

YMCA Level 3 Award in Nutrition for Physical Activity (501/0118/3)

Qualification Specification



YMCA Awards

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Level 3 Award in Nutrition for Physical Activity

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

This qualification has also been approved by the Department for Education (DfE) for teaching to 16- to 19-year-olds in the tech level category of the 2017 16–19 performance tables and will be reported alongside qualifications such as A Levels and other vocational qualifications.

See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409739/Tech_Levels_2017_list_.pdf.

Tech levels are rigorous, advanced (level 3) technical qualifications on a par with A Levels, and are recognised by employers. They are for students aged 16+ who want to specialise in a specific industry or prepare for a particular job. They give an opportunity to develop specialist knowledge and skills to help the learner get an apprenticeship or job.

This qualification is also eligible for inclusion on the UCAS tariff. Further information on UCAS may be found here: <https://www.ucas.com/>.

Qualification aim

The aim of this qualification is to recognise the skills, knowledge and competence needed for an individual to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Overview of knowledge, skills and understanding

Learners will cover:

- Applying the principles of nutrition to a physical activity programme
- Collecting, analysing and utilising nutritional information
- The principles of nutritional goal setting with clients
- Providing nutritional advice in line with nationally recommended best practice.

Target group and age range

Fitness instructors aged 16 or over who wish to provide nutritional support to their clients as part of an exercise and physical activity programme.

Qualification structure

The YMCA Level 3 Award in Nutrition for Physical Activity is made up of the following mandatory unit:

Unit reference number	Unit title	Level	Credit
L/600/9054	Applying the principles of nutrition to a physical activity programme	3	6

The Total Qualification Time (TQT) for this qualification is 60. The Guided Learning Hours (GLH) assigned are 40.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below); and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent

on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

Learners must be aged 16 years or older. It is also recommended that they hold a Level 2 Certificate in Fitness Instructing or equivalent.

Opportunities for progression

Future employment possibilities

This qualification can improve employability for qualified fitness instructors and those instructors in the REPs physical activity advisor category.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Apprenticeship in exercise and fitness
- Level 3 Certificate in Personal Training (if the learner already has the Level 2 Certificate in Fitness Instructing – gym-based exercise).
- Level 3 Diploma in Personal Training (if the learner already has the Level 2 Certificate in Fitness Instructing – gym-based exercise)
- YCMA Awards Level 3 Diploma in Teaching Pilates
- YCMA Awards Level 3 Diploma in Teaching Yoga
- Level 3 Diploma in Exercise Referral (if the learner already has the Level 2 Certificate in Fitness Instructing).

Mapping to standards

There are direct links to the National Occupational Standards in Nutrition for Physical Activity and Exercise.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements, please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion. etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards' assessment policies and procedures: www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 3 Award in Nutrition for Physical Activity is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio covers the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification. We also have a selection of Word template documents that you might find useful when creating your learners' portfolios of evidence.

External assessment

You can download mock papers here: www.ymcaawards.co.uk/download-resources/mock-papers.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods

Applying the principles of nutrition to a physical activity programme (L/600/9054)

Unit aim

This unit covers the application of the principles of nutrition to support client goals as part of an exercise and physical activity programme.

Unit content

The learner will:

1. Understand the principles of nutrition

The learner can:

1.1 Describe the structure and function of the digestive system

1.2 Explain the meaning of key nutritional terms including:

- diet
- healthy eating
- nutrition
- balanced diet

1.3 Describe the function and metabolism of:

- macro nutrients
- micro nutrients

1.4 Explain the main food groups and the nutrients they contribute to the diet

1.5 Identify the calorific value of nutrients

1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- recommended daily allowance (RDA)
- recommended daily intake (RDI)
- glycaemic Index

1.7 Interpret food labelling information

1.8 Explain the significance of healthy food preparation

1.9 Explain the relationship between nutrition, physical activity, body composition and health including:

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet

The learner will:

2. Understand key guidelines in relation to nutrition

The learner can:

2.1 Identify the range of professionals and professional bodies involved in the area of nutrition

2.2 Explain key healthy eating advice that underpins a healthy diet

2.3 Describe the nutritional principles and key features of the National food model/guide

2.4 Define portion sizes in the context of the National food model/guide

2.5 Explain how to access reliable sources of nutritional information

2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers

The learner will:

3. Understand nationally recommended practices in relation to providing nutritional advice

The learner can:

3.1 Explain professional role boundaries with regards to offering nutritional advice to clients

3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients

3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain

3.4 Identify clients at risk of nutritional deficiencies

3.5 Explain how cultural and religious dietary practices can influence nutritional advice

3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation

3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician

The learner will:

4. Understand the relationship between nutrition and physical activity

The learner can:

4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production

4.2 Explain the components of energy expenditure and the energy balance equation

4.3 Explain how to estimate Basal Metabolic Rate (BMR)

4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors

4.5 Identify energy expenditure for different physical activities

4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity

The learner will:

5. Understand how to collect information relating to nutrition

The learner can:

5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information

5.2 Describe the information that needs to be collected to offer nutritional advice to clients

5.3 Explain the legal and ethical implications of collecting nutritional information

5.4 Describe different formats for recording nutritional information

5.5 Explain why confidentiality is important when collecting nutritional information

5.6 Describe issues that may be sensitive when collecting nutritional information

5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight

The learner will:

6. Understand how to use nutritional information

The learner can:

6.1 Describe basic dietary assessment methods

6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the national food model/guide recommendations

6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight

6.4 Explain how to sensitively divulge collected information and 'results' to clients

6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns

6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'

6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician

The learner will:

7. Understand the principles of nutritional goal setting with clients

The learner can:

7.1 Explain how to apply the principles of goal setting when offering nutritional advice

7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines

7.3 Explain when people other than the client should be involved in nutritional goal setting

7.4 Define which other people could be involved in nutritional goal setting

7.5 Identify the barriers which may prevent clients from achieving their nutritional goals

7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse

7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme

The learner will:

8. Be able to collect and analyse nutritional information

The learner can:

8.1 Collect information needed to provide clients with appropriate healthy eating advice

8.2 Record information about clients and their nutritional goals in an approved format

8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals

The learner will:

9. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients

9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines

9.3 Ensure that the nutritional goals support and integrate with other programme components

9.4 Agree review points with the clients

9.5 Review the clients understanding of how to follow the nutritional advice as part of their physical activity programme

9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals

Assessment

Supplied written knowledge questions and case study which can be completed either as part of course or summative assessment.



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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