

Course record information

Name and level of final award	• Master of Science - Sport and Exercise Nutrition The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Sport and Exercise Nutrition • Postgraduate Certificate (Pg Cert) - Sport and Exercise Nutrition
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	Association for Nutrition (AfN) British Dietetic Sport and Exercise Nutrition Register International Society of Sports Nutrition
Westminster course title, mode of attendance and standard length	• MSc Sport and Exercise Nutrition FT, Full-time, September start - 1 year standard length • MSc Sport and Exercise Nutrition PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MSc Sport and Exercise Nutrition has been designed to stimulate a research-led, analytical and practical approach to understanding and providing nutritional support to optimise participants performance in a wide range of sport and exercise settings. In order to achieve this, students will take a proactive role in research, development, evaluation and implementation of current knowledge, and gain the tools and ability to contribute to new knowledge, whilst still having the capability to provide practical and realistic solutions to enable the individual to perform optimally. The course has been designed to give students the opportunity to gain industry standard professional certification; namely Graduate registration on the UK Sport and Exercise Nutrition Register (SENr), Associate registration with the Association for Nutrition (AfN), and the opportunity to sit the Certification exam with the International Society of Sports Nutrition (CISSN). The course also aims to produce graduates who work in an ethical, legal, safe and sustainable manner and at all times endeavour to minimize the risk of harm to humans, society, animals and the environment.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Sport and Exercise Nutrition is a dynamic and rapidly evolving industry. Graduates in this field may progress to careers as practitioners working directly with individuals or teams in recreational or elite sport, within the sports food and supplement industry, as educators and communicators and / or as consultants. To do this they must demonstrate not only effective technical knowledge within the field, but also have an understanding of the broader sports sciences, and highly effective practitioner skills, including effective leadership, communication, programme design, and behaviour change management skills. For those graduates who choose not to pursue a subsequent career in the field, such knowledge and skills are highly transferable. The University of Westminster is committed to supporting employability and career development within and beyond the core course content. In the MSc Sport and Exercise Nutrition, this is supported as follows:

- Taught modules include one or more of the following, as relevant to the course content: 1. Real world data, 2. Applied case studies, 3. Industry expert led seminars, 4. Field-relevant practicals, 5. Work based learning, 6. Employability skills development (e.g. integrated in tutorial tasks), 7. Sustainability in practice;
- Authentic Assessments are applied in taught modules, to support the development of key skills needed in the workplace. Examples of such assessments are: completion of client consultations, development of infographics targeted at the lay person, group-based activities, oral presentations, and completion of a professional portfolio;
- Partnerships with sports organisations and industry, as well as internally across the University, provide work experience and placement opportunities for students, supporting skills development, an effective career network, and experience that is valuable to their CV;
- The promotion of extra-curricular activities to develop key knowledge and skills. This includes webinars, career networks, additional courses, conferences. Where possible key additional training opportunities are offered on-site, for example the ISAK Level 1 Accreditation;
- The Alumni network is leveraged to provide support to current year students, through in person and online networking events and resources; and
- Students will undertake a self-audit of their perceived ability to meet the SENr Competency Framework at the start of Semester One, at the start of Semester Two, and at the completion of Semester Two. This will identify gaps in their perceived ability that can be discussed and addressed with the student in order to support their learning and confidence as a graduate practitioner at completion of the course.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 01 Using a range of appropriate academic and other sources of reliable information, critically discuss and evaluate the varying physiological and environmental demands imposed by different types of exercise and affecting exercise performance, the factors that regulate these processes, and the role of diet in enhancing health, performance and recovery in a broad spectrum of sport and exercise scenarios, individuals, and populations. (KU CS)
- 02 Analyse and critically appraise scientific literature in both performance nutrition and wider fields to problem solve and inform evidence-based practices and decision-making, demonstrating an ability to address uncertainty and multiple interpretations such as may be encountered in research and professional practice, including relevant ethical, legal, safety and environmental issues. (SS CS)
- 03 Create personalized and innovative diet and supplement strategies based on advanced assessment techniques, integrating knowledge of sport specific requirements, training load, physiology, genetics and lifestyle of diverse individuals of different ages and physical capacities, to optimize health, training, recovery, adaptation, and performance of the individual. (PPP CS)
- 04 Critically evaluate the methods available for assessment of nutrient intake, body composition, physiology and performance-related parameters, select appropriate tools and technologies to conduct assessments in the field and laboratory, interpret the resulting data, and employ sophisticated methods for monitoring and evaluating ongoing effectiveness of nutritional interventions. (PPP CS)
- 05 Develop effective communication skills to educate and counsel athletes, coaches, and other stakeholders on the importance of performance nutrition, tailoring information content and delivery to suit diverse settings, audiences, and cultural contexts. (KU KTS)
- 06 Apply ethical and professional standards when providing nutritional support, developing strategies that prioritize safety, legality, and sustainability, while minimizing the risk of harm to individuals, society, animals, and the environment. (KU)
- 07 Work collaboratively within multi-disciplinary teams, to evaluate and integrate knowledge across sports science (including exercise physiology, sports psychology, and sports medicine) and develop cohesive and aligned programmes of care to optimize the short- and long-term health and performance of the athlete. (KTS CS)
- 08 Demonstrate proficiency in designing, executing, and critically evaluating original research in performance nutrition, utilizing advanced tools to critically analyse, discuss and present complex data correctly and informatively through comprehensive written reports and presentations to both academic and non-academic stakeholders. (KTS SS)
- 09 Demonstrate the ability to adapt and respond to emerging trends and developments in the field of performance nutrition, and display a commitment to lifelong learning and professional development through autonomous learning, critical self- and intellectual- awareness and engaging with ongoing research and industry developments. (PPP KTS)
- 10 Manage self-directed learning, integrating personal reflection and peer and tutor feedback, to identify strengths and weaknesses and develop strategies to drive continued professional development and alignment with industry standards such as the UK Sport and Exercise Nutrition Register (SENr), Association for Nutrition (AfN), and International Society of Sports Nutrition (ISSN), thereby enhancing employability and professional recognition within the field. (PPP KTS)

How will you learn?

Learning methods

A variety of techniques are utilised throughout the modules on this course, to support inclusion across different learning styles.

Within lectures:

- Written material will be delivered in the form of key information contained on lecture slides, and reading material such as key papers to read and / or perform tasks with in session; and
- Visual material will be delivered in the form of figures, diagrams and other graphics within lecture slides or constructed on whiteboards in session to support understanding of, for example, information flow or metabolic processes; and

- Auditory material will be delivered in the form of the lecturers spoken word, with supporting recorded material where relevant, explaining and bringing to life the written and visual material

Moreover, lectures will be recorded to support playback by the student to re-enforce their learning.

Within practical sessions, tutorials and workshops:

- Problem-based learning will be used to develop the students technical and applied knowledge, for example presenting students with a nutritional challenge that they must resolve; and
- Role play will be used to develop key practitioner skills, for example the skill to lead an effective client consultation; and
- Practical experience will be used to develop applied skills, such as the capability to run client fitness assessments; and
- Individual and group learning will be used to support independent learning and the ability to work effectively in a team, respectively; and
- Written, oral, and visual tasks will be undertaken to support learning, for example the production of written articles, spoken presentations, and infographics centred around the session topic

Within self-directed study:

Students will be directed to a variety of resources including journal articles, books, video material, podcasts, workshops, and interactive training material so as to effectively support the learning of individuals with diverse learning styles

Within assessments:

Assessments are a further opportunity to learn; see the Assessment Methods section for an outline of how diverse learning is achieved through the range of assessments offered across the modules

Within broader career development opportunities:

As outlined within 'Employment and Further Study Opportunities' multiple work experience opportunities offer the opportunity to learn practically through doing in real world practitioner settings.

Underpinning our learning approach:

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- ***Our commitment*** is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists to grow and realise their true potential.
- ***Our goal*** is to empower all students and staff to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- ***Our pledge*** is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at course and module level. All staff and students in the school of Life Sciences are expected to embrace and respect these values.

Within Sport and Exercise Nutrition, EDI is also integral to course content. Differences in genetics, physiology, sport, training, health status and lifestyle means that no two individuals are exactly the same. Nutritional needs are impacted by each of these factors. Whilst there are principles that extend across broad groups, such as within a certain sport or age group, these principles must be adapted to the specific individual and their circumstances. Sports, Exercise, and Nutrition is therefore necessarily unique to the individual. To develop effective graduate practitioners, it is essential that the course develops the knowledge and skills to work with a diverse client base.

Key examples of how this is addressed within the course are:

- Course content includes discussion and evaluation EDI related matters including transgender athletes, sporting

regulations relating to therapeutic use exemptions for drugs to treat medical conditions, reasons a 'food only' approach may not / cannot be feasible for individuals who cannot eat certain foods for cultural or personal ethical reasons (e.g. omega 3 intake for those following a vegan diet).

- Course content includes a focus on developing a professional identity that aligns with your own personal core values and brand, and allows your strengths to be leveraged to their maximal potential (as well as ensures you continue to address development areas / collaborate or seek other expertise to bolster these areas), for example through the development of a professional portfolio, and workshops focused on identifying your personal brand identity within Practitioner Skills.
- Course content includes physiological and practical needs of special populations (e.g. youth, master, post partum and para- athletes) in taught material and case studies in particular within Essentials of Nutrition and Performance, and Advanced Performance Nutrition.
- Course content related to behaviour change techniques considers approaches and styles that may / may not be appropriate for different individuals based on factors including gender, cultural background, age, personal beliefs and values, in both taught material and role-play and communication based workshops across all course specific modules.
- Course content related to effective client communication and understanding includes identifying personal values and cultural considerations that are important to the client, and so to effectively supporting a clients nutritional needs, e.g. understanding if a client will be undertaking Ramadan, or follow a vegan diet aligned with their personal ethics, or identify as a gender different to their biological sex at birth). This is integrated through taught modules, as students address the translation of research to practice.

Teaching methods

The breadth of teaching methods used is designed to support equality, diversity and inclusion. The course utilises a variety of teaching methods and approaches to support all learning styles. In person sessions include a mixture of lectures, practical sessions, student-centred tutorials, workshops, and seminars. Across these different session types, a range of teaching methods are utilised, to engage and support the individual learner. This includes visual aids, written content, video and auditory recordings, individual and group activities, problem based and exploratory tasks, and flipped learning. These combined teaching approaches aim to improve both students' knowledge of sport & exercise nutrition, as well as helping to develop their critical faculties through an experiential approach that supports the individual learner.

In addition, integrated throughout the teaching methods, is a continued focus on the student developing their professional identity. Students are encouraged within the classroom and independent based activities, tasks and reflections to consider how their solutions / work reflects their personal core values and brand, and allows their strengths to be leveraged to their maximal potential (as well as ensuring they continue to identify and address development areas / collaborate or seek other expertise to bolster these areas).

The University uses a virtual learning environment (VLE), allowing staff and students to engaged in discussions and sharing of rich digital media away from the classroom environment. Teaching and learning material such as lecture notes, practical protocols, videos, and data for analysis is provided via the VLE, improving the flexibility of student access and personalised learning.

Where practically possible, all taught material is recorded and made available after the taught session via Panopto on Blackboard, to enable students to return to the content for further learning or in the event they were unable to attend the session in person.

Moreover, teaching methods have a consistent focus on employability. This may include the use of real world data, applied case studies, field relevant practical experience, and work based learning. It may also include a focus on broader skills required in the workplace, including teamwork, oral, visual and written communication, information synthesis, and behaviour change management.

Similar to the delivery of directly taught material, support is provided to direct the student's independent learning. This incorporates diverse additional resources, including journal articles, webinars, podcasts, video content, books, in person additional training, and other online media. This is to support the student's independent learning.

Assessment methods

Assessment methods are designed to reflect the demands that can be encountered in the practice of sports nutrition e.g., the skill to communicate information to the consumer at an appropriate level, an understanding of the different models of changes, and key elements of becoming a successful practitioner of sports nutrition. All combine to build a portfolio of experience and professionalism of working as a sports nutritionist.

Each module in the programme has its own aims and teaching, learning and assessment methods that have been set up to facilitate its Learning Outcomes. Level 7 module assessment is based on 100% coursework models. Assessment methods are varied with a core focus on authentic assessment models that provide students with the opportunity to develop and demonstrate key skills and techniques relevant in the workplace. Examples of such assessments are: completion of client consultations, development of infographics targeted at the lay person, group-based activities, oral presentations, and completion of a professional portfolio.

Where feasible, within the bounds of meeting the required assessment objectives and module learning outcomes, students are provided with opportunities to personalise their learning within the context of the assessments. This is to enable students to explore their specific areas of interest, and develop their unique presentation and communication styles. For example, when undertaking a client consultation a student may be able to select a client in a sport or demographic of interest. Similarly, unless necessary to achieve the assessment objectives, students are not provided with a rigid structure or template for coursework. This enables students to extend their independent thinking and problem-solving skills, as well as express their personal learning style throughout the course. Thus, supporting effective and personalised learning, for all students.

Online submission is required for all course work unless explicitly stated by the module leader, usually only where a course work format does not lend itself to electronic submission. Coursework submitted online is automatically subjected to plagiarism detection software and electronic receipts generated which will be emailed to the students as proof of submission.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	01, 02, 03, 04, 07, 08, 09, 10
Literate and effective communicator	05, 07, 08
Entrepreneurial	03, 08
Global in outlook and engaged in communities	01, 04, 05, 06, 09
Socially, ethically and environmentally aware	02, 04, 06, 09, 10

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Award of Postgraduate Diploma (PgDip) available – 120 credits, which must include the following modules:

7BIOM004W Assessment of Health and Fitness

7HMNT002W Concepts and Principles of Human Nutrition

7HMNT010W Practitioner Skills For Sports Nutrition

7HMNT020W Essentials of Nutrition and Performance (NOT by APL)

7HMNT021W Advanced Performance Nutrition

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7HMNT021W	Advanced Performance Nutrition	Core	1	20	10
7BIOM004W	Assessment of Health & Fitness	Core	1	20	10
7HMNT002W	Concepts and Principles of Human Nutrition	Core	1	20	10
7HMNT020W	Essentials of Nutrition and Performance	Core	1	20	10
7HMNT015W	Postgraduate Research Methods for Health Sciences I	Core	2	20	10
7HMNT010W	Practitioner skills for sports nutrition	Core	2	20	10
7HMNT018W	Research Methods II & Research Project for Health Sciences	Core	2	40	20
7HMDS002W	Communicating Science	Option	2	20	10
7HMNT034W	Integrating Work and Learning	Option	2	20	10
7HMNT008W	Nutritional Assessment	Option	2	20	10
7BIOT004W	Science, Technology and Commercialisation	Option	2	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Please note that eligibility for accreditation applies only to the MSc programme; intermediate awards, including the Postgraduate Diploma and Postgraduate Certificate, are not eligible for accreditation.

Association for Nutrition (AfN) - Eligible to apply for Associate registration on completion of all elements of the MSc programme.

BDA Sport and Exercise Nutrition Register (SENr) – Eligible to apply for Graduate registration on completion of all elements of the MSc programme.

ISSN – Yearly opportunity to sit the CISSN exam at a discounted rate.

Course management

Your course is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated course leader. In addition to the course specific role of the course leader, the Head of School, other senior school staff and the Associate Heads of College, also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee employability and international study opportunities respectively. The course leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. You will meet your course leader, teaching team and members of the school senior management during arrivals week, a programme of events designed to help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The course is monitored each year by the course leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of student progression and achievement and the External Examiner's reports to evaluate the effectiveness of the course. All courses are reviewed annually as part of the School, College and University Continuous Improvement Processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©