



Qualification
Guidance

Active IQ Level 3 Award in Principles of Nutrition for Exercise and Health

Qualification
Accreditation Number:
610/5185/8
Version AIQ006801

Active iQ

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Introduction

The Active IQ Level 3 Award in Principles of Nutrition for Exercise and Health is at level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	12	Total qualification time:	60
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Entry requirements:

- A suitable Level 2 qualification in Gym Instructing or Fitness Instructing.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their knowledge of healthy eating to analyse their client's nutritional habits and to be able to offer healthy eating advice linked to their clients' exercise and lifestyle goals.

Purpose

This qualification will enable learners to develop their knowledge of healthy eating to analyse their client's nutritional habits and to be able to offer healthy eating advice linked to their clients' exercise and lifestyle goals.

Learners who achieve this qualification will:

Understand:

- How to access credible information about nutrition for exercise and health.
- The nutrients required to maintain health.
- How nutrients from food are used to fuel and aid recovery from physical activity.
- How to estimate daily energy and nutrient requirements for clients with different goals.
- The risks of poor nutritional and lifestyle practices.

Have demonstrated:

- Skills to analyse clients' dietary habits and identification of areas for improvement.

Progression

This qualification provides progression on to:

- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Sports Massage Therapy.
- Active IQ Level 3 Diploma in Exercise Referral.
- Apprenticeship in Personal Training.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- The Personal Trainer Apprenticeship Trailblazer standard ST0302.
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the mandatory unit.

Unit		Unit accreditation number	Level	GLH	TQT
1	Principles of nutrition for exercise and health	R/651/4026	3	12	60

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media	Credible sources: - National food guides - Professional dietetic bodies - Independent scientific bodies
2. Know the nutrients required to maintain health	2.1 Describe the macronutrients and their functions 2.2 Evaluate good dietary sources of each macronutrient 2.3 Recognise the transport, storage and metabolised forms of each macronutrient 2.4 Explain the balance between saturated and unsaturated fatty acid and its effects on health 2.5 Explain the importance of the appropriate intake of essential fatty acids (Omega 3 and 6) and their effects on health 2.6 Explain the role and the desirable levels of fat/lipid markers in the body 2.7 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 2.8 Identify key micronutrients and their functions 2.9 Identify good dietary sources of key micronutrients 2.10 Evaluate the importance of phytonutrients to human health 2.11 Describe the functions of water in the body	Macronutrients: - Carbohydrates - Protein - Fat Fat/lipid markers: - Total cholesterol - High density lipoproteins (HDL) - Low density lipoproteins (LDL) - Total cholesterol/HDL ratio Micronutrients: - Vitamins - Minerals

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Know how nutrients from food are used to fuel and recover from physical activity	3.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery 3.2 Recognise how training may affect an individual's nutritional requirements 3.3 Describe the nutrients used for generating energy 3.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 3.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines 3.6 Describe current hydration and electrolyte consumption guidelines for physical activity	
4. Know how to estimate daily energy and nutrient requirements for clients with different goals	4.1 Define terms related to weight management 4.2 Describe methods to estimate calorie requirements 4.3 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 4.4 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 4.5 Describe energy needs for different activities/sports/fitness plans 4.6 Describe a range of legally available ergogenic aids	Terms related to weight management: • Calorie • Energy balance • Negative energy balance • Positive energy balance • Basal metabolic rate (BMR) • Thermic effect of food (TEF) • Thermic effect of physical activity (TEPA) • Non-exercise activity thermogenesis (NEAT) Ergogenic aids: • Sports drinks • Protein shakes • Caffeine

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the risks of poor nutritional and lifestyle practices	5.1 Describe the signs, symptoms and risks of dehydration 5.2 Analyse the risks of diets that severely restrict energy intake 5.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 5.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 5.5 Evaluate the effects of caffeine on the body	
6. Know the nutritional considerations for specific client groups	6.1 Explain the relevant nutritional guidelines for specified medical conditions 6.2 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 6.3 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements	Medical conditions: • Hypertension • Obesity • Cardiac pulmonary disease • Diabetes

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to analyse clients' dietary habits and identify areas for improvement	7.1 Use appropriate methods to collect nutritional information from clients with different goals 7.2 Use appropriate methods to analyse a client's nutritional information 7.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines 7.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals 7.5 Identify any potential barriers to change that a client may face 7.6 Suggest ways that a client can overcome their barriers 7.7 Identify how training will affect a client's nutritional requirements, including any recommendations related to a client's fitness goals 7.8 Identify reputable sources of information for providing nutritional guidance	Different goals: • Fat loss • Muscle gain • Preparing for an endurance event • Preparing for a strength and power event Clients' nutritional information: • Eating/drinking behaviours that are detrimental to health • Positive eating behaviours a client should continue • Hydration levels • Alcohol consumption • Processed food levels • Fruit and vegetable intake • Macronutrient levels
Assessment	E-assessment Assignment Case study: Client programme	

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Active iQ

Quorum Park
Q6 Benton Lane
Newcastle upon Tyne
NE12 8BT



T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk



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