

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY

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Unit 12

**Nutrition and diet for sport and
exercise**

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports nutritionists would develop meal plans in order to maximise performance in sport, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks'. However it is worth noting that in order to meet the requirements of P1 in the first task, the learners will need to access current guidelines with regards to diet and nutrition from a range of suitable public health sources.

Time

You should plan for learners to have 11–14 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 12: Nutrition and Diet for Sport and Exercise

Scenario

Perform Right Nutrition

Perform Right Nutrition is a privately owned sports nutrition company which aims to provide the best support and guidance to athletes and members of the public looking to improve their lifestyle in order to maximise performance in sport. The company works with clients on a one-to-one basis to provide advice and meal plans for various needs, including weight management, pre-competition strategies and post-competition recovery.

The company has recently started an internship programme, and are keen to work with enthusiastic, knowledgeable, motivated people to deliver support at all levels in the local area.

Introduction to the tasks

In the following tasks, you will be asked to demonstrate your knowledge and understanding of sports nutrition, including what is meant by a healthy diet, and preparing meal plans for various athletes. You will need to show an understanding the principles of a balanced diet and the psychology of healthy eating, before detailing the nutritional needs of an elite sports performer at various stages of training.

Evidence for these tasks can include:

- Posters
- Leaflets
- Presentations
- Written reports
- Video recordings
- Voice recordings
- Seminars

The tasks

Task 1: What is a balanced diet?

(This task should take between 2 and 3 hours.)

Learning Outcome 1: *Understand the principles and importance of a balanced diet*, is assessed in this task.

Your task:

Prepare a presentation to give to Perform Right Nutrition, outlining your knowledge and understanding of a balanced diet. This forms part of the selection activity for the internship programme at the company. As part of this presentation you should identify components of a balanced diet as well as giving current guidelines from a variety of public health sources in the UK.

This presentation will also aim to describe the various dietary requirements for some of the different population groups in the UK. You should be prepared to answer questions about a balanced, healthy diet and requirements for at least two different groups as part of your presentation.

Pass	Merit	Distinction
*P1: Outline the components of a healthy balanced diet, including recommended guidelines from public health sources associated with nutrition		
*P2: Describe nutritional requirements for different groups		
Evidence		
<ul style="list-style-type: none">• The presentation should be conducted using an appropriate format and questions will be asked in order to assess the knowledge and understanding of the importance of a balanced diet.• In this task learners must use current guidelines from public health sources (e.g. NHS, British Nutrition Foundation, Department of Health).• This task be evidenced by a recording of the presentation and questions accompanied by supporting notes, a witness statement could also be used to support the evidence for this task.		

Task 2: Nutrition for sports performance

(This task should take between 7 and 8 hours.)

Learning Outcome 2: *Understand energy balance,*

Learning Outcome 3: *Understand the importance of hydration in sport and exercise, and*

Learning Outcome 4: *Know the effects of supplements on diet and performance in sport and exercise,* are assessed in this task.

Your task:

Produce two separate information booklets as a first task having successfully gaining an internship position. The first booklet must explain energy balance in sports, the importance of hydration and describe the use of dietary supplements. This booklet will be used by athletes in a range of sports, so you will need to include a detailed analysis of a range of sports.

The second booklet will focus specifically on an elite performer in a selected sport, this booklet will outline their dietary needs at various times throughout their training year, and this will also include how training and performance can be improved through the use of supplements.

Pass	Merit	Distinction
* P3: Explain energy balance and the calorific requirements for different groups	M1: Analyse how energy balance and hydration needs differ across a number of different sports	D1: For a selected elite sports performer, outline their nutritional calorific and hydration needs at different times of the year/season and how their diet, training and performance can be supported by the use of legal supplements
* P4: Explain the importance of hydration to performance in sport and exercise		
P5: Describe the supplements different individuals may use and what effects this could have on their performance in sport or exercise		
Evidence		
<ul style="list-style-type: none">• To be in line with the scenario, the booklets should be presented in a suitable format, which is both eye-catching and informative for new clients of the sports nutrition company.• The first booklet should include a clear explanation of the calorific requirements for at least two different groups. It should also include a full explanation of the importance of hydration, examples from both sport (e.g. football, cricket, tennis) and exercise (aerobics classes, weight training) could be used. Information could found from a range of sources. (e.g. http://www.livestrong.com/article/30782-daily-caloric-requirements-athletes/)• In order to meet the M1 criterion, the booklet should aim to analyse how energy balance and hydration needs differ in at least three different sports. These sports should have clearly different requirements (e.g. football, cricket, marathon running).• The second booklet should include a detailed outline of the requirements of any elite performer from any sport where nutrition, hydration etc. is of great importance.		

Task 3: The psychology of healthy eating

(This task should take between 2 and 3 hours.)

Learning Outcome 5: *Understand the psychology of healthy eating*, is assessed in this task.

Your task:

Explore the psychology of healthy eating and eating disorders in sport. Your supervisor would like you to produce a poster which describes the various psychological factors that have an effect on individual's diets and eating habits. This poster will also need to outline why eating disorders can be more common in some sports and the impact these will have on performance.

Your supervisor will ask questions to assess your knowledge and understanding of the psychology of healthy eating, you should be prepared to give full answers to support your poster.

Pass	Merit	Distinction
*P6: Describe the psychological factors that affect people's eating habits	M2: Outline why eating disorders can be more common in some sports and the effects on the individual's performance	
Evidence		
The poster should be presented in a suitably detailed format. Any questions asked to support the awarding of P6 or M2 should be evidenced using a witness statement. UK Sport has produced a detailed guide about psychological factors and eating disorders in sport. (https://www.uksport.gov.uk/~media/files/resources/eating_disorders_in_sport.pdf?)		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport and Physical Activity

Unit 12: Nutrition and Diet for Sport and Exercise

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
*P1: Outlined the components of a healthy balanced diet, including recommended guidelines from public health sources associated with nutrition	
*P2: Described nutritional requirements for different groups	
*P3: Explained energy balance and the calorific requirements for different groups	
*P4: Explained the importance of hydration to performance in sport and exercise	
P5: Described the supplements different individuals may use and what effects this could have on their performance in sport or exercise	
*P6: Described the psychological factors that affect people's eating habits	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Analysed how energy balance and hydration needs differ across a number of different sports	
M2: Outlined why eating disorders can be more common in some sports and the effects on the individual's performance	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Outlined their nutritional calorific and hydration needs at different times of the year/season and how their diet, training and performance can be supported by the use of legal supplements, for a selected elite sports performer.	

To find out more

ocr.org.uk/sport

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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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