Crossfields Institute

Qualification Specification

Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching

Version 1.1

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Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching

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Introduction

This Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching is an Ofqual regulated qualification.

About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high quality educational experience. We also believe that for learners to get the most out of this qualification they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification, and also signposts where further advice and support may be found.

Key Facts

Qualification Title	Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching
Qualification Number	603/4958/X
Rules of Combination	12 Mandatory Units
Total Qualification Time	410
Guided Learning Hours	Min: 100 hrs Max: 100 hrs
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass / fail
How long will it take to complete?	One year part time recommended, other delivery models may be used
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by the Institute of Health Studies.

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Section 1:
About this Qualification

1.1 Qualification Objective and Rationale

The objectives of the Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching are to:

- prepare learners to progress to a qualification in the area of nutrition but at a higher level
- prepare learners to find employment as a Nutrition and Lifestyle Coach
- support leaners in their existing role in the workplace
- give learners opportunities for personal growth and engagement in learning

This qualification aims to prepare learners to work in nutrition and lifestyle coaching either one to one or with groups. They may go on to offer nutrition and lifestyle coaching to individuals or use the qualification in their professional role, but it does not qualify them as Nutritional Therapists. Throughout the qualification, learners are encouraged to engage in self-reflection in order to become more effective and adaptable practitioners.

The Crossfields Institute Level 4 Diploma in Nutrition and Lifestyle Coaching has been given the support of employers and other users. It has been mapped to relevant Skills for Health National Occupational Standards (NOS) for Nutritional Therapy (contact Crossfields Institute for more information).

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

This qualification is designed for those wishing to coach and inspire individuals towards long term nutrition and lifestyle changes for improved health and wellbeing. It includes knowledge and practical skills in nutrition, lifestyle and over the counter supplements, as well as communication and coaching skills.

It considers the positive impact that nutrition and lifestyle coaching interventions can have on an individual’s wellness outcomes, particularly when they are supported by a coach in the role of educator, ally and advisor.

It considers the overall benefits of a nutrient dense diet, the impact of different nutrients and food on the body, and the importance of variety and quality of food in the diet.

and demonstrates how this can be used to help create individualised meal plans that effectively target a person’s wellness goals.

It explores food from farm to fork and discusses how food is grown, processed and can be nutritionally depleted and the cumulative effect this can have on the body as a whole.

It considers how lifestyle choices can impact on wellness and builds knowledge and skills in making lifestyle recommendations that can greatly enhance a wellness plan for individuals in a range of settings and circumstances.

1.2.2 Rules of Combination

All units are at level 4 and are mandatory.

The total qualification time is 410 hours, some of which is guided learning hours i.e. face to face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Nevertheless, learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.2.3 Requirements for real work environments

None.

1.2.4 Progression opportunities

This qualification prepares learners to

- offer nutrition and lifestyle coaching sessions to individuals
- embed nutrition and lifestyle coaching into their professional role
- progress to a nutritional therapy qualification at a higher level

1.2.5 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three. This explains the delivery requirements for all units, but where a unit has specific delivery instructions these are included in the unit.

Centres can to offer the qualification using whatever modes of delivery meet their learners' needs. This could include full time, part time, evening only, distance learning or a combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that learners have sufficient access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

1.2.6 Assessment overview

Learners are required to submit a portfolio of evidence for this qualification. This portfolio is internally assessed against each unit's assessment criterion on a pass or refer basis by tutor assessors. Full information about the assessment process is included in section four.

1.3 Expectations of Learners

The entry requirements for learners are that they:

- hold 4 or more GCSEs grades A-C (or equivalent) with at least 1 science subject
- have an active interest in nutrition and health
- have a reasonable standard of written English. i.e. an IELTS score of 6 where English is not their first language (or equivalent)

Centres must follow their access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

Plagiarism

Plagiarism is where a learner claims work to be their own which has been copied from someone or somewhere else. All the work a learner submits must be their own and not copied from anyone else unless the source of the information is clearly referenced. Centres must explain how to provide a reference list that shows where information has been found. If a Centre discovers evidence that work has been copied from elsewhere, it will not be accepted and the learner may be subject to the Centre's or our disciplinary procedure. If this happens learners will have to submit an additional piece of work for assessment. Crossfields Institute will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from that learner.

1.4 Requirements for Centres

To offer this qualification, centres must be approved by Crossfields Institute. Existing Crossfields Institute centres can apply for approval to deliver this qualification alongside their existing qualifications. For more information about these processes, please contact us via email on info@crossfieldsinstitute.com or call 01453 808 118.

In order to be approved to offer this qualification, centres must have:

- adequate resources to meet the delivery and assessment requirements for this qualification. Please contact Crossfields Institute for further information regarding this.
- tutors and assessors who have current and relevant understanding of the subject matter. Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers who are both occupationally knowledgeable and qualified to make quality assurance decisions.
- skills and infrastructure to use IT systems in support of their delivery. This may include use of Crossfields Institute's centre management software and an appropriate virtual learning environment.

1.5 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with. The handbook also includes a range of mandatory policies which are explained in section five.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email info@crossfieldsinstitute.com or phone 01453 808 118.

Section 2: Units

2.1 Unit List

	(All units are mandatory)	Ofqual Unit Reference number	Total Qualification Time (TQT)
NLC-L4-unit1	Introduction to Nutrition and Lifestyle Coaching	J/617/7307	20
NLC-L4-unit2	Food Groups	L/617/7308	30
NLC-L4-unit3	Macronutrients	R/617/7309	50
NLC-L4-unit4	Micronutrients and Phytonutrients	J/617/7310	50
NLC-L4-unit5	Energy Balance	R/617/7312	20
NLC-L4-unit6	Farm to Fork: Food Production and Quality	D/617/7314	20
NLC-L4-unit7	Optimising Nutrition	K/617/7316	40
NLC-L4-unit8	Nutrition for Wellness and Longevity	M/617/7320	40
NLC-L4-unit9	Lifestyle for Wellness and Longevity	A/617/7322	30
NLC-L4-unit10	Personalised Nutrition and Lifestyle for Individuals	J/617/7324	20
NLC-L4-unit11	Nutrition and Lifestyle Coaching in Practice	L/617/7325	70
NLC-L4-unit12	Building a Successful Nutrition and Lifestyle Coaching Career	R/617/7326	20

2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code	a unique code assigned by Crossfields Institute
Unit Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator
Unit Aim	explains what is covered in the unit
Unit Rationale	explains how the unit fits into the qualification as a whole
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which includes classroom, lectures, seminars, mentoring, and tutor facilitated webinars
Learning Outcomes	tell learners what they will know, understand ad be able to do upon completion of the unit
Assessment Criteria	Indicates how the learner will have met the learning outcome *where there are italics, this is to provide further detail of what is covered in the assessment criteria*

There may also be specific instructions about requirements for delivery and assessment. This is only where guidance is needed in addition to the more general guidance provided in assessment and delivery sections.

In learning outcomes and assessment criteria it is important to take note of the language used. In particular, the verbs give a clear idea of what is expected of the learners. For example, being asked to ‘explain’ a concept is very different from being asked to ‘evaluate’ an approach. An explanation of the verbs used and their meanings in this context is available from Crossfields Institute.

Unit 1 – Introduction to Nutrition and Lifestyle Coaching

Unit code	J/617/7307	**Guided Learning Hours (GLH)**	6
Unit level	4	**Total Qualification Time (TQT)**	20

Unit aim

This unit explores the definition of health and wellbeing, focusing specifically on how contemporary diets and lifestyles impact overall health. It considers the principles and practice of nutrition and lifestyle coaching and how this fits into the healthcare model.

This unit also introduces the learner to professional communication skills in nutrition and lifestyle coaching. It explores the importance of professional writing skills and the need for research- based decision making as well as how to use referencing appropriately.

Unit rationale

The aim of this unit is to introduce the learner to the underlying principles of nutrition and lifestyle coaching, its different uses within a healthcare system and how this will impact the learner's future professional role.

This unit also aims to support the learner in producing professional and well researched material to suit its intended audience e.g. nutrition and lifestyle coaching individuals as well as other healthcare professionals and peers. This will support the learner in developing best practice.

Learning outcomes **The learner will**:	Assessment criteria **The learner can:**
1. Understand nutrition and lifestyle coaching	1.1 Summarise key elements of nutrition and lifestyle coaching *Includes: Origin of nutrition and lifestyle coaching; Role of nutrition and lifestyle coaching*
2. Understand the concept of health and well-being	2.1 Explain models of health and wellbeing *Includes: Disease model; Holistic model*

3. Be able to use research to support own decision- making processes in nutrition and lifestyle coaching	3.1 Identify sources of research appropriate to inform NLC practice
	3.2 Demonstrate use of appropriate reference sources in nutrition and lifestyle coaching *Includes in- text citations and reference lists*
4. Be able to use professional writing skills appropriate to nutrition and lifestyle coaching	4.1 Demonstrate use of professional writing in nutrition and lifestyle coaching

Unit 2 - Food Groups

Unit code	L/617/7308	**Guided Learning Hours (GLH)**	10
Unit level	4	**Total Qualification Time (TQT)**	30

Unit aim

This unit explores the classifications of different foods and the role of different food groups in a healthy diet. It encourages the learner to consider foods as a whole instead of their component parts; they will then apply this knowledge to nutritional planning.

Unit rationale

This unit aims to support the learner's basic knowledge of food groups and their role in health and wellbeing. The learner will be supported in developing practical skills in using their knowledge of the food groups to develop meal plans including an appropriate balance of food groups, novel foods and appropriate levels and types of fluid.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the major food groups	1.1 Classify major food groups and their constituents
	1.2 Summarise composition of food groups *Includes: Nutritional qualities*
2. Understand the effects of food preparation on different foods	2.1 Explain how cooking affects nutritional composition of food *May include the following cooking techniques: Chopping, Frying, Stir frying, Grilling, Roasting, Barbequing, Boiling, Steaming, Stewing, Baking*
3. Understand the role of fluids in health	3.1 Explain how fluids can support health *Includes: Function and sources*
4. Be able to formulate meal plans for individuals using food groups	4.1 Formulate meal plans for individuals using food groups *Includes: Ensuring balance and variety of foods, fluids, flavours and preparation methods*

Unit 3 - Macronutrients

Unit code	R/617/7309	**Guided Learning Hours (GLH)**	8
Unit level	4	**Total Qualification Time (TQT)**	50

Unit aim

This unit explores the dietary significance of macronutrients. It considers the role of macronutrients in meal planning and introduces techniques for analysing diet.

Unit rationale

This unit aims to support the learner's basic knowledge of macronutrients, with a particular focus on their role in health. It also supports them in developing practical skills for analysing the macronutrient content of an individual's diet and producing individualised meal plans containing a balance of macronutrients.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand macronutrients	1.1 Classify categories and sub categories of macronutrients
	1.2 Summarise biological functions of macronutrients *Includes one function of each macronutrient*
2. Understand dietary sources of macronutrients	2.1 Classify dietary sources of macronutrients *Includes categories and sub categories*
	2.2 Discuss macronutrient quality *Includes categories and sub categories*
3. Be able to utilise macronutrients in meal planning	3.1 Analyse macronutrient content of a diet *Includes quantitative and quantitative approaches to support analysis*

	3.2 Demonstrate uses of macronutrients in meal planning *Includes with and without software to support*

Unit 4 - Micronutrients and Phytonutrients

Unit code	J/617/7310	**Guided Learning Hours (GLH)**	8
Unit level	4	**Total Qualification Time (TQT)**	50

Unit aim

This unit covers an initial exploration of micronutrients and phytonutrients. It also explores official and alternative guidelines for micronutrient intake.

Unit rationale

This unit aims to support the learner's basic knowledge of micronutrients and phytonutrients with a specific focus on their antioxidant function. It supports the learner in developing practical skills for analysing the micronutrient and phytonutrient content of a diet, as well as producing individualised meal plans containing a balance of micronutrients and phytonutrients

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand micronutrients and phytonutrients	1.1 Classify categories of micronutrients and phytonutrients
	1.2 Summarise key biological functions of micronutrients and phytonutrients
	1.3 Outline dietary sources of micronutrients and phytonutrients
2. Summarise the effects of micronutrients and phytonutrient imbalance on health	2.1 Summarise health consequences of key micronutrient and phytonutrient imbalances
	2.2 Discuss official and alternative micronutrient guidelines
3. Understand micronutrients and phytonutrient quality	3.1 Discuss micronutrient and phytonutrient quality
4. Be able to utilise micronutrients and phytonutrients in meal planning	4.1 Analyse micronutrient and phytonutrient content of a diet *Includes software to support analysis*

	4.2 Demonstrate uses of micronutrients and phytonutrients in meal planning *Includes software to support meal planning*

Unit 5 – Energy Balance

Unit code	R/617/7312	Guided Learning Hours (GLH)	2
Unit level	4	Total Qualification Time (TQT)	20

Unit aim

This unit will consider how energy is produced and consumed in the human body while exploring factors that may influence this process. It also explores official and alternative recommendations on calories and macronutrients.

Unit rationale

This unit aims to support the learner's knowledge of energy production and expenditure in the human body and how this relates to food/ nutrient intake and body composition. It also supports the learner in developing practical skills for analysing calories and macronutrient content of a diet, as well as producing individualised meal plans that take calories and macronutrient levels into consideration.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand energy in the human body	1.1 Describe calories and the concept of energy density *May include: Macronutrients; Food groups*
	1.2 Outline how energy is produced in the body *Includes: Macronutrients and micronutrients*
	1.3 Outline how energy is stored in the body
	1.4 Describe factors that affect and account for energy utilisation *May include: BMR; Thermic effect of food; Body composition; NEAT/Exercise; Calorie restriction*
	1.5 Discuss the concept of "calories in vs calories out"

2. Understand energy recommendations	2.1 Outline official and alternative energy recommendations *Includes: Calories; Macronutrients*
	2.2 Critically compare differing calorie and macronutrient recommendations *Includes: Official recommendations and one alternative*

Unit 6 – Farm to Fork: Food Production and Quality

Unit code	D/617/7314	**Guided Learning Hours (GLH)**	7
Unit level	4	**Total Qualification Time (TQT)**	20

Unit aim

This unit explores farming practices affects how food is grown, produced, manufactured and transported. It will also consider legislation on food labelling and how this can impact on consumer choice.

Unit rationale

This unit aims to support the learner's understanding of food production from farm to fork with a particular focus on how food is grown and how food manufacture methods such as processing and preservation may impact the nutritional quality of food. It will support the learner in using this information to create individualised meal plans. It will also support the learner in learning how to read and understand a food label and how to use that information to help individuals make informed choices about their diet.

Learning outcomes **The learner will:**	Assessment criteria **The learner can**:
1. Understand factors affect sustainability and food security	1.1 Outline farming practices in relation to the nutrition quality of food- *May include: Soil, Raising animals, Organic, Biodynamic*
	1.2 Summarise the effect of food production on sustainability and food security
2. Understand the role of food processing and preservation in nutrition	2.1 Classify common sources of additives in foods
	2.2 Summarise effects of food-based additives on health *Includes Preservatives and E numbers*

	2.3 Explain how food processing can affect nutritional quality of food *May include Canning, Curing, Fermentation, Freezing, Hydrogenation, Irradiation, Pasteurisation and Thermal Processing*
3. Understand food labelling	3.1 Recognise current legislation regarding food labelling *May include Traceability and Health claims*
	3.2 Demonstrate how to support others in understanding food labelling

Unit 7 - Optimising Nutrition

Unit code	K/617/7316	**Guided Learning Hours (GLH)**	9
Unit level	4	**Total Qualification Time (TQT)**	40

Unit aim

This unit explores how to optimise an individual's nutrition by adding specific foods, food preparation techniques and common supplements to their diet and lifestyle plans.

Unit rationale

This unit aims to support the learner's basic knowledge of how food preparation methods may enhance nutrient optimisation and bioavailability and negate the effects of antinutrients as well as how to use this knowledge to formulate dietary and lifestyle recommendations for clients.

This unit also supports the learner in developing tools and skills to support clients in optimising nutrition through the use of common supplements and how to incorporate these into diet and lifestyle plans.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand factors affecting nutrient bioavailability	1.1 Identify dietary factors that may affect nutrient bioavailability *Includes: Nutrient optimisation; Reduced bioavailability; Antinutrients*
	1.2 Identify lifestyle factors that may affect nutrient bioavailability *Includes: Nutrient optimisation; Reduced bioavailability; Antinutrients*
2. Be able to support optimum nutrition through food preparation, nutrition and lifestyle	2.1 Explain how food preparation can influence nutrient bioavailability *May include: Raw food; Sprouting; Fermentation; Grinding; Soaking; Antinutrients*
	2.2 Demonstrate how to support optimum bioavailability of nutrients through nutrition and lifestyle recommendations

3. Be able to support optimum nutrition with the use of supplements	3.1 Discuss use of common supplements to support optimum nutrition *May include: Benefits, risks and cautions; Social, ethical, cultural and financial; Dose, timing and route of administration; Quality; Bioavailability*
	3.2 Clarify boundaries of use of supplements in nutrition and lifestyle coaching
	3.3 Demonstrate how to use common supplements to optimise nutrition *Includes: Issues of safety*
	3.4 Justify use of common supplements to optimise nutrition *Includes: Issues of safety*

Unit 8 – Nutrition for Wellness and Longevity

Unit code	M/617/7320	**Guided Learning Hours (GLH)**	9
Unit level	4	**Total Qualification Time (TQT)**	40

Unit aim

This unit introduces the learner to the concepts of wellness and longevity and how nutrition can influence them, to help a client reach their wellness potential.

Unit rationale

This unit aims to support the learner's understanding of imbalances in the body in terms of their effects on wellness and longevity. It also aims to support the leaner in making dietary recommendations to improve a client's longevity and health as part of an overall nutrition and lifestyle plan.

Learning outcomes **The learner will:**	Assessment criteria **The learner can**:
1 Understand the concept of longevity	1.1 Discuss the concept of longevity *Includes: Historical and cultural; Wellness potential*
	1.2 Explain how imbalances between degeneration and repair in the body may influence longevity *May include: Oxidative stress; Absorption; Elimination; Structure; Metabolism; Microbiome*
2 Understand dietary approaches that may affect wellness and longevity	2.1 Discuss how key dietary approaches may affect wellness and longevity
3 Be able to support others in improving wellness and longevity with nutrition	3.1 Analyse dietary approaches for wellness and longevity *Includes software*
	3.2 Demonstrate meal planning for wellness and longevity *Includes software*

	3.2 Justify appropriate decision making in meal planning for wellness and longevity

Unit 9 – Lifestyle for Wellness and Longevity

Unit code	A/617/7322	**Guided Learning Hours (GLH)**	7
Unit level	4	**Total Qualification Time (TQT)**	30

Unit aim This unit introduces the learner to the lifestyle elements that can support a client's wellness and longevity.

Unit rationale This unit aims to support the learner's understanding of factors that affect the lifestyle elements being addressed in support of a client's wellness and longevity. It also aims to support the learner in making lifestyle recommendations to improve a client's longevity and health as part of an overall nutrition and lifestyle plan.

Learning outcomes **The learner will:**	Assessment criteria **The learner can**:
1 Understand lifestyle elements that effect wellness and longevity	1.1 Explain how lifestyle elements affect wellness and longevity *Includes: Toxins; Sleep; Stress; Exercise and movement; Connection and support*
	1.2 Outline factors that affect the quality of lifestyle elements: *Includes: Toxins; Sleep; Stress; Exercise and movement*; *Connection and support*
	1.3 Evaluate the quality of lifestyle elements in an individual *Includes: Toxins; Sleep; Stress; Exercise and movement*; *Connection and support*
2 Be able to support others in improving wellness and longevity with lifestyle	2.1 Demonstrate appropriate lifestyle recommendations for an individual *Includes: Toxins; Sleep; Stress; Exercise and movement; Connection and support*
	2.2 Justify appropriate decision making in lifestyle recommendations for wellness and longevity

Unit 10 – Personalised Nutrition and Lifestyle for Individuals

Unit code	J/617/7324	**Guided Learning Hours (GLH)**	2
Unit level	4	**Total Qualification Time (TQT)**	20

Unit aim

This unit focuses on the unique nutritional and lifestyle needs of individuals, depending on their life stage. It also considers how nutritional and lifestyle needs can be met whilst encompassing a client's individual cultural, ethical and financial considerations

Unit rationale

This unit aims to support the learner's ability to apply their understanding of nutrition and lifestyle to support individuals with personalised recommendations that account for the different requirements of their life stage. It also allows the learner to tailor recommendations to respect a client's cultural, ethical and financial situation.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1 Understand individual nutrition and lifestyle needs	1.1 Describe nutrition recommendations for individuals *May include: Life stages; Cultural and ethical consideration; Financial consideration*
	1.2 Describe lifestyle recommendations for individuals *May include: Life stages; Cultural and ethical consideration; Financial consideration*
2 Be able to formulate personalised diet and lifestyle recommendations	2.1 Demonstrate how to personalise and optimise nutrition recommendations for individuals *May include: Life stages; Cultural and ethical consideration; Financial consideration; Recipes*

	2.2 Demonstrate how to personalise and optimise lifestyle recommendations for individuals *May include: Life stages; Cultural and ethical consideration; Financial consideration*
	2.3 Justify appropriate decision making in personalising and optimising nutrition and lifestyle recommendations for individuals

Unit 11 – Nutrition and Lifestyle Coaching In Practice

Unit code	L/617/7325	**Guided Learning Hours (GLH)**	30
Unit level	4	**Total Qualification Time (TQT)**	70

Unit aim

This unit focuses on the coaching and communication skills the learner will need to develop in order to become a nutrition and lifestyle coach. It considers how effective coaching can support individuals in effecting long term nutrition and lifestyle change. This unit also considers the processes the learner will need to undertake in order to provide nutrition and lifestyle coaching sessions to individuals wishing to improve their health and wellbeing.

Unit rationale

This unit aims to support the learner in their understanding and application of when and how to use specific communication and coaching skills. This will support them in working with individuals to effect long term nutrition and lifestyle changes. In order to become an effective nutrition and lifestyle coach, the learner will be required to develop their knowledge, understanding and skills whilst also developing their ability to engage in empathic and reflective practice.

This unit aims to support the learner in developing their ability to follow the processes involved in conducting nutrition and lifestyle coaching sessions with individual clients

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1 Understand the role of a Nutrition and Lifestyle Coach and its limitations	1.1 Describe circumstances under which nutrition and lifestyle coaching would not be appropriate
	1.2 Identify scenarios where collaboration and referral to another healthcare professional would be required
	1.3 Explain the roles of a nutrition and lifestyle coaching practitioner: *Includes: Expert; Educator; Ally*
2. Be able to use communication skills in nutrition and lifestyle coaching	2.1 Demonstrate communication skills in a nutrition and lifestyle coaching scenario *Includes: Active Listening; Questioning;*

	Summarising; Reflection; Sign posting; Nonverbal communication; Communicating boundaries; Professionalism
3 Be able to work with individuals to effect change	3.1 Demonstrate use of strategies to effect change *Includes:-Establishing goals; Focus points; SMART Action steps; Readiness for change; Self-accountability and support; Motivation to change; Barriers to change*
4 Be able to plan nutrition and lifestyle coaching sessions	4.1 Plan an initial nutrition and lifestyle coaching consultation
	4.2 Plan a follow up nutrition and lifestyle coaching consultation
5 Be able to conduct nutrition and lifestyle coaching sessions	5.1 Conduct an initial nutrition and lifestyle coaching consultation
	5.2 Conduct a follow up nutrition and lifestyle coaching consultation
6 Understand how reflective practice can contribute to own practice in nutrition and lifestyle coaching	6.1 Evaluate how reflective practice can contribute to own professional practice in nutrition and lifestyle coaching

Unit 12 – Building a Successful Nutrition and Lifestyle Coaching Career

Unit code	R/617/7326	**Guided Learning Hours (GLH)**	2
Unit level	4	**Total Qualification Time (TQT)**	20

Unit aim

This unit allows the learner to explore how nutrition and lifestyle coaching can be used in different professional contexts to build a successful career

Unit rationale

This unit aims to support the learner in understanding the potential roles of a nutrition and lifestyle coach in both clinical and non-clinical settings. It will explore relevant legal and professional requirements and also allow them to plan their own professional use of nutrition and lifestyle coaching.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1 Understand professional and legal requirements for nutrition and lifestyle coaching	1.1 Describe professional and legal requirements for nutrition and lifestyle coaching *Includes: Client contract; Code of ethics of recognised industry bodies; Follow record keeping procedures and data protection; Confidentiality; Conflict of interest; Referral guidelines and requirements; Informed consent*
2. Understand professional uses of nutrition and lifestyle coaching	2.1 Outline different professional settings in which nutrition and lifestyle coaching could be applied
3. Be able to plan own professional use of nutrition and lifestyle coaching	3.1 Plan own nutrition and lifestyle coaching career

Section 3:
Delivery Requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit descriptor.

This qualification is vocational in nature, so it is vital that the learning experience allows for self-direction and is an experiential and active process. The learner should be given plenty of opportunity to reflect on knowledge and skills as well as developing practical skills with the support and supervision of a qualified facilitator.

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside more traditional teacher centred techniques. The delivery process should be based around a facilitation and coaching model, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

It is important that the approach to delivery acknowledges multiple learning styles e.g. reading/writing, auditory, visual and kinaesthetic. These should all be equally recognised, and course material and class activities should be designed to appeal to all learning styles.

Where the units include dietary analysis and meal planning, delivery should include demonstrations on how to use more than one appropriate dietary analysis tool and incorporate adequate time for the learner to practice using these tools. It is also important that the learner is instructed on how to produce individualised meal plans taking into account a number of factors e.g. financial/time/knowledge constraints, and can practice producing a number of meal plans using different tools to help them e.g. computerised meal planning software. The learner should be given the opportunity to engage in monitored role play and reflection activities in order to develop their skills in conveying information to a group or individual.

Research in the field of nutrition and health is fast moving and can be controversial, so it is important that the learner is supported in finding and evaluating valid and reliable reference sources. As the learner develops further they should be supported in refining and deepening their research skills. It is important that the learner is given independent study time in order to do significant reading around the subject and to evaluate their findings.

Many of the units require a high proportion of self-guided study as this gives opportunities for the learner to develop independent study skills. This is important as nutrition and lifestyle coaches often work independently and are required to engage in lifelong learning in order to be effective in their role. In many cases the subject matter lends itself well to independent learning as substantial, publically available resources exist to support the learner studying at home, in others there is more of a requirement for reflection on the material covered. Learners should also include time to practice, and reflect, using dietary analysis software and producing individualised meal plans.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial and forum support and engage in self-assessment throughout the unit to allow them to monitor their understanding.

Section 4:
Assessment & Quality Assurance

4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and leaners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the unit before they can be awarded that unit.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which cover elements of more than one unit.

Types of assessment method for this qualification may include:

- written assignments
- reports
- presentations
- tutor observation
- products
- reflective journaling
- professional discussion
- witness testimony

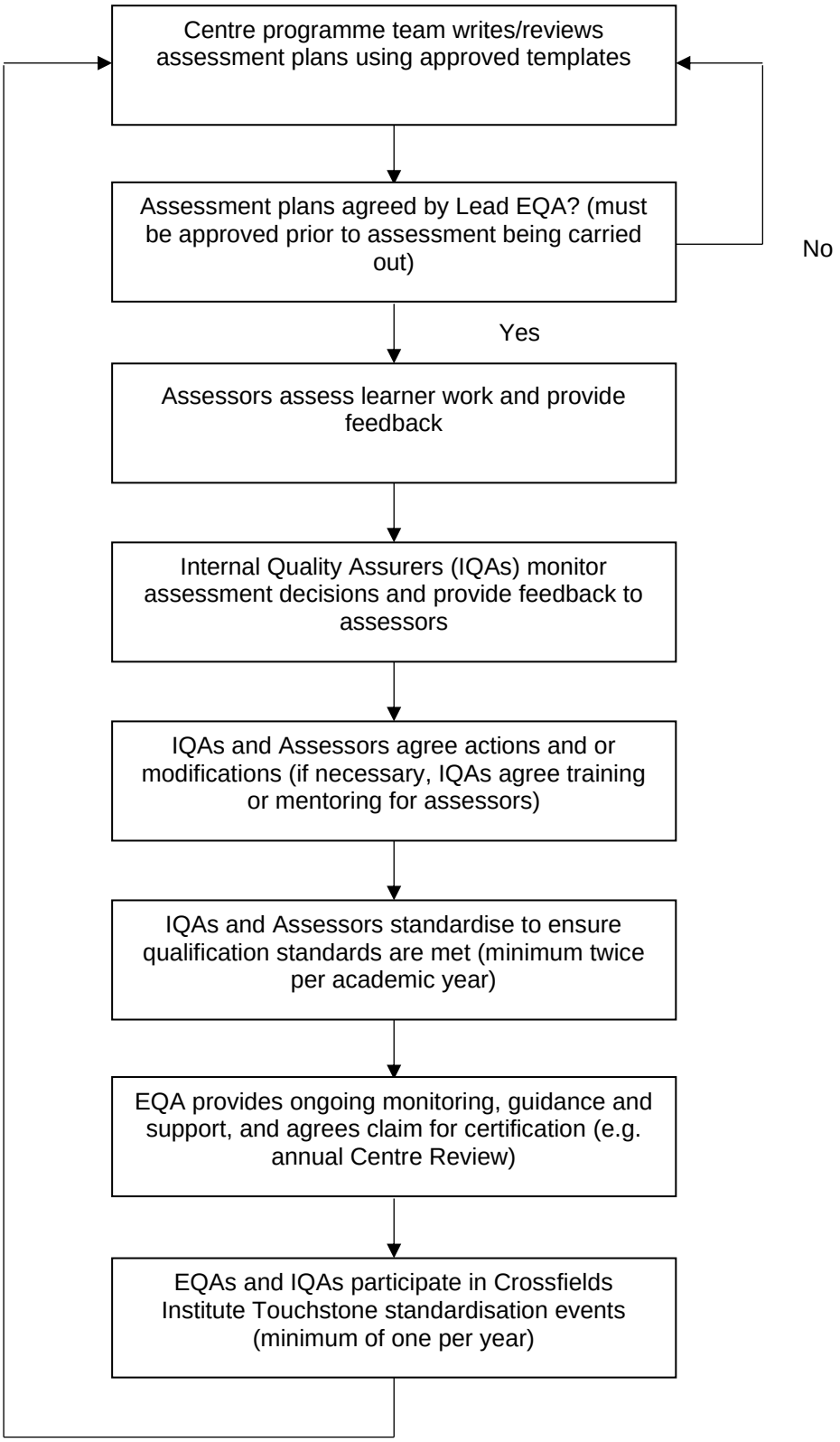
Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Assurance Team.

4.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Assurance Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners.

Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Assurance Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



4.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

4.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Assurance Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

Section 5:
Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows leaners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com. Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

Appendix 1: Resource and book list

Essential Reading

Haas M. Elson and Levin Buck (2006)	**Staying Healthy with Nutrition: The Complete Guide to Diet and Nutritional Medicine – Twenty-First Century Edition (Paperback) Celestial Arts**	ISBN-13: 978- 158 761 1797
Northedge A.	**The Good Study Guide**	ISBN 10: 0749259744
Holford P.	**The New Optimum Nutrition Bible**	ISBN 10: 1580911676

Recommended Reading

James J	**Start and Run a Successful Complementary Therapy Business** **London: How To Books**	ISBN-13: 978-1845284596
Charlesworth E A & Nathan R G	**Stress Management: A Comprehensive Guide to Wellness** **USA: Souvenir Press**	ISBN-13: 978-0285631564
Arloski M	**Wellness Coaching for Lasting Lifestyle Change (Second Edition)** USA: Whole Person Associates	ISBN-13: 978-1570252211
Csikszentmihalyi M	**The Intrinsic Exerciser: Discovering the Joy of Exercise** London: Mariner Books	ISBN-13: 978-0618124909
Lipski Elizabeth	**Digestive Wellness** McGraw-Hill	ISBN-13: 978-007 - 166899-6
Pitchford P	**Healing with Wholefoods** London: Random House	ISBN-13: 978-1556434303
Mataljan G	**World's Healthiest Foods: The Essential Guide to the Healthiest Way of Eating** Canada: Gazelle Drake Publishing *Alternatively use www.whfoods.com	ISBN-13: 978-0976918547
Murray M & Pizzorno J	**The Encyclopaedia of Natural Medicine**	ISBN 13: 978-1451 663 006

	Simon & Schuster	
Glenville M	**Fat Around the Middle** London, Piatkus	ISBN-13: 978-185626655
Mitchell A & Cormack M	**The Therapeutic Relationship in Complementary Healthcare** London: Blackwell Publishing	ISBN-13: 978-0443053191
Pitchford P	**Healing with Wholefoods** London: Random House	ISBN-13: 978-1556434303
Schmidt M A	**Brain Building Nutrition** USA: North Atlantic Books	ISBN-13: 978-1583941812
Wilson J	**Adrenal Fatigue: 21st Century Syndrome** USA: Smart Publications	ISBN-13: 978-1890572150
Rapley G.	**Baby Led Weaning: Helping Your Baby Love Good Food**	ISBN-13: 978-0091923808
Biesalski H K, Grimm P & Junkermann S	**The Pocket Atlas of Nutrition (1st ed)** **London: Thieme**	ISBN-13: 978-3131354815
Aggarwal BB	**Healing Spices: How to Use 50 Everyday and Exotic Spices to Boost Health and Beat Disease** **London: Sterling**	ASIN: B0053UUK20
Holford P.	**The Stress Cure**	ISBN 10: 0349405484
Tucker. Louise	**An Introductory Guide to Anatomy and Physiology**	ISBN 10: 190334834X

Cookbooks

Holford P.	**The GL Cookbook**	ISBN 10: 0749926422
Holford P.	**Optimum Nutrition for Your Child**	ISBN 10: 0749953535
Woodward E.	**Deliciously Ella**	ISBN 10: 1444795007
Flynn D. & F.	**The Happy Pear**	ISBN 10: 1844883523
Sarah Britton (2015)	**My New Roots**	ISBN 10: 0804185387
Pinnock D.	**The Medicinal Chef**	ISBN 10: 184949262X
Rapley G. (2010)	**The Baby Led Weaning Cookbook**	ISBN-13: 978-0091935283
Duffy N.	**River Cottage Baby and Toddler Cookbook**	ISBN-13: 978-1408807569

Recommended Magazines

CAM magazine	Target publishing	www.targetpublishing.com
The Nutrition Practitioner	CNELM	www.nutprac.com
Naturally Good Health	Target publishing	www.targetpublishing.com

Recommended ezines

Nutrition I-Mag	www.cam-mag.com
NaturalNews	www.NaturalNews.com

Recommended Resources

Nutritics	**Nutritics Dietary Analysis Software**	IHS students are eligible for discount on this product. Details available from IHS.

Recommended Websites

Worlds Healthiest Foods	www.whfoods.com
Nutrigold	www.nutrigold.co.uk
Marilyn Glenville	http://www.marilynglenville.com/category/article/
The US Department of Agriculture Nutrient Database	http://www.nal.usda.gov/fnic/foodcomp/search/
Huffington Post	http://www.huffingtonpost.co.uk
Jamie Oliver Food Tube	https://www.youtube.com/user/JamieOliver
A Girl Called Jack	www.agirlcalledjack.com
Deliciously Ella	www.deliciouslyella.com
Real Balance	www.realbalance.com
Elana's Pantry	www.elanaspantry.com
The Cultured Club	www.theculturedclub.com
Dr. Mark Atkinson	www.drmarkatkinson.com
Food Matters	www.foodmatters.tv
Authority Nutrition	www.authoritynutrition.com
Dr Mark Hyman	http://drhyman.com/blog/category/recipes/
Domini Kemp	http://www.irishtimes.com/life-and-style/food-and-drink/recipes

	http://www.irishtimes.com/life-and-style/food-and-drink/a-year-of-healthy-eating-domini-kemp-s-new-column-1.2063259
Hemsley & Hemsley	www.hemsleyandhemsley.com