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| <b>Unit Title:</b>     | <b>Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme</b> |
| OCR unit number        | 9   |
| Sector unit number     | PT306   |
| Level:                 | 3   |
| Credit value:          | 7   |
| Guided learning hours: | 42  |
| Unit expiry date:      | 30/04/2015  |

### Unit purpose and aim

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This unit covers the knowledge and competence that the learner needs, to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |
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| <p><b>The Learner will:</b></p> <p>1 Understand how to collect and analyse information and agree goals with the client</p> | <p><b>The Learner can:</b></p> <p>1.1 Outline the range of professionals and professional bodies involved in the area of nutrition</p> <p>1.2 Describe how to obtain clients informed consent before collecting nutritional information</p> <p>1.3 Explain why it is important to collect accurate nutritional information about clients</p> <p>1.4 Describe the information that needs to be collected to offer nutritional advice to clients safely and effectively</p> <p>1.5 Outline the legal and ethical implications of collecting nutritional information</p> <p>1.6 Describe different formats for recording nutritional information</p> <p>1.7 Explain why confidentiality is important when collecting nutritional information</p> <p>1.8 Explain issues that may be sensitive when collecting nutritional information</p> <p>1.9 Explain basic dietary assessment methods</p> <p>1.10 Evaluate different methods that can be used to measure body composition and health risk in relation to weight including:</p> <ul style="list-style-type: none"> <li>• Body Mass Index (BMI)</li> <li>• Waist circumference (WC)</li> <li>• Waist to hip ratio</li> <li>• Skin folds and skin fold indices</li> <li>• Bioelectrical impedance</li> </ul> |

| Learning Outcomes  | Assessment Criteria   |
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|  | <p>1.11 Assess health risk in relation to body composition, height and weight, and where available, compare to 'norms'</p> <p>1.12 Explain how to sensitively divulge the interpretation of collected information and results to clients</p> <p>1.13 Describe how to recognise the signs and symptoms of disordered eating</p> <p>1.14 Describe a healthy eating pattern</p> <p>1.15 Explain the circumstances in which a client should be recommended to visit a GP about the possibility of referral to a Registered Dietician and the process that should be followed</p> <p>1.16 Explain the circumstances in which a client should be referred on to a Accredited Sports Dietician and the process that should be followed</p> <p>1.17 Analyse and interpret collected information to identify clients' needs and nutritional goals in comparison to National guidelines/the National food model</p> <p>1.18 Explain how to apply the principles of goal setting when offering nutritional advice</p> <p>1.19 Explain when to involve people other than the client in nutritional goal setting and identify who these people might be</p> <p>1.20 Identify barriers which may prevent clients achieving the agreed nutritional goals</p> <p>1.21 Describe motivational strategies that can be used to encourage healthy eating and prevent non-compliance or relapse</p> |
| <p>2 Be able to collect and analyse information and agree goals with the client</p>  | <p>2.1 Collect, record and analyse the information needed about clients nutritional goals</p> <p>2.2 Identify when clients need referral to another professional</p> <p>2.3 Agree clients needs and readiness to take part</p> <p>2.4 Agree clients short, medium and long term nutritional goals</p> <p>2.5 Identify barriers to clients achieving the agreed nutritional goals</p> <p>2.6 Set nutritional goals that are specific, measurable, achievable, realistic and time-bound and reflect accepted good practice</p> <p>2.7 Record the agreed goals in a format that is clear to all who may be involved</p> <p>2.8 Identify and agree strategies to prevent non-compliance or relapse</p> <p>2.9 Identify and agree review points</p>  |
| <p>3 Understand how to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme</p> | <p>3.1 Describe the structure and function of the digestive system</p> <p>3.2 Explain the meaning of key nutritional terms including:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• healthy eating</li> <li>• nutrition</li> </ul>   |

| Learning Outcomes | Assessment Criteria  |
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|                   | <ul style="list-style-type: none"> <li>• balanced diet</li> </ul> <p>3.3 Explain professional role boundaries with regard to offering nutritional advice to clients</p> <p>3.4 Explain the key nutritional principles/messages and national guidelines that underpin a healthy diet</p> <p>3.5 Describe the nutritional principles and key features of the National food model/guide</p> <p>3.6 Explain the relationship between nutrition, physical activity, body composition and health and how to communicate it to clients including:</p> <ul style="list-style-type: none"> <li>• links to disease / disease risk factors</li> <li>• cholesterol (including desirable levels of HDL, LDL, Total Cholesterol: HDL ratio)</li> <li>• types of fat</li> </ul> <p>3.7 Describe the nutritional requirements and hydration needs of the physical activity programme</p> <p>3.8 Outline factors that may influence clients' eating habits and prevent them from achieving nutritional goals</p> <p>3.9 Identify groups of clients at risk of nutritional deficiencies</p> <p>3.10 Identify how to access reliable sources of nutritional information</p> <p>3.11 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers</p> <p>3.12 Explain the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise</p> <p>3.13 Define the components of energy expenditure and the energy balance equation</p> <p>3.14 Demonstrate how to determine Basal Metabolic Rate (BMR)</p> <p>3.15 Demonstrate how to determine energy requirements based on physical activity levels and other relevant factors</p> <p>3.16 Describe energy needs/expenditure for different physical activities</p> <p>3.17 Outline the function and metabolism of the macro nutrients</p> <p>3.18 Outline the function and metabolism of micro nutrients</p> <p>3.19 Identify the main food groups and the nutrients they contribute to the diet</p> <p>3.20 Describe portion sizes in the context of the National food model</p> <p>3.21 Identify the calorific/Kilo joule value of nutrients</p> <p>3.22 Describe common terminology used in nutrition including:</p> <ul style="list-style-type: none"> <li>• UK dietary reference values (DRV)</li> <li>• Recommended daily allowance (RDA)</li> <li>• Recommended daily intake (RDI)</li> <li>• Glycaemic Index</li> </ul> <p>3.23 Describe how to identify and agree nutritional goals and translate them into basic healthy eating advice that reflects</p> |

| Learning Outcomes   | Assessment Criteria  |
|---|--|
|   | <p>current National guidelines</p> <p>3.24 Interpret food labelling information</p> <p>3.25 Explain the significance of healthy food preparation</p> <p>3.26 Explain the potential health and performance implications of severe energy restriction, weight loss and weight gain</p> <p>3.27 Explain how cultural and religious dietary practices can influence nutritional advice</p> <p>3.28 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients</p> <p>3.29 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician</p> <p>3.30 Explain the need for reappraisal of client's body composition and other relevant health parameters at agreed stages of the program</p> <p>3.31 Outline safety, effectiveness and contraindications relating to protein and vitamin supplementation</p> <p>3.32 Outline industry guidelines on managing users with suspected eating disorders</p> |
| <p>4 Be able to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme</p> | <p>4.1 Analyse clients' nutritional needs and preferences in relation to current status and nutritional goals</p> <p>4.2 Use credible sources of information and advice in establishing clients goals</p> <p>4.3 Design and agree nutritional goals that are compatible with the analysis carried out, accepted good practice and national guidelines</p> <p>4.4 Identify and obtain credible educational resources for use with clients</p> <p>4.5 Ensure that the nutritional goals support and integrate with other programme components</p> <p>4.6 Ensure that clients understand and follow the nutritional advice as part of the exercise and physical activity programme</p> <p>4.7 Evaluate and review clients' progress towards the agreed nutritional goals</p> <p>4.8 Monitor and refine clients' nutritional goals during the physical activity programme</p>  |

## Assessment

This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

## Evidence requirements

This unit can be assessed by using a variety of methods from workplace evidence. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Please refer to Section 3 of the Centre Handbook for detailed information about conducting assessment and producing valid candidate evidence.

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work.

This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

## Guidance on assessment and evidence requirements

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Learners must provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

There must be evidence that the learner's work has met the following **minimum** requirements listed:

### Learning Outcomes 1 and 3

These can be assessed by;

- professional discussion
- oral questions and answers
- questions requiring written answers

Learning Outcomes 2 and 4 must be assessed using workplace evidence generated when the learner is applying the principles of nutrition to support client goals as part of an exercise and physical activity programme.

### Learning Outcome 2

When collecting and analysing information and agreeing goals with the client the learner **must** cover **7** of the following types of information:

- personal goals
- lifestyle
- medical history
- physical activity history
- diet history
- food preferences
- supplement use
- nutritional knowledge, attitudes and motivation
- stage of readiness

with **both** of the following types of client:

- clients with specific fitness needs
- clients with general health needs

with **2** of the following types of goal:

- healthy eating
- weight management
- improved fitness
- improved self-image

## Learning Outcome 4

When applying, monitoring and adapting the principles of nutrition and weight management to an exercise and physical activity programme the learner must cover both of the following types of client:

- clients with specific fitness needs
- clients with general health needs

with 2 of the following types of goals:

- healthy eating
- weight management
- improved fitness
- improved self-image

### **Simulation**

Simulation is allowed for 2.2, if there is no naturally occurring evidence available.

### **Knowledge and understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **National Occupational Standards (NOS) mapping/signposting**

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D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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The functional skills standards can be found to view on the Ofqual website:

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

| Functional Skills Standards |   |              |   |  |   |
|-----------------------------|---|--------------|---|--|---|
| English                     |   | Mathematics  |   | ICT  |   |
| Speaking and Listening      | ✓ | Representing | ✓ | Use ICT systems                              | ✓ |
| Reading                     | ✓ | Analysing    | ✓ | Find and select information                  | ✓ |
| Writing                     | ✓ | Interpreting | ✓ | Develop, present and communicate information | ✓ |

## Resources

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The specific requirements for the Level 3 Diploma in Personal Training NVQ include:

1. Sufficient space for the safe and effective delivery of personal training activities (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the activity being undertaken.
2. Sufficient and safe equipment that is fit for purpose and in good working order enabling all aspects of the standards to be met (this should take into account the need to keep appropriate records regarding the maintenance and calibration of equipment according to manufacturers guidelines. The range of available equipment should enable learners to be assessed in all relevant aspects of the standard according to the evidence requirements. The equipment required will be determined by the activity (eg for gym a range of free weights, resistance and cardio machines will be required to meet the evidence requirements).

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document 'Admin Guide: Vocational Qualifications' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .