

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR SPORTS INDUSTRY

### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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## Introduction

### Qualifications Pack – Sports Nutritionist

**SECTOR:** SPORTS PE FITNESS AND LEISURE

**SUB-SECTOR:** Sports and Fitness

**OCCUPATION:** SPORTS NUTRITIONIST

**REFERENCE ID:**

**ALIGNED TO:** NIL

**Brief Job Description:** Responsible for understanding the goals of the clients (general and sportsmen) and prescribing a diet to help attain their short, medium and long term objectives.

**Personal Attributes:** This job requires the individual to have analytical thinking, people skills and technical know-how of food and health. The person must have an inclination towards sports and understand the special dietary requirements of a sportsperson based on his/her sport, culture and lifestyle. The participant must be inclined to read and upgrade his/her knowledge and must take initiatives.

<b>Job Details</b>	<b>Qualifications Pack Code</b>	<b>SPF/Q0203</b>		
	<b>Job Role</b>	<b>Sports Nutritionist</b>		
	<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Sports PE Fitness and Leisure</b>	<b>Drafted on</b>	<b>21-02-2016</b>
	<b>Sub-sector</b>	<b>Sports and Fitness</b>	<b>Last reviewed on</b>	<b>21-02-2016</b>
	<b>Occupation</b>	<b>Sports Nutritionist</b>	<b>Next review date</b>	<b>21-01-2018</b>

<b>Job Role</b>	<b>Sports Nutritionist</b>
<b>Role Description</b>	Plan, assess and improvise the diet plans for sportspersons and help them attain their goals
<b>NSQF level</b>	<b>5</b>
<b>Minimum Educational Qualifications*</b>	Class 12 <sup>th</sup> preferably with science stream
<b>Maximum Educational Qualifications*</b>	Graduate with science/home science background
<b>Training</b> (Suggested but not mandatory)	Preferably a course in home science
<b>Experience</b>	
<b>Minimum Job Entry Age</b>	TBD
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. Applying principles of nutrition</li> <li>2. Providing knowledge of drugs and supplements to athletes</li> <li>3. Developing nutrition strategy</li> <li>4. Work and Communicate effectively in sport environment</li> </ol>
<b>Performance Criteria</b>	As described in the relevant OS units

Definitions

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
WADA	World Anti-Doping Agency
NADA	National Anti-Doping Agency
OHS	Occupational Health & Safety

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# National Occupational Standard



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## Overview

**This unit is about applying principles of nutrition**

National Occupational Standard	<b>Unit Code</b>	SPEFL/
	<b>Unit Title (Task)</b>	<b>Applying principles of nutrition and identifying risks</b>
	<b>Description</b>	This unit is about having knowledge of nutrition and understand its relationship to health, weight and physical performance.
	<b>Scope</b>	<p>This OS unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Collecting information</li> <li>• Analyse information</li> <li>• Goal Setting and devising a diet plan</li> <li>• Adapt the principles of nutrition</li> <li>• Identification of risks and referring to external sources</li> </ul>
	<b>Performance Criteria (PC) w.r.t. the Scope</b>	
	<b>Element</b>	<b>Performance Criteria</b>
<b>Collecting information</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Obtain informed consent before collecting dietary information from Participants</p> <p>PC2. Collect and record participants' health background and nutritional information</p> <p>PC3. Identify the limitations of different methods of collecting nutritional information</p>	
<b>Analyse information</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC4. Understand participants' lifestyle pattern</p> <p>PC5. Identify when participants need referral to other professionals</p> <p>PC6. Make participants understand their nutritional needs</p> <p>PC7. Agree with participants their readiness to make dietary modifications</p> <p>PC8. Identify and agree strategies to prevent non-compliance or relapse</p> <p>PC9. Identify and review points with the participants</p> <p>PC10. Identify and understand importance of allied medical professional</p> <p>PC11. Compare participants' diets to those of current healthy eating guidelines</p>	
<b>Goal setting and devising a diet plan</b>	<p>PC12. Analyse participants' nutritional information in relation to their goals</p> <p>PC13. Set SMART nutritional goals for the participant</p> <p>PC14. Develop and agree strategies to overcome barriers to achieving the participants' nutritional goals</p> <p>PC15. Record the agreed goals in an accessible format</p> <p>PC16. Support participants to agree on nutritional goals</p>	
<b>Adapt the principles of nutrition</b>	<p>PC17. Communicate the dietary modifications in relation to current healthy eating guidelines</p> <p>PC18. Access and utilise credible sources of information and advice</p> <p>PC19. Ensure participants understand agreed dietary changes</p>	

	<p>PC20. Ensure participants can implement the agreed dietary changes</p> <p>PC21. Regularly review participants' progress towards their nutritional goals</p> <p>PC22. Monitor adherence to agreed dietary changes</p> <p>PC23. Agree necessary adjustments to participants' dietary habits</p> <p>PC24. Ensure dietary recommendations are conducive to all programme components</p>
<b>Identification of risks and referring to external sources</b>	<p>PC25. Identify the role of medical and allied health professionals in providing and applying nutritional information and advice to athletes.</p> <p>PC26. Recognise appropriate sources of information for provision of healthy eating information to athletes.</p> <p>PC27. Recognise clients with specific nutritional needs.</p> <p>PC28. Conduct referral in accordance with organisational policies and procedures</p> <p>PC29. Recognise dangers of providing inappropriate nutrition advice to general and athletes with special needs</p> <p>PC30. Identify need for referral and guidance from medical practitioner or appropriate allied health professional for nutrition and body composition advice.</p>
<b>Knowledge of basic anatomy of human body</b>	<p>PC31. Identify how anatomical structures respond to physical activity and food</p> <p>PC32. Identify, update and expand own knowledge of anatomy and nutrition</p> <p>PC33. Identify and apply nutrient needs and dietary health problems across the lifespan</p> <p>PC34. Identify role of food, nutrients and other important food substances in relation to the body's function.</p> <p>PC35. Understand food processing, digestion and assimilation process in the body</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context (Knowledge of the company / organization and its processes)</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The categories of banned substances and why these are banned</p> <p>KA2. The standard operating procedures (SOPs) and policies of the organisation</p> <p>KA3. Responsibilities and code of conduct towards the clients</p> <p>KA4. Organisation's policy on recommendation of supplements</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Must break down the Nutritional strategy into:</p> <ul style="list-style-type: none"> <li>• Food group</li> <li>• Hydration</li> <li>• Preparation</li> <li>• Quantity</li> <li>• Timing</li> <li>• Supplementation (banned or approved)</li> </ul> <p>KB2. Understand the goal of the participant</p>

	<p>KB3. Analyse the lifestyle and physical activity information provided by the client</p> <p>KB4. principles of nutrition and the healthy diet pyramid, including nutritional composition of the five food groups</p> <p>KB5. Methods of getting the information from the participants</p> <p>KB6. The types of improvements that can be made to the nutritional strategy</p> <p>KB7. sources of information, advice and specialist services relating to diet, nutrition and weight management</p> <p>KB8. common diet, nutrition and weight-related conditions and contributing factors</p> <p>KB9. Health claims versus evidence-based assessment of the efficacy of diet, nutrition and weight-management related medicines and products</p> <p>KB10. indicators of weight-related conditions, e.g. body mass index parameters</p> <p>KB11. impact of diet on health conditions, including:</p> <ul style="list-style-type: none"> <li>• principles of a balanced diet</li> <li>• relationship between diet-related disease and the excessive consumption of saturated fat, sodium and sugar</li> <li>• role of hydration</li> </ul> <p>KB12. The effects of lifestyle, likes and dislikes when developing a nutritional strategy</p> <p>KB13. The main components of a nutrition</p> <p>KB14. To check for banned substances</p> <p>KB15. Understanding of SMART goals</p> <p>KB16. role of food, nutrients and other food substances</p> <p>KB17. main functions of the digestive and excretory systems</p> <p>KB18. Understanding of human anatomy and body systems</p> <p>KB19. Functions of various endocrine glands in the body</p> <p>KB20. dietary health problems</p> <p>KB21. Know whom to refer or take reference from</p> <ul style="list-style-type: none"> <li>• physiotherapists and medics</li> <li>• psychologists</li> <li>• physiologists</li> <li>• biomechanists</li> <li>• lifestyle support specialists</li> <li>• physician</li> <li>• supervisor</li> <li>• specialist health/exercise professional</li> <li>• previous nutritionist/dietician</li> </ul>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Prepare documents/ reports</p> <p>SA2. Write down goals and objectives of the athlete</p> <p>SA3. Note down health history and lifestyle habits of the athlete</p>

	SA4. Prepare a nutritional strategy specific to meet the requirements of the athlete SA5. Make a note of the ailments or allergies that the trainee might be going through SA6. Improvise the diet plan
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Ability to read and understand safety guidelines SA8. Upgrade knowledge through reading the credible sources of information SA9. Ability to read and understand guidelines laid for the banned substances SA10. Use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA11. counsel the participants on why a specific diet plan is being recommended SA12. Motivate participants to stick to the nutritional strategy as discussed SA13. Fulfil the job role including questioning techniques, active listening, clarifying information and consulting with supervisors as required SA14. Consult with relevant personnel to implement review recommendations
<b>B. Professional Skills</b>	<b>Decision Making</b>
	SB1. Decide if the diet plan needs to be changed or stopped SB2. To decide on items that need to be contraindicated considering the health of the participant SB3. Assessing what must be included in a diet/nutrition plan
	<b>Plan and organise</b>
	The user/individual on the job needs to know and understand how to: SB4. Organise a session with the coach and the athlete to discuss the nutritional strategy
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand how to: SB5. Keep the health history and other client related information safe SB6. Respect code of confidentiality by not discussing clients' health and diet plans with any other person
	<b>Problem Solving</b>
	SB7. Improvise diet plans or change the nutritional strategy if not affecting the clients positively SB8. determine the dangers of providing dietary advice to athletes who require specialised advice
	<b>Analytical Thinking</b>



	<p>SB9. Analyse the exercise/workout schedule of the athlete/client and prepare a chart accordingly</p> <p>SB10. Assess the impact of the diet plan recommended</p>
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## NOS Version Control

<b>NOS Code</b>	<b>SPF/N</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Sports PE Fitness and Leisure</b>	<b>Drafted on</b>	<b>21/02/2016</b>
<b>Industry Sub-sector</b>	<b>Sports and Fitness</b>	<b>Last reviewed on</b>	<b>22/02/2016</b>
<b>Occupation</b>	<b>Sports Nutritionist</b>	<b>Next review date</b>	<b>21/01/2017</b>



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# National Occupational Standard



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## Overview

This unit is about providing knowledge of drugs and supplements to athletes

National Occupational Standard	<b>Unit Code</b>	SPF/N
	<b>Unit Title (Task)</b>	Providing knowledge of drugs and supplements to athletes
	<b>Description</b>	This OS unit is about providing knowledge of drugs and supplements to athletes and sensitizing them against the use of banned products.
	<b>Scope</b>	<ul style="list-style-type: none"> <li>• Maintain knowledge on drugs</li> <li>• Sensitise athletes against the drugs abuse</li> <li>• Develop and implement strategies to assist athletes</li> <li>• Knowledge of nutritional supplements</li> </ul>
	<b>Performance Criteria (PC)</b>	
	<b>Element</b>	<b>Performance Criteria</b>
<b>Maintain knowledge on drugs</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify drugs in sport issues relevant to the sporting activity or athletes' needs.</p> <p>PC2. collect and analyse relevant and current information from a range of sources.</p> <p>PC3. identify support personnel and resources available to assist athletes with drugs in sport issues.</p> <p>PC4. assess athlete's information needs in relation to drugs in sport.</p> <p>PC5. maintain and update information on drugs in sport issues.</p>	
<b>Sensitise athletes against the drugs abuse</b>	<p>PC6. determine specific drugs in sport information to be presented.</p> <p>PC7. finalise content and delivery mechanisms of information to be presented.</p> <p>PC8. present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.</p> <p>PC9. use appropriate activities and learning experiences to deliver information.</p> <p>PC10. check understanding of athletes regarding information provided using appropriate approaches and encourage athletes to clarify information.</p> <p>PC11. encourage athletes to seek advice and support from identifies support personnel.</p>	
<b>Develop and implement strategies to assist athletes</b>	<p>PC12. consult with athletes to develop strategies to assist them to address drugs in sport issues.</p> <p>PC13. assist athletes to implement agreed strategies according to organisational policies and procedures.</p> <p>PC14. review effectiveness of strategies in consultation with athletes.</p> <p>PC15. adjust strategies to better assist athletes to address drug issues in the relevant sport.</p>	
<b>Knowledge of nutritional supplements</b>	<p>PC16. prepare diet chart according to nutritional and dietary supplement clinic guidelines</p> <p>PC17. advise on prevention of contamination of the nutritional and dietary supplements</p> <p>PC18. guide on labeling nutritional and dietary supplements</p> <p>PC19. Identify and prepare ingredients and equipment for dispensing</p> <p>PC20. provide instructions for taking the nutritional and dietary supplements in</p>	

SPF/N

**Providing knowledge of drugs and supplements to athletes**

	<p>stipulated quantity to the athletes.</p> <p>PC21. identify and explain factors that may have an effect on storage</p>
<b>Knowledge and Understanding (K)</b>	
<p><b>Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Policies on banned substances issued by NADA and WADA</p> <p>KA2. The categories of banned substances and why these are banned</p> <p>KA3. The standard operating procedures (SOPs) and policy of the organisation</p> <p>KA4. Responsibilities towards an athlete and athletic care</p> <p>KA5. Organisation's policy on recommendation of supplements</p>
<p><b>Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. National (NADA) and international (WADA) anti-doping codes to enable accurate and current information to be conveyed to athletes</p> <p>KB2. classes of banned and restricted drugs to enable the communication of current information to athletes</p> <p>KB3. organisational policies and procedures to enable athletes to implement strategies regarding drugs in sport in a professional and supported manner</p> <p>KB4. short and long term physical and psychological effects of drugs and supplements on the human body</p> <p>KB5. credible information sources regarding drugs in sport to enable understanding of rights and responsibilities in relation to drugs in sport and to maintain accuracy and currency of knowledge</p> <p>KB6. drug testing procedures and protocols and sources of current information to maintain currency and accuracy of knowledge</p> <p>KB7. available support services in order to convey information to assist athletes with drugs in sports issues</p> <p>KB8. strategies to assist athletes to address drugs in sport issues.</p> <p>KB9. maintaining hygiene standards</p> <p>KB10. appropriate way of labelling supplements</p> <p>KB11. legal restrictions/restricted substances</p> <p>KB12. WHS hazards and controls</p>
<b>Skills (S)</b>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p>
	<p>SA1. Prepare presentations and write ups for the knowledge of athletes</p> <p>SA2. Recommend supplements in stipulated quantity in diet plans</p>
	<p><b>Reading Skills</b></p>
	<p>SA3. Interpret healthy eating information to determine its suitability for the athlete</p>

SPF/N

**Providing knowledge of drugs and supplements to athletes**

	<p>SA4. Update knowledge with latest diet trends</p> <p>SA5. Update with the guidelines issued by the national and international anti doping agencies</p> <p>SA6. language and literacy skills to access and interpret information on key drug issues relevant to the appropriate sport</p>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA7. build rapport with athletes</p> <p>SA8. convey information about performance enhancing and prohibited drugs to athletes</p> <p>SA9. negotiate appropriate strategies with athletes to address drug issues in sport</p> <p>SA10. seek feedback on the effectiveness of strategies</p> <p>SA11. use language and concepts appropriate to cultural differences</p> <p>SA12. use and interpret non-verbal communication</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p>
	<p>SB1. Decide when to make ammendments in a diet plan</p> <p>SB2. develop strategies to recognise when a client requires referral to a medical practitioner or appropriate allied health professional.</p>
	<p><b>Plan and organize</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Plan sensitising meetings and discussions</p> <p>SB4. maintain knowledge of healthy eating guidelines and the current role of medical or allied health professionals in providing nutrition information to clients</p>
	<p><b>Customer Centricity</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Counsel the athlete against the drug and banned substance abuse</p> <p>SB6. Follow code of conduct for client confidentiality</p>
	<p><b>Problem Solving</b></p>
	<p>Problem solving skills to:</p> <p>SB7. assess effectiveness of strategies to address drug issues and modify accordingly</p>
	<p><b>Analytical Thinking</b></p>
	<p>SB8. Assess the impact of the diet plan recommended</p>

## NOS Version Control

<b>NOS Code</b>	SPF/N		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Sports PE Fitness and Leisure	<b>Drafted on</b>	21/02/2016
<b>Industry Sub-sector</b>	Sports and Fitness	<b>Last reviewed on</b>	22/02/2016
<b>Occupation</b>	Sports Nurtitionist	<b>Next review date</b>	21/02/2018



# National Occupational Standard



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## Overview

**This unit is about developing nutritional strategy**



SPF/N

Developing nutritional strategy

National Occupational Standard	<b>Unit Code</b>	SPF/N
	<b>Unit Title (Task)</b>	Developing nutritional strategy
	<b>Description</b>	This unit is about providing information to support the athletes to apply the principles and practices of nutrition for achieving peak performance in the relevant sporting activity.
	<b>Scope</b>	<p>This OS unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Analyse information</li> <li>Liaise with coaching and other support staff</li> <li>Provide information to athletes</li> <li>Assist athletes to implement nutritional strategy</li> <li>Evaluate the effect of nutritional practices on the performance of athletes</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>		
<b>Element</b>	<b>Performance Criteria</b>	
<b>Analyse information</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Collect and analyse relevant and current information from a range of sources in relation to the principles of sports nutrition for training and performance.</p> <p>PC2. Identify support personnel and resources available to assist athletes with nutritional issues.</p> <p>PC3. Assess athlete's information needs in relation to nutrition for peak performance in relevant sporting activity.</p>	
<b>Liaise with coaching and other support staff</b>	<p>PC4. Provide coaching and or other staff with the diet information they need to monitor and evaluate the training strategy</p> <p>PC5. Work in a team with coaching staff and other experts to review and improvise the dietary and nutritional needs of the athlete</p> <p>PC6. Consult with other sports nutritional personnel, if need be, to identify the specific nutritional requirements for training and performance in the sporting activity.</p> <p>PC7. Identify nutritional practices to enhance peak performance in the sporting activity.</p> <p>PC8. Confirm scope of authority with key personnel in relation to role within sport structure</p>	
<b>Provide information to athletes.</b>	<p>PC9. Assess nutrition needs and preferences of athletes in relation to sporting activity.</p> <p>PC10. Inform athletes of the nutritional requirements for peak performance in the relevant sporting activity.</p>	

### Developing nutritional strategy

	<p>PC11. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.</p> <p>PC12. Use appropriate activities and learning experiences to deliver information.</p> <p>PC13. Check understanding of athletes regarding nutritional requirements for peak sporting performance using appropriate approaches and encourage athletes to clarify information.</p> <p>PC14. Encourage athletes to seek advice and support from identified nutritional support personnel</p>
<p><b>Assist athletes to implement nutritional strategy</b></p>	<p>PC15. Monitor if the nutritional strategy is followed before, during and after training and competition</p> <p>PC16. Select implementation strategies to enhance peak performance in the sporting activity in consultation with the athlete and nutritional support personnel.</p> <p>PC17. Assist and support athletes to implement selected strategies in training and competition according to organisational policies and procedures.</p> <p>PC18. Monitor implementation of nutritional practices during training or competition according to organisational policies and procedures.</p> <p>PC19. Identify symptoms associated with eating disorders and refer athletes to sports physician or accredited sports dietitian.</p> <p>PC20. Refer athletes who have symptoms of nutritional deficiencies and eating disorders to nutritional support personnel for treatment.</p>
<p><b>Evaluate the effect of nutritional practices on the performance of athletes.</b></p>	<p>PC21. Analyse the performance of athletes in competition situations.</p> <p>PC22. Review effectiveness of strategies in consultation with athletes and support staff and make adjustments where required</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisational policies and procedures to enable athletes to implement strategies regarding nutritional practices in a professional and supported manner</p> <p>KA2. The anti-doping rule violations and ensure not violating any of NADA/WADA regulations the principle of strict liability</p> <p>KA3. The categories of banned substances and why these are banned in sport</p> <p>KA4. The standard operating procedures (SOPs) are for drug testing,</p> <p>KA5. Duty of care towards an athlete and athletic care</p> <p>KA6. Adherence to codes of conduct</p>

### Developing nutritional strategy

	<p>KA7. Complying to laws of confidentiality</p> <p>KA8. Occupational health and safety</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. nutritional guidelines to enable the provision of accurate information about the principles and practices of nutrition for peak performance to athletes</p> <p>KB2. five food groups in order to assist athletes to identify and balance nutritional requirements for peak performance</p> <p>KB3. principles and practices of nutrition for peak performance relevant to specific activity or sport to enable appropriate advice and support to be provided to athletes in specific settings</p> <p>KB4. training and competition diets and dietary nutrients in order to advise athletes on correct eating for optimal performance</p> <p>KB5. nutritional supplementation principles in order to assist athletes to develop appropriate supplements to their diets</p> <p>KB6. body weight monitoring methods in order to assist athletes to monitor their weight effectively</p> <p>KB7. safe weight loss and weight gain principles in order to support athletes to adopt principles of nutrition to gain and maintain a weight for peak performance</p> <p>KB8. principles of hydration and fluid replacement practices in order to correctly advise athletes to maximise performance</p> <p>KB9. information sources regarding principles and practices of nutrition for peak performance.</p> <p>KB10. break down the nutritional strategy into:</p> <ul style="list-style-type: none"> <li>• Food group</li> <li>• Hydration</li> <li>• Preparation</li> <li>• Quantity</li> <li>• Timing</li> <li>• Supplementation (banned or approved)</li> </ul> <p>KB11. Understand the sport and the physique requirement of the athlete</p> <p>KB12. The benefit of a balanced diet which fuels performance against taking nutritional supplements</p> <p>KB13. The types of information that the coaching staff may need to evaluate athlete's training</p> <p>KB14. types of improvements that can be made to the nutritional strategy</p> <p>KB15. importance of nutrition to an athlete's performance</p> <p>KB16. energy demands and particular nutritional needs of the athlete</p> <p>KB17. effects of lifestyle, likes and dislikes when developing a nutritional strategy</p> <p>KB18. check for banned substances</p> <p>KB19. be aware of the risks associated with the use of supplements from an anti-doping perspective</p>

Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Prepare documents/ reports SA2. Write down goals and objectives of the athlete SA3. Note down health history and lifestyle habits of the athlete SA4. Prepare a nutritional strategy specific to meet the requirements of the athlete SA5. Make a note of the ailments or allergies that the trainee might be going through SA6. Improvise the diet plan
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA7. Ability to read and understand safety guidelines SA8. Ability to read and understand guidelines laid for the banned substances SA9. Use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions
<b>B. Professional Skills</b>	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA10. Build rapport with athletes and support personnel SA11. Must counsel the athlete on why a specific diet plan is being recommended SA12. Motivate athletes to stick to the nutritional strategy before, during and after competition and training SA13. Convey information effectively to the coaching or other staff related to the athlete SA14. Fulfil the job role including questioning techniques, active listening, clarifying information and consulting with supervisors as required SA15. Consult with relevant personnel to implement review recommendations SA16. Knows instruments of getting information from the athlete i.e. through discussions or open questions
	<b>Decision Making</b>
	SB1. Decide if the diet plan needs to be changed or stopped

SPF/N

**Developing nutritional strategy**

	<b>Plan and organise</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Organise a session with the coach and the athlete to discuss the nutritional strategy</p>
	<b>Customer Centricity</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Keep the health history and other client related information safe</p> <p>SB4. Follow code of confidentiality and not discuss participants' diet plans with any other person</p> <p>SB5. Negotiate appropriate strategies to enhance peak performance with athletes and seek feedback on their effectiveness</p>
	<b>Problem Solving</b>
	<p>SB6. Improvise diet plans or change the nutritional strategy if not affecting the clients positively</p> <p>SB7. assess effectiveness of nutritional practices to enhance performance and to modify accordingly</p> <p>SB8. recognise nutritional issues and refer these to appropriate support personnel.</p>
	<b>Analytical Thinking</b>
<p>SB9. Analyse the exercise/workout schedule of the athlete/client and prepare a chart accordingly</p> <p>SB10. Access, analyse and convey information about the principles and practices of nutrition for training and peak performance to athletes</p> <p>SB11. Assess the impact of the diet plan recommended</p>	

## NOS Version Control

<b>NOS Code</b>	SPF/		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Sports PE Fitness and Leisure	<b>Drafted on</b>	21/02/2016
<b>Industry Sub-sector</b>	Sports and Fitness	<b>Last reviewed on</b>	22/02/2016
<b>Occupation</b>	Sports Nutritionist	<b>Next review date</b>	21/02/2018



# National Occupational Standard



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## Overview

**This unit is about working and communicating effectively in sport environment**

National Occupational Standard	<b>Unit Code</b>	SPF/N
	<b>Unit Title (Task)</b>	Work and communicate effectively in sport environment
	<b>Description</b>	This unit is about providing information to support the athletes to apply the principles and practices of nutrition for achieving peak performance in the relevant sporting activity.
	<b>Scope</b>	<p>This OS unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Develop effective working relationships</li> <li>• Use a range of communication mechanisms.</li> <li>• Deal with issues and problems that arise.</li> </ul>
	<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>	
<b>Develop effective working relationships</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. identify own responsibilities and duties in relation to others and undertake activities in a manner that promotes cooperation and good relationships.</p> <p>PC2. practise high standards of personal presentation according to organisational guidelines and specific requirements for particular duties or situations.</p> <p>PC3. seek assistance from colleagues when required to fulfil responsibilities and duties.</p> <p>PC4. offer assistance to colleagues when required.</p> <p>PC5. encourage, acknowledge and act upon constructive feedback provided by others.</p>	
<b>Use a range of communication mechanisms</b>	<p>PC6. conduct communication with others in a polite, professional and friendly manner.</p> <p>PC7. use language and tone appropriate to a given situation in both written and spoken communication.</p> <p>PC8. use appropriate non-verbal communication in all situations.</p> <p>PC9. show sensitivity to cultural and social differences.</p> <p>PC10. use active listening and questioning to facilitate effective two-way communication.</p> <p>PC11. select appropriate medium of communication for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved of authority with key personnel in relation to role within sport</p>	



SPEFL/

Work and Communicate effectively in sport environment

	structure
<b>Deal with issues and problems that arise</b>	<p>PC12. Respect differences in personal values and beliefs and their importance in the development of relationships.</p> <p>PC13. Identify any linguistic and cultural differences in communication styles and respond appropriately.</p> <p>PC14. Identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues.</p> <p>PC15. Seek assistance from others when issues, problems and conflict arise and suggest possible ways of dealing with them or refer them to relevant others.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The standard operating procedures (SOPs) and policies of the organisation</p> <p>KA2. Adherence to codes of conduct; roles and responsibilities</p> <p>KA3. Occupational health and safety</p> <p>KA4. Sporting Organisation requirements specific to chosen role</p>
<b>B. Technical Knowledge</b>	<p>KB1. characteristics, uses and conventions of different types of communication mediums</p> <p>KB2. knowledge of teamwork principles and Group dynamics</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA17. Prepare documents/ reports
	SA18. meeting personal presentation standards according to organisational requirements
	<b>Reading Skills</b>
The user/individual on the job needs to know and understand how to:	
SA19. Ability to read and understand safety guidelines	
SA20. Use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions	
<b>Oral Communication (Listening and Speaking skills)</b>	
The user/individual on the job needs to know and understand how to:	
SA21. Build rapport with athletes and support personnel	
SA22. communication and interpersonal skills including active listening	

SPEFL/

**Work and Communicate effectively in sport environment**

	<p>and questioning to obtain information to request advice, receive feedback and build relationships with others</p> <p>SA23. culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</p>
<p><b>B. Professional Skills</b></p>	<p><b>Decision Making</b></p>
	<p>The user/individual on the job needs to know and understand how to: NA</p>
	<p><b>Plan and organise</b></p>
	<p>The user/individual on the job needs to know and understand how to: NA</p>
	<p><b>Customer Centricity</b></p>
	<p>The user/individual on the job needs to know and understand how to: SB12. Follow rules and regulations of the organisation SB13. Adhere to code of conduct of the organisation</p>
	<p><b>Problem Solving</b></p>
	<p>SB14. problem-solving techniques to identify strategies to prevent misunderstandings and conflict.</p>
	<p><b>Analytical Thinking</b></p>
<p>SB15. identifying and dealing with conflict situations, complaints and misunderstandings within scope of responsibility</p>	

## NOS Version Control

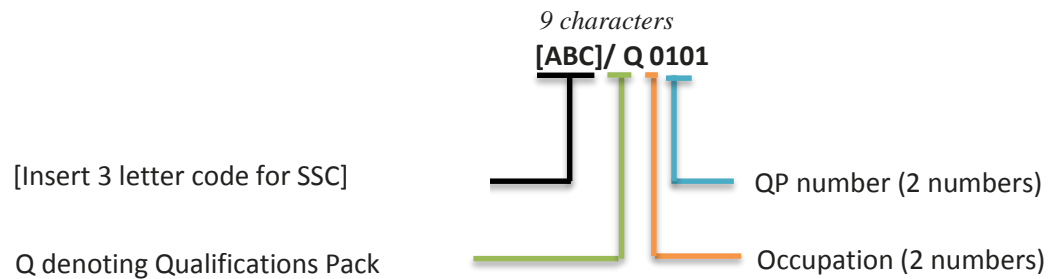
<b>NOS Code</b>	SPF/		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Sports PE Fitness and Leisure	<b>Drafted on</b>	21/02/2016
<b>Industry Sub-sector</b>	Sports and Fitness	<b>Last reviewed on</b>	22/02/2016
<b>Occupation</b>	Sports Nutritionist	<b>Next review date</b>	21/02/2018



## Annexure

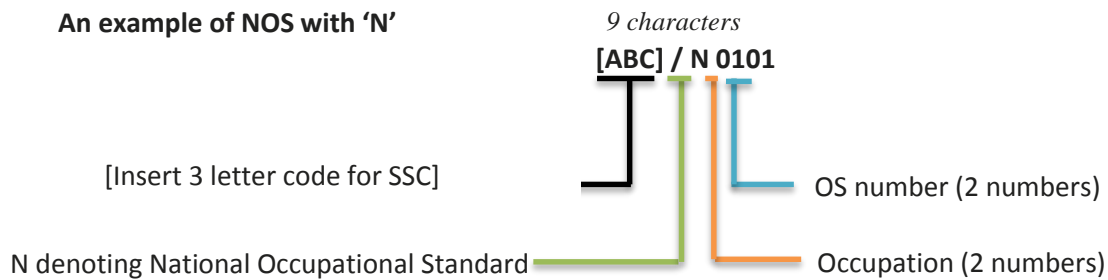
### Nomenclature for QP and NOS

#### Qualifications Pack



#### Occupational Standard

##### An example of NOS with 'N'



The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Sports Science and Technology	01
Sports Medicine	02
Sports Broadcasting/Communications	03
Sports Grassroots	04
Sports Facilities	05
Sports Management	06
Sports Development	07
Sports Event Management	08
Sports Coaching	09
Sports Manufacturing	10
Sports Fitness & Leisure	11

Sequence	Description	Example
Three letters	Industry name	SPF
Slash	/	/
Next letter	Whether QP or NOS	N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

**PERFORMANCE CRITERIA**

**Job Role: Sports Nutritionist**

**Qualification Pack: SPF/**

**Sector Skill Council: Sports, Physical Education, Fitness and Leisure Sector Skill Council**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training center.
4. To pass the Qualification Pack, every trainee should score a minimum of 40% in every NOS overall 50% pass percentage.
5. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Assessment Strategy Marks Allocation		
NOS CODE	NOS TITLE	WEIGHTAGE
SPF/N	Apply the principles of sports nutrition	35%
SPF/N	Providing knowledge of drugs and supplements to athletes	25%
SPF/N	Developing nutrition strategy	35%
SPF/N	Work and Communicate effectively in sport environment	5%
		<b>100</b>

NOS 1	Applying principles of nutrition and identifying risks		
Element		Theory	Practical
Collect Information	PC1. Obtain informed consent before collecting dietary information from participants	3	3
	PC2. Collect and record participants' health background and nutritional information	3	3
	PC3. Identify the limitations of different methods of collecting nutritional information	3	3
		<b>9</b>	<b>9</b>
Analyse	PC4. Understand participants' lifestyle pattern	3	3

<b>Information</b>	PC5. Identify when participants need referral to other professionals	3	3
	PC6. Make participants understand their nutritional needs	3	3
	PC7. Agree with participants their readiness to make dietary modifications	3	3
	PC8. Identify and agree strategies to prevent non-compliance or relapse	3	3
	PC9. Identify and review points with the participants	3	3
	PC10. Identify and understand importance of allied medical professional	3	3
	PC11. Compare participants' diets to those of current healthy eating guidelines	3	3
		<b>24</b>	<b>24</b>
<b>Goal Setting and devising a diet plan</b>	PC12. Analyse participants' nutritional information in relation to their goals	3	3
	PC13. Set SMART nutritional goals for the participant	3	3
	PC14. Develop and agree strategies to overcome barriers to achieving the participants' nutritional goals	3	3
	PC15. Record the agreed goals in an accessible format	3	3
	PC16. Support participants to agree on nutritional goals	3	3
		<b>15</b>	<b>15</b>
<b>Adapt the principles of nutrition</b>	PC17. Communicate the dietary modifications in relation to current healthy eating guidelines	2	3
	PC18. Access and utilise credible sources of information and advice	2	3
	PC19. Ensure participants understand agreed dietary changes	2	3
	PC20. Ensure participants can implement the agreed dietary changes	2	3
	PC21. Regularly review participants' progress towards their nutritional goals	2	3
	PC22. Monitor adherence to agreed dietary changes	2	3
	PC23. Agree necessary adjustments to participants' dietary habits	2	3
	PC24. Ensure dietary recommendations are conducive to all programme	2	3
<b>Identification of risks and referring to external sources</b>	PC25. Identify the role of medical and allied health professionals in providing and applying nutritional information and advice to athletes.	2	3
	PC26. Recognise appropriate sources of information for provision of healthy eating information to athletes.	2	3
		<b>20</b>	<b>30</b>
	PC27. Recognise clients with specific nutritional needs.	3	3
	PC28. Conduct referral in accordance with organisational policies and procedures	3	3
	PC29. Recognise dangers of providing inappropriate nutrition advice to general and athletes with special needs	3	3

	PC30. Identify need for referral and guidance from medical practitioner or appropriate allied health professional for nutrition and body composition advice.	3	3
		<b>12</b>	<b>12</b>
<b>Knowledge of basic anatomy of human body</b>	PC31. Identify how anatomical structures respond to physical activity and food	3	3
	PC32. Identify, update and expand own knowledge of anatomy and nutrition	3	3
	PC33. Identify and apply nutrient needs and dietary health problems across the lifespan	3	3
	PC34. Identify role of food, nutrients and other important food substances in relation to the body's function.	3	3
	PC35. Understand food processing, digestion and assimilation process in the body	3	3
		<b>15</b>	<b>15</b>
	<b>NOS TOTAL</b>	<b>95</b>	<b>105</b>
	<b>TOTAL</b>		<b>200</b>

<b>NOS 2</b>	<b>Providing knowledge of drugs and supplements to athletes</b>	<b>Theory</b>	<b>Practical</b>
<b>Maintain knowledge on drugs</b>	PC1. identify drugs in sport issues relevant to the sporting activity or athletes' needs.	3	2
	PC2. collect and analyse relevant and current information from a range of sources.	2	3
	PC3. identify support personnel and resources available to assist athletes with drugs in sport issues.	3	2
	PC4. assess athlete's information needs in relation to drugs in sport.	2	3
	PC5. maintain and update information on drugs in sport issues.	3	2
		<b>13</b>	<b>12</b>
<b>Sensitise athletes against the drugs abuse</b>	PC6. determine specific drugs in sport information to be presented.	2	3
	PC7. finalise content and delivery mechanisms of information to be presented.	3	2
	PC8. present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.	2	3
	PC9. use appropriate activities and learning experiences to deliver information.	2	3
	PC10. check understanding of athletes regarding information provided using appropriate approaches and encourage athletes to clarify information.	2	3
	PC11. encourage athletes to seek advice and support from identifies support personnel	2	3
		<b>13</b>	<b>17</b>



<b>Develop and implement strategies to assist athletes</b>	PC12. consult with athletes to develop strategies to assist them to address drugs in sport issues.	2	3
	PC13. assist athletes to implement agreed strategies according to organisational policies and procedures.	2	3
	PC14. review effectiveness of strategies in consultation with athletes.	3	2
	PC15. adjust strategies to better assist athletes to address drug issues in the relevant sport.	3	2
		<b>10</b>	<b>10</b>
<b>Knowledge of nutritional supplements</b>	PC16. prepare diet chart according to nutritional and dietary supplement clinic guidelines	2	3
	PC17. advise on prevention of contamination of the nutritional and dietary supplements	2	3
	PC18. guide on labeling nutritional and dietary supplements	2	3
	PC19. provide instructions for taking the nutritional and dietary supplements in stipulated quantity to the athletes.	2	3
	PC20. identify and explain factors that may have an effect on storage	3	2
		<b>11</b>	<b>14</b>
	<b>NOS TOTAL</b>	<b>47</b>	<b>53</b>
	<b>TOTAL</b>		<b>100</b>

<b>NOS 3</b>	<b>Developing nutrition strategy</b>	<b>Theory</b>	<b>Practical</b>
<b>Analyse information</b>	PC1. Collect and analyse relevant and current information from a range of sources in relation to the principles of sports nutrition for training and performance.	2	2
	PC2. Identify support personnel and resources available to assist athletes with nutritional issues.	2	2
	PC3. Assess athlete's information needs in relation to nutrition for peak performance in relevant sporting activity.	2	2
		<b>6</b>	<b>6</b>
<b>Liaise with coaching and other support staff</b>	PC4. Provide coaching and or other staff with the diet information they need to monitor and evaluate the training strategy	2	2
	PC5. Work in a team with coaching staff and other experts to review and improvise the dietary and nutritional needs of the athlete	2	2
	PC6. Consult with other sports nutritional personnel, if need be, to identify the specific nutritional requirements for training and performance in the sporting activity.	2	2
	PC7. Identify nutritional practices to enhance peak performance in the sporting activity.	2	2

	PC8. Confirm scope of authority with key personnel in relation to role within sport structure	2	2
		<b>10</b>	<b>10</b>
<b>Provide information to athletes.</b>	PC9. Assess nutrition needs and preferences of athletes in relation to sporting activity.	2	2
	PC10. Inform athletes of the nutritional requirements for peak performance in the relevant sporting activity.	2	2
	PC11. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.	2	2
	PC12. Use appropriate activities and learning experiences to deliver information.	2	2
	PC13. Check understanding of athletes regarding nutritional requirements for peak sporting performance using appropriate approaches and encourage athletes to clarify information.	2	2
	PC14. Encourage athletes to seek advice and support from identified nutritional support personnel	2	2
		<b>12</b>	<b>12</b>
<b>Assist athletes to implement nutritional strategy</b>	PC15. Monitor if the nutritional strategy is followed before, during and after training and competition	2	2
	PC16. Select implementation strategies to enhance peak performance in the sporting activity in consultation with the athlete and nutritional support personnel.	2	2
	PC17. Assist and support athletes to implement selected strategies in training and competition according to organisational policies and procedures.	2	2
	PC18. Monitor implementation of nutritional practices during training or competition according to organisational policies and procedures.	2	2
	PC19. Identify symptoms associated with eating disorders and refer athletes to sports physician or accredited sports dietitian.	2	2
	PC20. Refer athletes who have symptoms of nutritional deficiencies and eating disorders to nutritional support personnel for treatment.	2	2
		<b>12</b>	<b>12</b>
<b>Evaluate the effect of nutritional practices on the performance of athletes.</b>	PC21. Analyse the performance of athletes in competition situations.	5	5
	PC22. Review effectiveness of strategies in consultation with athletes and support staff and make adjustments where required	5	5
		<b>10</b>	<b>10</b>
	<b>TOTAL</b>	<b>50</b>	<b>50</b>
	<b>NOS TOTAL</b>		<b>100</b>

<b>NOS 4</b>	<b>Work and Communicate effectively in sport environment</b>	<b>Theory</b>	<b>Practical</b>
<b>Develop effective working relationships</b>	PC1. identify own responsibilities and duties in relation to others and undertake activities in a manner that promotes cooperation and good relationships.	2	2
	PC2. practise high standards of personal presentation according to organisational guidelines and specific requirements for particular duties or situations.	1	2
	PC3. seek assistance from colleagues when required to fulfil responsibilities and duties.	2	2
	PC4. offer assistance to colleagues when required.	1	2
	PC5. encourage, acknowledge and act upon constructive feedback provided by others.	1	2
		<b>7</b>	<b>10</b>
<b>Use a range of communication mechanisms</b>	PC6. conduct communication with others in a polite, professional and friendly manner.	2	2
	PC7. use language and tone appropriate to a given situation in both written and spoken communication.	1	2
	PC8. use appropriate non-verbal communication in all situations.	1	2
	PC9. show sensitivity to cultural and social differences.	1	2
	PC10. use active listening and questioning to facilitate effective two-way communication.	2	2
	PC11. select appropriate medium of communication for the particular audience, purpose and situation, taking into consideration characteristics of each medium and relevant factors involved of authority with key personnel in relation to role within sport structure	1	2
		<b>8</b>	<b>12</b>
<b>Deal with issues and problems that arise</b>	PC12. Respect differences in personal values and beliefs and their importance in the development of relationships.	1	2
	PC13. Identify any linguistic and cultural differences in communication styles and respond appropriately.	1	2
	PC14. Identify potential problems and conflict likely to be encountered in the sport environment and devise strategies to deal with these issues.	1	2
	PC15. Seek assistance from others when issues, problems and conflict arise and suggest possible ways of dealing with them or refer them to relevant others.	2	2
		<b>5</b>	<b>8</b>
	<b>NOS TOTAL</b>	<b>20</b>	<b>30</b>
	<b>TOTAL</b>		<b>50</b>