THE CENTRE FOR INTEGRATIVE SPORTS NUTRITION

CERTIFICATE OF INTEGRATIVE SPORT AND EXERCISE NUTRITION

2025
COURSE HANDBOOK

Course leader: Ian Craig

Course Handbook version: 10/01/2025

CONTENTS

Welcome from the course leader

Welcome to the Centre for Integrative Sports Nutrition, home to our Short Course, the Certificate of Integrative Sport and Exercise Nutrition, Level 7 Diploma in Integrative Sport and Exercise Nutrition, and a large portfolio of specialty units that are available to study for professional development purposes. By studying with us, you have agreed to bring an integrative nutrition perspective into the way that you think about, and manage, your sporting clients. Within our philosophies, we aim to bridge the gap between the practical, quantitative approach of classical sports nutrition and the integrative, qualitative, body-systems approach of functional and integrative nutrition and medicine.

Additionally, we believe that if an athlete is to achieve their highest levels of performance, they firstly need to aspire towards optimal health: our company philosophy is *health feeds performance*.

An athlete (whether elite or recreational), when contrasted to a lay person, has many extra nutritional requirements to achieve peak condition, and as such, we consider the integrative physiology of their body systems, alongside the macro and micro-nutrient requirements for competitive gain, plus the unique requirements of individual athletes and their sports.

The Certificate of Integrative Sport and Exercise Nutrition starts with a comprehensive study of integrative nutrition within a sporting context (Integrative Body Systems), then moves through conventional sports nutrition with a strong integrative slant to it (Applied Performance Nutrition), and finishes with specialised units, which look at cutting-edge strategies within sport and exercise nutrition.

We really look forward to meeting you on the course.

To your wholesome health and nutrition,

Ian Craig
Founder of CISN

Key professionals involved in the courses

Ian Craig BSc MSc DipCNE INLPTA FBANT is the founder of the Centre for Integrative Sports Nutrition (CISN) and course leader of their online postgraduate level courses.

With his joint academic backgrounds in exercise physiology and nutritional therapy, and a long career as a British middle-distance athlete and coach, he has been developing the concept of integrative sports nutrition for the past twenty years; a fast-evolving discipline that considers both the health and performance of an athlete from an integrative health perspective.

He is the coauthor of *Wholesome Nutrition* with his natural chef wife Rachel Jesson, and has recently co-written the *Textbook of Integrative Sport and Exercise Nutrition* with Professor Justin Roberts of Anglia Ruskin University, to be published by Routledge in 2025.

Additionally, as co-founder of the Nutritional Institute, Ian is a clinical practitioner, based in his native Scotland. His client base ranges from chronic health cases, such as autoimmunity, through recreational and elite athletes, to sports and lifestyle induced low-grade chronic fatigue syndrome.

He gained his BSc in Physiology & Sports Science from the University of Glasgow, MSc in Exercise Physiology from the University of North Carolina at Greensboro, and BSc in Nutritional Therapy at the Centre for Nutrition Education and Lifestyle Management, validated by Middlesex University in London. Ian is a fellow and professional member of the British Association for Applied Nutrition and Nutritional Therapy (BANT).

LinkedIn: ian-craig-nutrition/; Twitter: @ian_nutrition

Simone do Carmo MSci, Grad.SENr is a sports nutritionist, exercise physiologist, and personal trainer. Simone owns Personal Best Fitness & Nutrition and is based at the Stevenson Building of the University of Glasgow ,where she works with both recreational and competitive clients, and delivers a variety of nutrition workshops.

Simone is a graduate registrant on the UK Sport and Exercise Nutrition Register (SENr) and she is the course coordinator at the Centre for Integrative Sports Nutrition coordinates the Certificate of Integrative Sports Nutrition course. She is a EREPS-registered personal trainer, a Clean Sport Advisor, and holds Level 1 ISAK accreditation from the International Society for the Advancement of Kinanthropometry.

Simone graduated with a first class, five-year MSci in Physiology, Sports Science and Nutrition from the University of Glasgow in 2016. As an advocate for whole foods and an individualised approach to nutrition, she is interested in nutritional strategies to optimise performance, recovery and injury prevention, from an integrative health standpoint. With a sporting background in athletics and powerlifting, Simone now enjoys lifting weights and functional training.

LinkedIn: https://www.linkedin.com/in/simone-do-carmo/; Twitter: @Sport_Bokkie; www.pb-nutrition.com

Rachel Jesson B.Phys.Ed (Hons), M.Phil. is a certified natural food chef and an ex-South African triathlete, with a contagious and passionate enthusiasm for nourishing foods and optimal health. She is a teacher at the School of Natural Cookery and is the first natural chef to extend these cooking methods out into the demanding field of athletic performance; hence being the host of the CISN Natural Sports Cookery course. Rachel insists that for health, we need to keep things simple; she takes inspiration from previous generations with regard to the preparation of wholesome food. Her latest projects include two-day bone broths, convenient but highly nutritious slow cooking recipes, fermented foods, sports granola bars, and homemade ice cream!

Rachel is the co-author of *Wholesome Nutrition*, within which she focused on the food sourcing information and the beautiful recipe section, and she contributed regularly to the *Functional Sports Nutrition* publication. Therapeutically, within the Nutritional Institute, which she co-founded with Ian Craig, she works as a health food coach, helping individuals to put nutritional interventions into a practical, food-focussed form.

Rachel's educational achievements include an honours degree in physical education (B.Phys.Ed) and a masters degree in sport science and sport psychology (M.Phil). She is also NLP trained, and has spent the past 20 years immersing herself in the study of whole, traditional and living foods.

LinkedIn: rachel-jesson-419404167/; Twitter: @RachelJesson; www.thenutritionalinstitute.com

Additional lecturers on the Certificate course

Many practitioners and academics with substantial industry experience lecture on this course, especially when you come to pick your specialty modules. You will obtain the full listing of these individuals in the syllabus section of 'Course and module descriptions' below.

Course and module descriptions

Title:	**Certificate of Integrative Sport and Exercise Nutrition**
Start Date:	**6 Feb 2025; 27 May 2025 and 23 Oct 2025 (online study)**
Course leader:	**Ian Craig**

Aims

The Centre for Integrative Sports Nutrition aims to bridge the worlds of functional and integrative nutrition with conventional sports nutrition by taking into consideration an athlete's physiological systems of health, and their training, lifestyle and stress patterns. In other words, we aim to understand the unique physical, physiological and psychological requirements of our athletes and treat each of them in a genetically individual and 'functional' way.

The certificate course will be a progressive learning experience, starting from a comprehensive study of integrative nutrition within a sporting context (Module 1 - Integrative body systems), moving through conventional sports nutrition with a strong integrative slant to it (Module 2 - Applied performance nutrition), and finishing with an array of specialty units that look at cutting-edge strategies within sports nutrition and allied fields.

Pre-requisites

The certificate course, and all modules, are aimed at degree holders, ideally with some experience in the sport and exercise industry. With the goal of the course being to bridge functional and integrative nutrition practice with current sports nutrition and sport science practices, we welcome:

- Nutritional therapists, nutritionists and dieticians with a sporting interest
- Functional and integrative medicine practitioners with a sporting interest
- Sport scientists and exercise physiologists with a nutritional interest
- Sport nutritionists who wish to immerse within the integrative model in sport
- Highly qualified and experienced personal trainers

Additionally, knowing that many excellent practitioners are not actually degree-qualified, the course and individual specialty units are also open to individuals who can demonstrate sufficient prior knowledge and experience. On entry, we may ask you to create a portfolio of practice.

What qualification do you receive by completing this course?

When you complete the two modules and two specialty units of this course, you will receive a Certificate of Integrative Sport and Exercise Nutrition. This is a specialist qualification, which allows you to add a sport and exercise nutrition specialisation that you use within the practice guidelines of your current professional practitioner qualification(s).

Additionally, this course is worth 100 hours of CPD/CEU credits, meaning that you can register the hours of study with your professional body.

Practitioners Directory

After successfully completing the full certificate course, you can apply to be included in the CISN Practitioners' Directory. This is a listing of individuals who have passed the Certificate course and demonstrated sufficient experience to apply the learnings of the course within their own practice, subject to their own professional body's guidelines.

Your eligibility will depend on your level of clinical client experience and will be at the course leader's discretion.

Examples where students will not be eligible:

- A university student who has not yet graduated
- A person who undertakes the CISN course out of interest and who is not registered with a professional body to work one-on-one with clients
- Any person that the course leader feels needs more practical experience within the field of sports nutrition based on their case-study assignments

Syllabus of the Certificate course and individual modules

Module 1 - Integrative body systems in sport

1. Integrative thinking in sports nutrition, the functional model, timelines, and contextualisation of science into practice – Ian Craig
2. Individuality and genetics of health, nutrition and performance – Karen Harrison, nutrigenomics specialist at Team Gene
3. Gastrointestinal health specifically in athletes – Ian Craig
4. Detoxification and biotransformation – Ian Craig
5. Musculoskeletal health and inflammation – Ian Craig
6. Exercise immunology and the antioxidant debate – Ian Craig
7. Endocrine and nervous system disruption, imbalance and fatigue – Ian Craig
8. Energy, bioenergetics, mitochondria and the cardiovascular system – Ian Craig

Module 2 - Applied performance nutrition

1. Calories for a sports person – measurements and limitations – Ian Craig & Chris Howe, expertise physiologist
2. Body composition – measurement modalities and nutritional strategies – Ian Craig, Chris Howe, & Simone do Carmo
3. Macronutrient needs – carb vs fat discussions, train low-compete high, carb periodisation and nutrient timing – Ian Craig
4. Micronutrient needs - considering nutrient-dense nutrition, assessments and interventions – Ryre Cornish, nutritional therapist
5. Pre, during and post-exercise nutrition, including sports and recovery drinks and gels – Ian Craig
6. Hydration and electrolytes – Andy Blow, founder of Precision Hydration
7. Overtraining – the bigger neuroendocrine picture, monitoring and recovery – Ian Craig
8. Dynamic Action Learning workshop to consolidate knowledge and extend to further learnings

Specialty short units

Hypertrophy for sport and exercise

1. Training for performance and health-based hypertrophy outcomes – Paul Ehren, strength and conditioning specialist and Masters bodybuilding champion
2. Nutrition for hypertrophy from an integrative perspective, including the 'gut-muscle axis' – Simone do Carmo, sport and exercise nutritionist and exercise physiologist
3. Conditional and unconditional ergogenic aids for hypertrophy – Matt Lovell, specialist performance nutritionist and ergogenics expert
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further learnings

Gastrointestinal and immune health in athletes

1. Gastrointestinal health specifically in athletes – Katherine Caris-Harris, nutritional therapist and long-distance triathlete
2. Gut distress in endurance athletes – Professor of Nutritional Physiology for Health, Justin Roberts, Anglia Ruskin University, Cambridge
3. Gastroenterology and nutrition in a sporting context – Rick Miller, clinical and sports dietitian
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further learnings

Harnessing mitochondrial energy for the athlete

1. Mitochondrial biogenesis via exercise training, plus hormetic modulators – Zac van Heerden, exercise physiologist and sports conditioning specialist
2. 3-dimensional nutrition from a mitochondrial perspective – Ian Craig
3. Mitochondria, emotional overwhelm and the cell danger response – Dr Patricia Worby, somatic psychotherapist
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further learnings

Ergogenic aids for the athlete

1. An integrative body-systems view of nutritional ergogenic aids – Matt Lovell, specialist performance nutritionist and ergogenics expert
2. Health and sports longevity as an ergogenic aid – strength and conditioning specialist and Masters bodybuilding champion
3. Classical nutritional ergogenics, and a few extra! – Matt Lovell, specialist performance nutritionist and ergogenics expert
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further learnings

Relative Energy Deficiency in Sport (REDs)

1. An overview of REDs from a sport nutritionist perspective – Simone do Carmo, sport and exercise nutritionist and exercise physiologist
2. Intentional REDs – Renee McGregor, specialist sport and eating disorder dietitian
3. REDs: A focus on endocrine health – Dr Nicky Keay, exercise endocrinologist
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further

A mind-body perspective in sport

1. Setting a base of sports psychology theory and practical applications – Victor Thompson, sport and clinical psychologist
2. A view of trauma and disrupted nervous state in a sport and exercise context – Dr Patricia Worby, somatic psychotherapist
3. Mindfulness and meditation strategies for athletes to live and perform with 'heart' – Paul Carlos, yoga practitioner and student of Tai Chi, Chi Gong and other meditation disciplines
4. Dynamic Action Learning workshop to consolidate knowledge and extend to further

Natural sports cookery – Rachel Jesson, natural chef

1. Introduction to natural cookery, including the language and values of intuitive cooking
2. Kitchen staples, roasting methods, and marinating methods to amplify flavour and nutrient density
3. Energetic nutrition in food choice, and energetics of cooking methods
4. Wholeness: the importance of cooking with foods in the original form
5. Stocks, ferments and pressing methods: making sauerkraut, kefir and rejuvelac
6. Sport-specific macro nutrient awareness built around energetic cookery: pre-, during and post-exercise options
7. Creating meal compositions for an athlete: how to plan for a nourishing sporting diet
8. Breakfast granolas, DIY sports-drink and post-exercise smoothies
9. Case study of an athlete's meal composition
10. Food lab: a 2.5-hour practical Zoom session during which students create a meal composition for an athlete

*Each year, one or two specialist modules are added to the CISN portfolio

Learning outcomes and objectives of the Certificate course and individual modules

Module 1 - Integrative body systems in sport

1. Acquire a confident understanding of the functional and individual way of working within the context of sports nutrition, with focus on the concept of ‘health feeds performance’.
2. Obtain a thorough physiological knowledge of the gastrointestinal tract, digestive challenges faced by athletes, and strategies to help their GI function.
3. Obtain a thorough physiological knowledge of detoxification and biotransformation, the increased challenges faced by athletes, and strategies to help increase liver/detoxification support.
4. Understand the acute and chronic effects of various exercise workloads on the athlete’s immune system, the health implications for resistance to bacterial and viral diseases, and strategies to support athlete immunity.
5. Understand musculoskeletal adaptations to various exercise workloads, the importance of musculoskeletal health for optimal performance, and strategies to manage exercise-induced muscle damage, soreness, and inflammation.
6. Obtain a thorough physiological knowledge of the endocrine system, how various excessive exercise workloads can disrupt the endocrine system and induce endocrine fatigue, and strategies to support a balanced endocrine system.

7. Obtain a thorough physiological understanding of the cardiovascular and pulmonary responses to exercise, human energy systems, their interactions and relevance to different sports. Appreciate a holistic and integrative approach to the concept of fatigue.
8. Understand the role of both the sympathetic and parasympathetic nervous systems in an athlete's health and performance, and strategies to support a balanced nervous system.

Applied performance nutrition

1. Recognise ACSM guidelines, calculate energy requirements for an athlete and critique the limitations of assessing energy requirements.
2. Develop strategies to manipulate an athlete's body composition taking into account beyond-calorie considerations such as blood sugar regulation, stress hormones, female hormones and more.
3. Understand macronutrient requirements for an athlete in a genetically individual way, and provide strategies to periodise macronutrient intake in certain sporting scenarios.
4. Understand micronutrient requirements for an athlete, the importance of nutrient-dense nutrition, measurements of micronutrient status and strategies for micronutrient nourishment.
5. Assess the evidence behind nutrient timing and develop individualised pre-, during and post-exercise nutrition strategies, viewing historical and current research information.
6. Understand the importance of hydration for an athlete's health and performance, use hydration guidelines and devise strategies to meet an athlete's hydration requirements.
7. Obtain a thorough physiological understanding of overtraining (and other physiological imbalances), learn how to assess and monitor overtraining, and strategies for prevention and recovery.
8. Demonstrate your ability to pull together your learning from the module and life experience within the context of sporting performance.

Speciality short units

Hypertrophy for sport and exercise

1. Understand the different types of hypertrophy, how you might train for them, and the metabolic stressors that create hypertrophy responses
2. Understand macronutrient support of the hypertrophy training process, plus functional considerations of supporting hypertrophy via the gut-muscle axis
3. Cite a number of historically researched ergogenic aids for hypertrophy, along with health-supporting foods and nutrients that can indirectly aid hypertrophy
4. Devise a well-reasoned dietary and training strategy for an athlete who is pursuing hypertrophy goals, based on their unique health and training needs

Gastrointestinal and immune health in athletes

1. Understand the effects of exercise (especially endurance) on gut health and function
2. Explain the gastrointestinal challenges of gut permeability and endotoxemia in a sporting context
3. Understand the importance of gastrointestinal health for an athlete, and the whole-body health-mirroring effect of the human microbiome, including immune response
4. Support an athlete's gastrointestinal health via nutrition and lifestyle support, and in some cases, clinical strategies

Harnessing mitochondrial energy for the athlete

1. Understand the dynamics of mitochondrial health, energy, and biogenesis through the lens of exercise physiology, and exercise training
2. Explain the fuel needs of mitochondria in exercising muscles, alongside deep nourishment of these dynamic organelles by micro-nutrition
3. Understand the larger physiological and mental-emotional role that mitochondria play, and the connection between them and complex health conditions
4. Support an athlete's mitochondrial health and energy via appropriate nutritional, exercise, and lifestyle advice, emotional support, and in some cases, clinical strategies

Ergogenic aids for the athlete

1. Understand the definition of 'ergogenic' within the ecosystem of an athlete's life, and recognise common challenges to an athlete's health
2. Identify foods and nutrients that might not have 'proven' ergogenic influence, but in the context of a particular case, may support a health-feeds-performance approach
3. Describe a number of classical ergogenic aids, that have years of research suggesting a performance-enhancing role
4. Support an athlete's performance with well-proven performance-enhancing sports strategies

Relative Energy Deficiency in Sport (REDs)

1. Understand the physiological consequences of prolonged periods of relative energy deficiency
2. Discuss how the hypothalamus-pituitary-adrenal axis is imbalanced by physical and psychological stresses in an athlete's life, and how this imbalance relates to REDs
3. Discuss how to identify signs and symptoms associated with REDs, including psychological imbalances associated with disordered eating behaviour
4. Be able to provide nutrition advice to athletes with signs and symptoms associated with REDs, and recognise when specialised support is required

A mind-body perspective in sport

1. Understand the importance of psychological support in enhancing physical performance
2. Discuss psychological patterns that can inhibit an athlete's training adaptations and performance outcomes, including the impact of trauma and adverse childhood experiences
3. Be able to support the mind-body resonance and physical excellence of athletic clients with specialised strategies such as creating a well-formed goal
4. Develop a flexible and motivating lifestyle action plan for an athletic client that includes training and nutrition inputs

Natural sports cookery

1. Demonstrate an understanding of the language and values of intuitive cooking, and how these can be applied to an athletic individual
2. Understand how you can increase the energy available to an athlete by your choice of food, plus the selection of cooking methods

3. Explain macronutrient and micronutrient needs of an athlete, and how you can amplify their availability to an athlete by the way you prepare the food
4. Create meal compositions for an athlete, including suggestions for breakfast, lunch, dinner, snacks, plus sport-specific nutrition

Benefits of the course for you

- Learn aspects of nutritional therapy and functional medicine that are relevant to sports and exercise, and apply them in practice.
- View the body-mind as an integrative system that interacts with the exercise, nutrition and lifestyle choices that we make.
- Lead the crowd – functional medicine started off as a small-scale, alternative, medical modality and is now practiced widely in many countries. In years to come, the same should be true of this evolving paradigm within sport and exercise nutrition.
- Equip yourself with the skills to work with athletic individuals at a deep physiological level and with a very healthy respect for genetic individuality.
- Learn beyond-calorie strategies to manipulate body composition.
- Learn how to recognise health dysfunctions that an athlete can face and how to design interventions to help manage their challenges.
- Learn how to recognise, assess and monitor overtraining, as well as strategies for prevention and recovery.
- Learn how to develop pre-, during- and post-exercise nutrition and hydration guidelines for the individual athlete, including periodisation in certain sporting scenarios.
- Recognise sport-specific nutritional considerations and ergogenic aids that can directly or indirectly assist athletic performance.
- Access some of the most forward and lateral-thinking minds in international sports nutrition and functional medicine.
- Increase your sports nutrition credibility.
- Join a forum of like-minded individuals.
- Justify an increase in your billable hourly rate based on an additional skill set.

Learning materials

Because everybody's preferred path of study is highly unique, plus there is no textbook that is aligned with this way of thinking and working (yet), we do not have any required texts. However, below is a list of texts that may be beneficial to you as you study with us. More importantly, though, we provide articles for 'required' and 'recommended' reading with every single lecture on each module.

- McArdle WD, Katch FI and Katch VL (2015). *Exercise Physiology: Nutrition, Energy, and Human Performance*. 8th edition. Wolters Kluwer Health – Lippincott, Williams and Wilkins.
- Jeukendrup & Gleeson (2019). Sport Nutrition. 3rd edition. Human Kinetics.
- Borer, KT (2013). Advanced Exercise Endocrinology (Advanced Exercise Physiology). Human Kinetics.
- Lord RS and Bralley JA (2008). *Laboratory Evaluations for Integrative and Functional Medicine*. 2nd Edition. Metametrix Institute.
- Nicole L and Woodriff Beirne A (2010). *Biochemical Imbalances in Disease*. Singing Dragon.
- Jones D (2006). *Textbook of Functional Medicine*: Institute of Functional Medicine.

- Schoenfeld BJ (2016). *Science and Development of Muscle Hypertrophy*. Human Kinetics Australia.
- Antonio J et al (2008). *Essentials of Sports Nutrition and Supplements*. ISSN. Humana Press Inc.

Course duration and mode of delivery

For certification: Module 1 (integrative body systems, Module 2 (applied performance nutrition) plus a choice of two specialty units

Total hours of certificate course – 120 hours
Lectures (on pre-recorded video) – 60 hours (20 hours for modules 1 and 2 and 10 hours per speciality unit)
Tutorials (attendance) – 24 hours (8 hours per base unit and 4 hours per speciality unit)
Self-guided learning – we recommend that you spend approximately 10 hours for modules 1 and 2, and 5 hours per speciality unit. This includes time to read suggested articles plus time to write your assignments.

For each module, there are weekly tutorials in the form of Q & A and case discussion to accompany the lectures.

2025 enrolment dates for full certificate course

We have three intake periods each year:

- Intake 1: 6 February 2025
- Intake 2: 27 May 2025
- Intake 3: 23 October 2025

Modules 1 and 2 follow eight-week cycles and each specialty module will be completed in four-week cycles. The general layout for each base module:

Week	Content
0	Online welcome meeting
1	Review of lecture 1, Q & A, and case discussion
2	Review of lecture 2, Q & A, and case discussion
3	Review of lecture 3, Q & A, and case discussion
4	Review of lecture 4, Q & A, and case discussion + Formative assignment brief
5	Review of lecture 5, Q & A, and case discussion
6	Review of lecture 6, Q & A, and case discussion + Summative assignment brief
7	Review of lecture 7, Q & A, and case discussion
8	Review of lecture 8, Q & A, and case discussion

The general layout for each specialty unit:

Week	Content
0	Online welcome meeting
1	Review of lecture 1, Q & A, and case discussion
2	Review of lecture 2, Q & A, and case discussion + Summative assignment brief
3	Review of lecture 3, Q & A, and case discussion
4	Review of lecture 4, Q & A, and case discussion

Assessment methods and deadlines

Your formative assignments will be used as an aid to your learning, as we will provide you with constructive feedback, but it will not be formally graded. We highly recommend that you complete the formative assignments as they have been designed to help support your learning towards your summative assignments.

Examples of assessments:

<u>Integrative body systems</u>

Formative assignment: create a functional matrix and timeline based on yourself.

Summative assignment: write a 1000-word case-study style essay on a sporting health scenario.

<u>Applied performance nutrition</u>

Formative assignment: create a pre-, during- and post-exercise nutrition strategy for yourself based on a particular exercise session.

Summative assignment: write a 1000-word case-study style essay on a sporting performance scenario.

Grading system

<u>Fail: 0-39%</u>
<u>Pass</u>: 40-59% is required in terms of academic standard, but you also need to demonstrate clinical competency (i.e. safety) regarding the advice offered to your case study clients.
<u>Merit</u>: 60-69%
<u>Distinction</u>: 70%+
*Note - these are UK standards of assessments, where an overall grade of 70% or more would be similar in standard to a First-Class Honours degree classification

<u>Grading categories and assignments:</u>

Assignments account for 100% of total course marks

Module 1
Formative assignment: compulsory to complete, but not graded
Summative assignment: 25% of total course marks

Module 2
Formative assignment: compulsory to complete, but not graded
Summative assignment: 25% of total course marks

Two specialty modules
Summative assignment: 25% of total course marks for each module

Extensions and missed/late assignments

If you know that you will miss an assignment deadline due to a life circumstance (accepted at CISN's sole discretion), they must let CISN know at least 24 hours in advance by emailing student facilitator Simone do Carmo.

If you fall behind in your assignment submissions and they are not submitted by the agreed date, 1 point per day may be deducted from their grade.

If a learner fails an assignment (i.e. scores below 40% or does not display clinical competency), they may resubmit once.

Referencing

For your summative assessments, you should include references that are carefully selected and chosen to best represent the nutrition intervention(s) you have implemented. You do not need to reference standard biochemistry or pathology unless it is directly linked to a rationale for intervention. More references are not necessarily better when justifying a clinical report. We are looking to see that you can appropriately select references to justify the nutrition intervention.

Cite your sources

References or creating a bibliography are skills that you have to master when writing your assignments. The **Harvard referencing system** is primarily used by university students, to cite information sources. If you are using a lot of different sources, add them to your reference list as you go along.

Different types of citations

Citations located in the body of the text are used when directly quoting or paraphrasing a source. They quote a section of the full citation.

<u>Example 1:</u>
According to Franco-Obregón and Gilbert (2017), mitochondria are 'descendants of primordial aerobic pleomorphic bacteria that entered into a mutualistic partnership with ancient anaerobic microbes', capable of producing energy with or without the availability of oxygen.

<u>Example 2:</u>
Mitochondria are 'descendants of primordial aerobic pleomorphic bacteria that entered into a mutualistic partnership with ancient anaerobic microbes', capable of producing energy with or

without the availability of oxygen (Franco-Obregón and Gilbert, 2017).

When citing a web page, follow these guidelines:
By Author and date (where possible)
By title and date if there is no identifiable author

Note: You should only insert the URL in text, if neither author nor title can be identified. If there is no author, corporate author or title of a webpage, and all you have is the URL, ask yourself if you should be citing it in your assignment and consider its academic integrity.

Example:
The latest survey by health professionals (http://www.onlinehealthsurvey.org, 2012) reveals that…

Reference list
This is located at the end of your work and includes full citations of sources used in your assignment. They should follow the **Harvard Reference List** format.

Examples:

- Aengevaeren, V.L. et al. (2017). Relationship between lifelong exercise volume and coronary atherosclerosis in athletes. Circulation, 136(2), 138-48.
- Agarwal, S.K. (2012). Cardiovascular benefits of exercise. Int J Gen Med, 5, 541-45.
- Apostolova, N. and Victor, V.M. (2015). Molecular strategies for targeting antioxidants to mitochondria: therapeutic implications. Antioxid Redox Signal, 22(8), 686–729.
- Blanco, A. and Blanco, G. (2017). Medical Biochemistry. 1st Ed. London: Academic Press.
- Hyman, M. (2005). Clinical Approaches to Environmental Inputs - Ch 26. In: Textbook of Functional Medicine. (Ed. Jones, D.S.). Gig Harbor, WA: Institute for Functional Medicine.
- National Institutes of Health. Dietary Supplement Fact Sheets. https://ods.od.nih.gov/factsheets/list-all/ (accessed Oct 2024).

Ensure you maintain consistency throughout your Reference List – e.g. the use or not of Italics for journal names, spacing, commas, and other formatting details.

Note: For additional information on citing references, click on the following link:
Quick guide to Harvard referencing (Cite Them Right) | Library Services | Open University

Support for learners with learning support needs

Extra time for assessments – all your assignments are homework-based, rather than classroom examined, so you can take as long as you need within the specified time frame to complete your assignments. We will also be sympathetic within reason to any need to extend your submission dates.

Support with reading and completion of assessments – If you have certain learning needs (e.g. dyslexia), you may ask someone to help you read questions/write answers for you. Producing audio/video instead of written answers to the assignments will also be permitted. In the case of dyslexia, the course material, instead of being presented on a white background, can be changed to cream or pastel-coloured backgrounds as required.

All of the presented course material will be professionally filmed and edited (webinars and live lectures/workshops). These recordings will be made available to all students, meaning that if you have learning support needs, you can replay the presentations at your own leisure.

Prior to the start of each module, reading materials in the form of journal articles and online resources, will be given out approximately one week in advance so you're able to revise the topics well before the actual presentation. This means that the material will not be totally new to you and you will be able to derive maximum benefit from the presentations and ask pertinent questions.

One-to-one support will be supplied as needed – we keep our class sizes small, which means that you always have access to lecturers and tutors, plus we encourage interaction with your peer group, which is an excellent way of extending learning.

Discussion forum – We also run an online discussion forum on the Moodle platform so that you can discuss topics with other students and your tutors and lecturers. This forum will be particularly active during assignment times.

Complaints and appeals procedure

CISN is committed to providing learners with a high-quality educational experience. If you wish to appeal against a grade, have an issue that warrants our attention, or are dissatisfied with any aspect of the course, please contact us. We are also keen to learn from any appeals and complaints we receive.

The procedure for any appeal or complaint is to first contact the course leader, Ian Craig, who will send you the appropriate form to complete. This form will then be reviewed by the course leader, Ian Craig. Although Ian's decision is final, he will do his utmost to resolve the matter to your satisfaction.

Cancellation and refund policies

After signing the Enrolment Agreement and paying for the course or single specialty unit for CPD purposes, either in full or as part of a payment plan, you are eligible for a full refund if you choose to cancel until one week before the first module of the course begins, subject to a £150 cancellation charge.

Deposits and all paid tuition are refundable according to the following schedule:

- Within the first 10% of the programme (between lectures 1 and 2 of Module 1) = 90% refund less cancellation charge
- After 10%, but within the first 50% of programme (up to lecture 3 of Module 2) = 50% refund less cancellation charge
- After 50% of the programme = <u>no</u> refund

All refunds will be made within 30 days of the termination date. The official termination or with-drawal date of a student is determined as follows:

- After 50% of the programme = <u>no</u> refund

- The date on which the student violates published policy, which provides for termination.
- Should a student fail to return from a leave of absence by the agreed date, the effective termination date for that student is the earlier of the date on which CISN determines the student is not returning or the day following the expected return date.

Postponement of a start date must be requested by the learner by emailing course leader, Ian Craig. It will require a written amendment to the Enrolment Agreement, signed by the learner and CISN. If the course does not commence, or the learner fails to attend by the new start date specified in the amendment, the learner will be entitled to the relevant refund of the prepaid tuition and fees within 30 days of the deadline in accordance with CISN's refund policy.

Course concessions

You may be eligible for a significant discount on the course if you belong to certain organisations, or are a student in a related discipline, or if you refer a friend or colleague to the course. Below are the discounts currently being awarded:

- British Association for Applied Nutrition & Nutritional Therapy (BANT) members receive a 10% discount.
- American Nutrition Association (ANA) members receive a 10% discount
- A 10% discount is awarded for referrals of friends or colleagues to the course.
- Students in the final year of their undergraduate degree, or who are studying at postgraduate level in a related discipline, receive a 10% discount.

Tutor support availability

During the time that you are enrolled on this course, you will have full contact with your tutors: course coordinator Simone do Carmo and course leader Ian Craig. If you have logistical questions, you can send an email to Simone and if you have questions about course content, you can send an email to Ian.

Additionally, if you have a question for one of the other lecturers, you can send an email to Simone, who will forward your email to the lecturer in question, and she will endeavour to get an answer for you as soon as possible.

Contact details

Course founder and leader: Ian Craig
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