmark(s) or other relevant external reference points

Framework for HE Qualifications or FHEQ
SEEC Credit level Descriptors for Higher Education

12. Normal completion time and maximum duration of study

- Full-time study – 4 years (8 semesters) including Foundation Year
- Part-time study – 8 years (16 semesters) including Foundation Year

The Sport and Exercise Nutrition Programme will be taught according to the Academic Regulations of St Mary's University. The overall duration of an undergraduate honours degree programme from initial registration to completion shall be no less than three years of full-time study and not exceed 14 semesters

13. Mode of study and normal start month

Full-time or part-time, September, January, April and June

14. Mode of delivery

In person, Online, On-demand

15. Date approved and name of authorised body

Academic Development Committee, September 2022

Foundation Year revalidation approved by Academic Strategy, Portfolio and Student Experience Committee, June 2024

16. Valid cohorts, commencing study in (month/year)

September 2024

January 2025

April 2025

June 2025

17. Additional Programme Costs

Please visit the following link for information on Additional Programme Costs:
<https://www.stmarys.ac.uk/additional-costs>.

PART 2 – CURRICULUM SPECIFIC DETAILS

18. Summary of the programme

Foundation Year

The foundation year (level 3) focuses on the development of learning abilities in communication (oral, written and digital), critical thinking, problem-solving, research, independent study, digital and

employability skills. The foundation year modules are especially designed to embed the development of these skills within the acquisition of subject knowledge.

BSc (Hons) Sport and Exercise Nutrition

Recent successes in Olympic games in Brazil and Korea and the current government focus on physical activity and health has indicated that now is a key time to get involved in sport and exercise sciences. The multi-disciplinary nature of the programme is designed to enable students to appreciate and evaluate the disciplines of sport, exercise and nutritional sciences. The range of modules offered over several programmes in SHAPS, lends itself to the development of this specific area of study.

The Faculty currently runs a successful and popular MSc Applied Sports Nutrition programme which is SENr (Sport & Exercise Nutrition register) accredited.

The BSc programme provides an undergraduate programme for progression into the MSc Programme for students wishing to pursue a career in sports nutrition.

The area of Sport and Exercise Nutrition is continually growing and provides a clear career pathway for graduates in the area. The expansion of the Faculty and facilities at St Mary's and the recently developed Nutrition Suite, established expertise and resources in this area all combine to offer students an excellent learning environment for a Sport and Exercise Nutrition. The Similar degrees are running successfully in a number of institutions in the North of England, but provision is currently lacking in the London area. For this reason, it provides a valuable opportunity to develop this programme. The first year will develop the basics of nutritional science and exercise physiology which will be applied to the field of sport, exercise and health in the second year, culminating in the third year with applied practice and research projects in this area.

Students will understand the vital role nutrition plays in sports performance, as well as for those undertaking physical activity on a recreational basis.

19. Programme Aims

Foundation Year

In the foundation year (Level 3) students will develop their ability to gain the most out of structured in-class study, and also to manage and evaluate their own independent learning.

BSc (Hons) Sport and Exercise Nutrition

The programme aims to provide a pathway for students wanting to study sport and exercise science with a nutritional focus. Students will gain an understanding of bioenergetics and human physiology applied to the field of sport and exercise. Additionally, students will acquire sound knowledge, critical thinking, skills and competencies through the study of contemporary practice and up to date scientific concepts and will learn to recognise the practical limitations of nutritional advice.

In line with the QAA Benchmark statements the programme aims to:

1. To provide a broad, balanced, stimulating and academically sound education within the field of sport and exercise nutrition which allows students to develop their academic and professional potential.
2. To enable students to deploy established techniques to source, develop, interpret and critique knowledge at the forefront of the discipline and professional practice, to appreciate the limits of this knowledge and to consider the use of this knowledge in the applied setting

3. To provide a learning environment and educational experience for all that will produce confident graduates with the transferable skills and attributes to adapt and contribute to a rapidly changing global society and to foster the passion and skills necessary for lifelong learning and continuous professional development and employment
4. To provide students with the opportunity of looking at health, nutrition, sport and exercise from a multidisciplinary and holistic perspective with reference to wider ethical and moral issues including the welfare and care of others.
5. To develop the students' ability to communicate in a variety of formats, to a range of audiences, in an organised and relevant manner, employing appropriate language

20. Criteria for admission

Programme entrance requirements

Candidates must satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#).

Regent College Entry Requirements

Standard entry requirements:

- 48 UCAS points (or equivalent)
- GCSE Maths grade C/4 and English grade C/4
- IELTS score of 5.0 (no grade below 4.5)

Non-standard applicant requirements:

Access qualifications:

- 45 credits on Access Course
- IELTS score of 5.0 (no grade below 4.5)

Alternative assessment:

For mature students (those over 21 years old), or those requiring an alternative kind of assessment:

- candidates must take part in an academic interview to demonstrate their non-academic achievements, such as work experience.
- IELTS score of 5.0 (no grade below 4.5)

21. Scheduled learning time

(The number of guided learning hours is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

Foundation Year (level 3)

Type of learning time	Number of hours	Expressed as %
Contact time	204	17
Placement/work-based learning hours	0	0

Guided learning hours	336	28
Independent study time	660	55
TOTAL	1200	100

BSc (Hons) Sport and Exercise Nutrition (level 4 to level 6)

Type of learning time	Number of hours	Expressed as %
Contact time	720	20%
Placement/work-based learning hours	N/A	N/A
Guided learning hours	1020	28%
Independent study time	1860	52%
TOTAL*	3600	100%

22. Programme learning outcomes

Foundation Year

On successful completion of the foundation year (end of level 3) students will be able to:

Knowledge and Understanding

1.Outline the fundamental methods used when undertaking research at undergraduate level.

Cognitive (thinking) skills:

2. Show confidence in their ability to understand and formulate basic arguments, and to think critically, creatively and ethically.

Practical skills:

3.Communicate clearly, orally, in writing and through digital means.

Key / transferable skills:

4. Exhibit awareness of their own strengths and weaknesses as a learner and feel confident that they have the capacity to carry out independent work.

5.Engage and enquire about topics, contemporary debates and theories.

6. Demonstrate a range of employability and study related skills and knowledge and have an understanding of their own identities in the learning and working contexts.

BSc (Hons) Sport and Exercise Nutrition

The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes which are relevant to the knowledge and practice area of sport and exercise nutrition. On successful completion of the programme (end of level 6), students will be able to:

Knowledge and Understanding

1. Demonstrate in depth knowledge and critical understanding of the relevant components of nutrition and physiology and particularly in relation to sport and exercise nutrition. These include biological principles, behaviour change within the context of nutrition, performance and current issues within this professional area. This is in common with the other undergraduate programmes whereby core knowledge is introduced in level 4 and depth of understanding progresses through levels 5 and 6.
2. Acquire a knowledge of the uses and limitations of methodologies used to advance nutritional knowledge and/or support the professional practice of nutrition in a sport and exercise setting.
3. Understand the ethical, moral and legal responsibilities of the profession.

Cognitive skills

4. Apply the theoretical concepts of sport and exercise nutrition science in practical contexts and to address familiar and unfamiliar problems.
5. Analyse, synthesise, summarise and critique published research and reports
6. Adopt a critical approach to the collection and analysis of data, including the correct choice of methods of recording, presentation and evaluation of data
7. Recognise and address ethical issues relating to practice within the area of sport and exercise nutrition, particularly when dealing with clients.

Performance and Practice

8. Select, apply and evaluate methodologies to extend knowledge or support professional practice in nutrition whilst recognising the limitations of these tools
9. Practice appropriate safety, ethical and risk assessments both in the laboratory and with clients, which is core to the area of sport and exercise nutrition practice
10. Work effectively as a team, displaying leadership, negotiation and professional skills.
11. Take personal responsibility for their actions and appreciate the role of professional codes of conduct and demonstrate how this will inform practice
12. Students will be able to show their ability to design, execute and communicate a sustained piece of independent research work using appropriate media and techniques, specific to the area of sport and exercise nutrition.

Personal and Enabling skills

13. Communicate in an effective and professional manner in a variety of formats in a wide range of situations and sporting/exercising clientele

14. Take responsibility and plan own learning

15. Make use of teaching enhanced learning opportunities and use information technology appropriately.

The student will have the capability to understand the importance and to engage in continuing professional development within the profession of sport and exercise nutrition, beyond the years of undergraduate study.

23. Programme structure and module requirements

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Programme structures can be subject to change each academic year following feedback from a variety of sources.

FHEQ Level 3 Modules - students must acquire all 120 credits at HE Level 3

Module code	Module Title	No. of credits	Sem of delivery	Module status
FDY3046	Academic skills	20	1	Core
FDY3047	Introduction to Coaching Process Development	20	1	Core
FDY3048	Anatomy and Physiology	20	1	Core
FDY3049	Introduction to Research Methods & Individual Project	20	2	Core
FDY3050	Introduction to Psychology	20	2	Core
FDY3051	Principles of Health and Wellbeing	20	2	Core

FHEQ Level 4 Modules - students must acquire 120 credits at HE Level 4, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
NUT4040	Energy and Nutrition	20	1	Core
NUT4041	Micronutrients	20	2	Core
SPS4065	Introduction to Research	20	1	Core

SPS4064	Physiology of Exercise	20	2	Core
NUT4042	Food Science & Novel Food	20	1	Core
NUT4043	Food Choice & Control of Food Intake	20	2	Core

FHEQ Level 5 Modules - students must acquire 120 credits at HE Level 5, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
NUT5041	Nutritional and PA Assessment	20	1	Core
SPS5000	Research Methods 2	20	1 & 2	Core
SPS5011	Physiology of Training	20	1	Core
NUT5045	Nutritional Biochemistry	20	2	Option
NUT5043	Nutrition & PA for Health and Disease Prevention	20	2	Option
SPS5021	Social Psychology of Sport	20	2	Option**
NUT5042	Sports Nutrition	20	1	Core
WPL5054	Experience and Employment in Business	20	1	Option*
WPL5055	Experience and Employment in Business	20	2	Option*
WPL5053	Experience and Employment in Sport	20	1/2	Option*

* Students will only be allowed to take one module from the Centre for Workplace Learning at level 5

FHEQ Level 6 Modules - students must acquire 120 credits at HE Level 6, including core modules

Module code	Module Title	No. of credits	Sem of delivery	Module status
NUT6031	Research Project	40	1&2	Core
NUT6039	Nutrition and the Athlete	20	2	Core
NUT6052	Weight Management	20	2	Option
SPS6050	Applied Sport Psychology	20	1	Option**

SPS6012	Environmental Physiology	20	2	Option
SPS6011	Applied Sport & Exercise Physiology	20	1	Core
WPL6010	Managing in the Workplace	20	2	Option*
WPL6020	The Enterprising Workplace	20	1	Option*
WPL6045	Building a start-up business	20	1	Option*

* Students will only be allowed to take one module from the Centre for Workplace Learning at level 6

**Students must complete SPS5021 to be eligible for SPS6050

24. Work placements or study abroad

Opportunities to support work experience, professional networking in the sports nutrition industry will be supported throughout the Programme.

Students will be provided the opportunity to complete a work placement with the option to study the module WPL5053 organised by the Centre for Workplace learning at Level 5.

Placements are offered as an option through the Centre for Workplace Learning modules at both level 5 and 6. The Foundation Year does not provide any opportunity for work placements.

25. Links to industry and employability

Employability

We have a dedicated Workplace coordinator in the School who will support work placement. All students have access to the Workplace coordinator drop-in service or book specified appointments throughout their studies to discuss aspects of careers and employability. This may include, for example, discussion around career options, tailoring and developing CVs and covering letters, interview techniques, work experience, internship and job hunting and finding vacancies. It has been mentioned by both lecturers and the careers service that students are evidently taught graduate skills over the course of their degree programme, but they have trouble recognising these skills.

Module tutors will be expected to explicitly outline which graduate skills the module fulfil and how. For example, when taking part in group work this would help with time management skills, communication and a level of emotional intelligence. Adding to this, staff (e.g., tutors) will make a conscious effort to direct students to the careers service, as early as semester one of L4. The programme will have regular contact with the work experience coordinator and have them come into a lecture (e.g., NUT4040) each year to talk to the L4 students then again at L5 and L6.

The SENr (Sport Exercise and Nutrition Register) accredits post-graduate courses but approves undergraduate programmes. The following statement outlines the position from the SENr. The undergraduate programme approval process recognises that the course programme has been mapped to the SENr knowledge competencies at an introductory / basic level. Thus, whilst the undergraduate degree would need to be supplemented by an appropriate postgraduate qualification for an individual to be accepted onto the Graduate Register, SENr approval denotes that the undergraduate element of SENr Graduate status has been achieved through this programme of study - <http://www.senr.org.uk/educationtraining/>

The programme structure and list of modules have been chosen to aim for successful application for approval of the BSc Sport and Exercise Nutrition programme.

As some students chose not to take a 20-credit workplace learning module the team makes every effort to offer the students work-based opportunities in the field. Examples of work undertaken on a paid or voluntary basis by nutrition students include: Action on Sugar, Jamie Oliver's Food Revolution, Olio and Man with a Pan.

At level 6, students are provided with the opportunity to select modules relating to their areas of interest within sports and nutrition. All assessments are considered carefully and linked heavily with skills they will require in future employment. For example, in Food Science and Novel foods (NUT4042), students are required to explore the area of functional and novel foods and create a new product that can be used for a particular target audience and pitch this in a Dragons Den style presentation. This assessment enhances their knowledge of functional and novel foods encouraging them to be creative in developing a new food product whilst the presentation pitch develops communication and interpersonal skills that are pertinent for any graduate seeking employment. Students can also select to do modules in Environmental Physiology SPS6012 and Weight Management NUT6041. The assessment in all these modules integrates the use of a lab report/case study along with another alternative form of assessment. Case studies and reports allow for students to transfer the theoretical knowledge into a real-life scenario and apply their knowledge further preparing them for future employment opportunities.

26. Programme awards and regulations

This programme conforms to the [University Academic Regulations](#).

In order to progress from Foundation Year (Level 3) on to the BSc (Hons) Sport and Exercise Nutrition programme, students must have passed 120 credits at Level 3. They may not carry over any failed modules into Level 4.

In order to qualify for the award of BSc (Hons), students must have successfully achieved 360 credits. The following programme specific regulations apply:

- Students must have passed all core modules in order to be awarded the degree with honours.
- Students must have passed all modules in order to receive the programme certificate.

27. Equality, Diversity and Inclusion

Please see the College's Equality and Diversity Policy here: [equality-and-diversity-policy.pdf \(rcl.ac.uk\)](#)

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme and all students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential. In accordance with QAA guidance and the College's commitment to equality and diversity, the programme has adopted an EDI strategy which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible. The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

28. Widening Access and Participation

Please see the College's approved Access and Participation Plan here: [Access and Participation Plan - Regent College London \(rcl.ac.uk\)](https://www.rcl.ac.uk/access-and-participation-plan)

As part of St Mary's regulatory commitment with the OfS, through our approved [Access and Participation Plan](#), the university is required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of particular ethnicities or genders, students with disabilities, mature students etc. This programme will address the APP targets and commitments by:

- Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities
- Monitoring and addressing any differences in retention rates between different student groups
- Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups
- Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

PART 3 – TEACHING, LEARNING & ASSESSMENT

29. Programme learning and teaching strategies

The delivery of the programme is through a combination of classroom, lab based and practical sessions. These take place digitally in person and digitally online using an online platform which is suitable to the module. Key theoretical content is designed and delivered to facilitate the best student experience on the module. Practical opportunities to explore the principles of the module are planned and organised in support of the needs of the student(s).

Each student is assigned to a Regent College student Hub. They will have an Academic Support Officer (ASO), Customer Support Officer (CSO) and a Student Finance Officer (SFO)

30. Programme assessment strategy

The assessment strategy for BSc Sport and exercise Nutrition has been developed in line with the St Mary's University Assessment Policy (September 2016), as well as the QAA assessment guideline.

The assessment strategy has been designed to not only measure student learning but to also facilitate student learning. Assessments are designed to provide students with the opportunity to demonstrate critical analysis, deep and insightful thought and the application of knowledge. Coursework not only optimises the student learning experience but also enables the aforementioned skills, together with the transferable and practical skills that are developed and learnt throughout modules, to be effectively evaluated. A wide variety of assessment modes are employed including essays, laboratory reports, exams and oral presentations.

The College follows St Mary's University's use of standardised criteria for marking which apply across all types of assessment. According to University policy, specific criteria for each piece of coursework are published in module guides. Coursework feedback will be completed online so that a student can quickly access their feedback and marks from anywhere. The marking rubric will be in accord with the marking criteria as well as an overall mark. Anonymous marking is employed in written work to minimise the influence of expectations and personal bias. All markers will initially blind mark an individual piece of work and then meet to agree how marks are awarded before the remaining work is marked. All failures in each module are double marked. A member of staff not involved with the initial marking will moderate the work. The purpose of moderation is to provide an internal check on the marking to ensure that the marking criteria are applied in a fair and consistent manner and that marking within and between modules is consistent. All dissertations are blind second marked: oral presentations are marked by two markers.

Several modes of coursework have been employed in order to effectively and rigorously assess a student's knowledge and understanding, cognitive skills, professional/practical skills and key transferable skills as appropriate to the learning outcomes of the individual modules. In NUT4040 Energy and Nutrition students' knowledge of key concepts and understanding are tested through an essay and an exam using multiple choice questions and short answer questions. Presentations and coursework cover the evaluation and communication aspects in module NUT5041 Nutritional and PA Assessment.

In NUT6043 students are tested through a client interview whereby the student is able to demonstrate building rapport effectively when discussing lifestyle, training and behaviours and producing professional development plans related to behaviour change practice. A dissertation and oral presentation are appropriate assessments for SPS6001 Research Project.

The majority of coursework is submitted electronically to the software 'Turnitin' which is used to detect cases of plagiarism from other sources and is marked online. All module convenors provide opportunities for students to receive formative feedback. For example, in NUT6043 they will have a "feedforward" - one to one session with their tutor which will allow them to understand where they are and what they need to do going forward in order to effectively complete their case study. Students are encouraged to transfer their learning across modules where it is relevant. To this end, the mark sheets include a section for student self-reflection.

Individual feedback on assessments is provided electronically within three weeks of submission through 'Turnitin'. The programme team uses marking criteria sheets for all pieces of assessment which allows the student to clearly see how marks were derived and identify areas for improvement. The marking criteria sheets are included in module guides which are available electronically through Moodle (virtual learning environment), from the start of each semester. The Faculty places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and the programme team will review the assessment pattern annually.

The pass grade for all modules is 40%. In modules where there is more than one means of assessment, students will be expected to pass all components. At the Programme Exam Board, a student may be awarded compensation credits for the module provided the student has achieved an overall average mark of 40% for the module and no less than 35% in the substantive part of the assessment. Compensation credits may not be awarded for the dissertation.

PART 4 – UNIVERSITY SUPPORT

31. Student support and guidance

Regent runs a dedicated student support model called HubX. Details can be found here:

[Student Support - Regent College London \(rcl.ac.uk\)](http://rcl.ac.uk)

There is Academic and Learning Development support to our students through the Learning Development Team as well as the Academic Liaison librarians.

32. Quality management arrangements

This programme aligns with the quality assurance requirements of St Mary's University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- Partnership Subject Leads and Link Tutors for collaborative provision
- Ongoing monitoring through the Programme Monitoring and Review process
- Staff Student Liaison Initiatives
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with student representatives (e.g SMSU, programme reps, subject chairs, student EDI committee)

Details of Regent College's policies can be found on the RCL website here, along with information on the College's the academic governance structure [here](#).