

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

Overview

This standard is about ensuring that personal trainers have a sound knowledge of nutrition and understand its relationship to health, weight and physical performance.

The main outcomes of this standard are:

1. collect and analyse information and agree goals with participants
2. apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for personal trainers and level 3 exercise and fitness professionals who plan, conduct and review programmes to address short, medium and long term goals.

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Performance criteria

You must be able to: **Collect and analyse information and agree goals with participants**

1. obtain informed consent before collecting dietary **information** from **participants**
2. collect and record the nutritional **information** you need from **participants**
3. identify the limitations of different **methods** of collecting nutritional **information**
4. analyse **participants'** nutritional **information** relative to their **goals**
5. identify when **participants** need referral to **other professionals**
6. agree with **participants** their nutritional needs
7. agree with **participants** their readiness to make dietary modifications
8. agree with **participants** **SMART** nutritional goals
9. develop and agree strategies to overcome barriers to achieving the **participants'** nutritional **goals**
10. record the agreed **goals** in an accessible format
11. identify and agree strategies to prevent non-compliance or relapse
12. identify and agree review points with the **participants**

Apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

13. compare **participants'** diets to those of current healthy eating guidelines
14. agree dietary modifications in relation to current healthy eating guidelines
15. access and utilise credible sources of **information** and advice
16. support **participants** to agree nutritional **goals**
17. ensure **participants** understand agreed dietary changes
18. ensure **participants** can implement agreed dietary changes
19. regularly review **participants'** progress towards their nutritional **goals**
20. monitor adherence to agreed dietary changes
21. agree necessary adjustments to **participants'** dietary habits
22. ensure dietary recommendations are conducive to all programme components

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

Knowledge and understanding

You need to know and understand:

Collect and analyse information and agree goals with participants

1. the reasons for obtaining participants' informed consent before you begin collecting **dietary information**
2. **methods** of collecting **dietary information**
3. the limitations of **methods** for collecting **dietary information**
4. how to assess **dietary information** relative to participants' **goals**
5. when you should refer to other nutritional professionals and professional bodies involved in the area of nutrition
6. ways of agreeing nutritional needs with participants
7. the significance of agreeing participants' readiness to make dietary modifications
8. **SMART** nutritional goals
9. how to support participants overcoming potential or perceived barriers
10. how to record dietary goals
11. how to apply evidenced **behaviour change strategies** and **motivational techniques** and to prevent non-compliance or relapse
12. how to develop a review schedule

Apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

13. current healthy eating guidelines
14. how to make dietary modifications in relation to current healthy eating guidelines
15. how to access and interpret reliable sources of nutritional information including the distinction between evidence based knowledge versus unsubstantiated anecdotes and the marketing claims of suppliers
16. how to identify and agree nutritional goals
17. how to get participants to understand agreed dietary changes
18. methods of supporting participants to translate nutritional goals into basic healthy eating advice
19. **behavioural change strategies** and **motivational techniques** to support adherence to a nutritional programme

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



20. how to develop strategies for dealing with relapse
21. when to review participants' performance
22. how to monitor adherence
23. methods of making adjustments to participants' dietary habits
24. how nutritional practices link to other programme components

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Scope/range related Information to performance criteria

1. personal goals
2. lifestyle
3. medical history
4. physical activity history
5. physical activity likes and dislikes
6. attitude, motivation to participate and barriers to participation
7. current fitness level
8. stage of readiness
9. posture and alignment

Participants

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Goals

1. healthy eating
2. weight management
3. improved fitness
4. improved self-image
5. SMART

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

6. short term
7. medium term
8. long term

Other professionals (to cover a minimum of 2)

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participant's social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

SMART

1. specific
2. measurable
3. achievable
4. result focused
5. time bound

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

Scope/range related to knowledge and understanding **Dietary information**

1. food diary
2. 24 hour recall
3. food frequency questionnaires
4. weighed food record

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Goals

1. healthy eating
2. weight management
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Behavioural change strategies

1. self-efficacy
2. goals and expected outcomes
3. overcoming barriers
4. self-management strategies
5. self-monitoring
6. self-reinforcement

Motivational techniques

1. goal oriented
2. learning oriented
3. social/relationship oriented
4. intrinsic
5. extrinsic
6. goal setting
7. incentives / rewards
8. behaviour change

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Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

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

14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Accessible Format

A document which presents the same information in a different form that is more easily used and understood by people of different abilities.

Activities

Components of a physical activity session that may focus on your development

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of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

Goals

Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Plan

A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Review

The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

Welfare

Supporting the participant's well-being including basic lifestyle, nutrition and

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drug awareness.

Links to other NOS This standard links with SKAEF15 and SKAEF16.

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