



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

All

Level 5 Diploma in Nutrition and Health Coaching

Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management

Level 5 Certificate in Human Nutrition and Gut Microbiome

Level 5 Certificate in Wellbeing Coaching

Qualification Specification

April 2023

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Contents

About QUALIFI.....	3
Why Choose QUALIFI Qualifications?	3
Employer Support for the Qualification Development.....	3
Equality and Diversity	3
Qualification Title and Accreditation Number	4
Qualification Aims and Learning Outcomes	4
Aims.....	4
Learning Outcomes	4
Delivering the Qualification	6
External Quality Assurance Arrangements	6
Learner Induction and Registration	6
Entry Criteria	6
Recognition of Prior Learning	7
Data Protection	7
Learner Voice	7
Professional Development and Training for Centres.....	7
Progression and Links to other QUALIFI Programmes	8
Qualification Structure and Requirements	8
Credits and Total Qualification Time (TQT)	8
Rules of Combination for QUALIFI Level 5 Diploma in Nutrition and Health Coaching	8
Rules of Combination for QUALIFI Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management.....	9
Rules of Combination for QUALIFI Level 5 Certificate in Human Nutrition and Gut Microbiome.....	10
Rules of Combination for QUALIFI Level 5 Certificate in Wellbeing Coaching	10
Achievement Requirements	10
Awarding Classification/Grading.....	10
Assessment Strategy and Methods.....	11
Unit Specifications.....	12
Unit DNHC501: Psychology and Wellbeing Foundations	12
Unit DNHC502: Human Nutrition	14
Unit DNHC503: Wellbeing Management and Coaching Practices.....	16
Unit DNHC504: Mental Health and Trauma Awareness.....	18
Unit DNHC505: Physical Health Guidelines	20
Unit DNHC506: Practicum.....	21
Unit DNHC507: Coach Training for Professional Accreditation.....	22
Unit DNHC508: Chronic Disease, Wellbeing Guidelines, and Resources	24
Unit DNHC509: Women’s Health and Hormones.....	26
Unit DNHC510: The Gut and Microbiome	28
Unit DNHC511: Non-Diet Approach Coaching.....	30
Unit DNHC512: Nutrition Psychology; Food Choices and Eating Habits	32
Unit DNHC513: Ayurvedic Lifestyle and Nutrition.....	34
Unit DNHC514: Sports Nutrition for Optimal Performance	36
Unit DNHC515: Botanical Healing; An Introduction to Herbal Medicine	38
Unit DNHC516: Super Foods and Nutrition	40
Assessment Guidance	42
Contact Details	44

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This suite of qualifications has been accredited to the Regulated Qualification Framework (RQF) and each qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for each qualification is as follows:

Level 5 Diploma in Nutrition and Health Coaching 610/2579/3

Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management 610/2580/X

Level 5 Certificate in Human Nutrition and Gut Microbiome 610/2578/1

Level 5 Certificate in Wellbeing Coaching 610/2581/1

Qualification Aims and Learning Outcomes

Aims

The aim of this suite of qualifications is to provide learners with an understanding of coaching and its role in supporting health. Learners will develop practical skills for a career in the professional coaching space, including executive coaching, business coaching, mentoring and leadership, as well as nutrition, health and wellbeing coaching. These qualifications are ideal for those progressing from holistic and complementary therapies, or in leadership roles, corporate wellbeing, and health professionals looking to complement their current practice with client led coaching.

Successful completion of the **QUALIFI Level 5 Certificate in Human Nutrition and Gut Microbiome** and the **QUALIFI Level 5 Certificate in Wellbeing Coaching** provide learners with occupational skills for employment or to progress to further study.

Successful completion of the **QUALIFI Level 5 Diploma in Diploma in Nutrition and Health Coaching** or the **QUALIFI Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management** provide learners with valuable occupational skills for employment or progression to further study or degree.

Graduates have multiple top industry accreditation and recognition options, including the International Coach Federation (ICF), UK and International Health Coaching Association (UKIHCA), and Personalised Care Institute (PCI)

Learning Outcomes

The overall learning outcomes of the qualification are for learners to:

- Psychology and Wellbeing Foundations: develop a foundation understanding of psychology, behaviour, change motivation and wellbeing.
- Human Nutrition: develop a thorough understanding of the principles of human nutrition, diet, and health.
- Wellbeing Management and Coaching Practices: develop an understanding of how to work with clients in a coaching setting in an effective and engaging manner.
- Mental Health and Trauma Awareness: develop their understanding of mental health conditions and become aware of the community resources available. Learners will also understand the importance of being trauma informed as a coach.
- Physical Health Guidelines: understand the foundations of physical activity for health and health coaching

- Practicum: develop and grow their coaching experience through a series of guided practical tasks.
- Coach Training for Professional Accreditation: understand the role of a coach, demonstrate how to run an effective coaching session while reflecting ICF core competencies and coaching scope of practice.
- Chronic Disease, Wellbeing Guidelines and Resources: understand health red flags, when to refer on, and how to access major health resources and guidelines.
- Women's Health and Hormones: develop an understanding of women's health and wellbeing status, the factors that influence the health of women, the health conditions that commonly affect women, and the association between women's hormones and health.
- The Gut and Microbiome: understand the physiology of the gut and the associations between the gut and physical and mental health conditions.
- Non-Diet Approach to Coaching: understand the benefits of coaching from a non-diet approach for positive body image and positive food relationships.
- Nutrition Psychology, Food Choices and Eating Habits: understand the psychology of eating habits, food behaviours and preferences so coaches can work with clients in the area of food coaching more effectively.
- Ayurvedic Lifestyle and Nutrition: understand the basic principles of Ayurvedic medicine and the practices that can be used to balance health and wellbeing
- Sports Nutrition for Optimal Performance: develop an understanding of the unique nutrition and fuelling requirements of athletes and for activity.
- Botanical Healing; An Introduction to Herbal Medicine: understand the foundation principles of herbal medicine, and the role of plant medicine in health and wellbeing.
- Super Foods and Nutrition: understand the evidence behind functional foods and those that are thought to exhibit a health benefit.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments.
- quality assures assessments prior to certification.
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 18 or over.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 5 Diploma in Diploma in Nutrition and Health Coaching** or the **QUALIFI Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management** will enable learners to progress to:

- QUALIFI Level 7 Diploma in Health and Wellness Coaching.
- Employment in an associated profession.
- Degree progression when combined with another relevant 60 credit qualification for example, the Qualifi Level 5 Diploma in Health and Wellness Coaching.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 5 Diplomas in Nutrition and Health Coaching and Coaching for Lifestyle and Wellbeing Management comprise **60** and **68 credits** respectively, which equates to 600 hours and 680 hours of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a pre-recorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 5 Diploma in Nutrition and Health Coaching

To achieve this qualification **9 units** must be successfully completed. This includes 6 mandatory units and at least 3 optional units, to achieve a minimum of **60 credits**

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
DNHC501	Psychology and Wellbeing Foundations	5	70	7	41
DNHC502	Human Nutrition	5	120	12	78
DNHC503	Wellbeing Management and Coaching Practices	5	80	8	48
DNHC504	Mental Health and Trauma Awareness	5	40	4	24
DNHC505	Physical Health Guidelines	5	40	4	24
DNHC506	Practicum	5	100	10	60
Total			450	45	275

Unit Reference	Optional Units	Level	TQT	Credit	GLH
DNHC509	Women's Health and Hormones	5	50	5	30
DNHC510	The Gut and Microbiome	5	50	5	30
DNHC511	Non-Diet Approach to Coaching	5	50	5	30
DNHC512	Nutrition Psychology, Food Choices and Eating Habits	5	50	5	30
DNHC513	Ayurvedic Lifestyle and Nutrition	5	50	5	30
DNHC514	Sports Nutrition for Optimal Performance	5	50	5	30
DNHC515	Botanical Healing; An Introduction to Herbal Medicine	5	50	5	30
DNHC516	Super Foods and Nutrition	5	50	5	30
Total			150	15	90

Rules of Combination for QUALIFI Level 5 Diploma in Coaching for Lifestyle and Wellbeing Management

To achieve this qualification **9 units** must be successfully completed. This includes 6 mandatory units and at least 3 optional units, to achieve a minimum of **68 credits**

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
DNHC501	Psychology and Wellbeing Foundations	5	70	7	41
DNHC502	Human Nutrition	5	120	12	78
DNHC503	Wellbeing Management and Coaching Practices	5	80	8	48
DNHC504	Mental Health and Trauma Awareness	5	40	4	24
DNHC507	Coach Training for Professional Accreditation	5	180	18	105
DNHC508	Chronic Disease, Wellbeing Guidelines and Resources	5	40	4	24
Total			530	53	320

Unit Reference	Optional Units	Level	TQT	Credit	GLH
DNHC509	Women's Health and Hormones	5	50	5	30
DNHC510	The Gut and Microbiome	5	50	5	30
DNHC511	Non-Diet Approach to Coaching	5	50	5	30
DNHC512	Nutrition Psychology, Food Choices and Eating Habits	5	50	5	30
DNHC513	Ayurvedic Lifestyle and Nutrition	5	50	5	30

Unit Reference	Optional Units	Level	TQT	Credit	GLH
DNHC514	Sports Nutrition for Optimal Performance	5	50	5	30
DNHC515	Botanical Healing; An Introduction to Herbal Medicine	5	50	5	30
DNHC516	Super Foods and Nutrition	5	50	5	30
Total			150	15	90

Rules of Combination for QUALIFI Level 5 Certificate in Human Nutrition and Gut Microbiome

There are **2** mandatory units to achieve **17 credits**.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
DNHC502	Human Nutrition	5	120	12	78
DNHC510	The Gut and Microbiome	5	50	5	30
Total			170	17	108

Rules of Combination for QUALIFI Level 5 Certificate in Wellbeing Coaching

There are **2** mandatory units to achieve **22 credits**.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
DNHC504	Mental Health and Trauma Awareness	5	40	4	24
DNHC507	Coach Training for Professional Accreditation	5	180	18	105
Total			220	22	129

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is: **Pass/Fail**.

For underpinning theory assessments:

>70% + = Pass

0 – 69% = Fail

All units will be internally assessed through written assignments, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide a variety of assessment tasks for each unit of this qualification which may include online multiple-choice questions, short answer questions, written reflections, case studies, practice coaching, recorded coaching submissions. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Unit Specifications

Unit DNHC501: Psychology and Wellbeing Foundations

Unit code: A/650/7036

RQF Level: 5

Unit Aim

The aim of this unit is to introduce learners to the theories that underline client-centred coaching and wellbeing management. Learners will explore various aspects of psychology to gain a better understanding of human behaviour (learning, personality, habits, motivation and decision-making) and the factors that influence it. Learners will have the opportunity to develop coaching communications to ensure successful coaching relationships, and review areas of active listening, curiosity-led questioning, reflection and motivational interviewing as tools to support clients in making positive wellbeing changes.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the coaching professional and the influences that have shaped its development	1.1 Analyse the line of development of coaching
	1.2 Distinguish between coaching and mentoring
	1.3 Characterise the psychology-based therapeutic practices that have influenced modern coaching
2. Understand the benefits of coaching and its related models and techniques	2.1 Articulate the benefits of coaching
	2.2 Evaluate the utility of using coaching questioning techniques to assess client motivation, commitment, and confidence levels
	2.3. Evaluate the advantages and disadvantages of different coaching models
3. Be able to assess how unique client traits and personal coaching skills influence the coaching experience	3.1 Evaluate the influence of personality, motivation and learning the coaching process
	3.2 Assess how client needs may influence a coach's choice of coaching techniques employed
4. Understand the scope of practice framework in coaching	4.1 Evaluate the role of importance of adhering to scope of practice limitations in the health coaching profession
	4.2 Develop referral network systems for ongoing client support

Indicative Content

- Introduction to wellbeing management
 - The current healthcare paradigm
 - The importance of patient-centred care
 - Difference between coaching and counselling
 - The role of a coach and other practitioners
- Engaging, relating, and communicating
 - Language and influencing behaviour
 - Communication techniques
- Understanding human behaviour: health psychology
 - Personality questionnaires
 - Human learning and conditioning
 - Habits- formation and redirection
 - Personality
 - Eating behaviours
 - Motivation and its influence on behaviour
 - Fear of failure
 - Intrinsic and extrinsic motivation
 - Incentives
 - Decision making
- Behaviour change theories and evidence
 - Transtheoretical model of behaviour change
 - Models used in health initiatives
 - Introduction to wellbeing assessment tools
- Coaching for positive change
 - Positive psychology and the role of happiness
 - Structuring a coaching session
 - Intro to wellbeing techniques
 - Intuitive eating
 - Stress management
 - Sleep coaching

Suggested Resources

- Psychology and Wellbeing Foundations Textbook, Well College Global 2023
- Psychology and Wellbeing Foundations Workbook, Well College Global 2023
- Co-Active Coaching, 4th Ed, Kimsey-House at al., 2018

Unit DNHC502: Human Nutrition

Unit code: T/650/7034

RQF level: 5

Unit Aim

This unit is built on current and evidence-based essential nutrition knowledge, covering the fundamentals of human nutrition, it provides learners with a thorough understanding of the principles of diet and health.

It covers how to define a healthy diet, a review of global dietary guidelines, all a learner needs to know about carbohydrates and sugars, the latest on dietary fats (with special coverage of cholesterol and saturated fats), how protein functions, and a special look at vegetarian, vegan, and ketogenic diets. You'll also investigate micronutrients (vitamins and minerals), water balance and hydration. Plus, special topics such as early nutrition (including a look at food allergies), pregnancy nutrition, sports nutrition, weight loss nutrition, nutrition of older adults, food safety and dietary assessment (based on a non-diet approach).

This unit is taught from a food coaching perspective and via on a non-diet-based approach, holding to the notion that wellbeing is more than just the absence of illness.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate a thorough understanding of the principles of nutrition for health	1.1 Evaluate current nutrition guidelines and how they can be used to provide basic dietary guidance
	1.2 Describe the function and importance of digestion
	1.3 Explain how food moves through the gastrointestinal tract and the process at each stage
2. Understand the associations between nutrition principles and health	2.1 Describe the structure, function, and sources of macronutrients and micronutrients
	2.2 Describe the role of energy balance in general wellbeing and health
	2.3 Assess an individual's energy requirements based on anthropometrics and activity level
3. Understand how to assess dietary intakes and the influence of individual needs	3.1 Apply learning to complete a nutrition analysis and discuss its implications
	3.2 Demonstrate a comprehensive understanding of the nutritional needs of active individuals and athletes in relation to performance, fatigue, body composition, hydration, and recovery
	3.3 Describe food intolerances and allergies

	3.4 Reflect on the nutritional needs through the lifespan, including infancy, childhood, adolescence, pregnancy, and older adults
4. Use a non-diet approach to encourage healthful eating attitudes for nourishment	4.1 Use a non-diet approach to encourage healthful eating attitudes for nourishment
	4.2 Explain the benefits of using a non-diet approach to health and wellbeing as opposed to a diet paradigm

Indicative Content

- Concepts in nutrition and healthy eating anthropometric
- Digestion and fuelling
- Carbohydrates, sugars, and fibre
- Protein, amino acids, a look at plant-based eating
- Lipids, current knowledge on saturated fats
- Vitamin - functions, requirements, and sources
- Minerals and hydration
- Energy requirements, anthropometrics and how to assess need
- Sports nutrition and nutrition for active individuals
- Body composition, weight management and nutrition psychology
- Food safety
- Nutrition through the lifespan - children, pregnancy and lactation, older adults
- Nutrition assessment and safe dietary modifications

Suggested Resources

- Human Nutrition Textbook, Well College Global, 2019
- Human Nutrition Study Guide, Well College Global

Unit DHNC503: Wellbeing Management and Coaching Practices

Unit code: D/650/7037

RQF Level: 5

Unit Aim

This unit allows learners to apply the detailed theories of coaching from the prerequisite unit Psychology and Wellbeing Foundations and build the foundations of how to work with clients in a safe, effective, and engaging manner. Learners will develop the confidence to begin working with clients and be able to practice using tools to support clients as they move towards action stages.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate understanding of the ICF (International Coach Federation) core competencies	1.1 List the ICF core competencies
	1.2 Explain the relevance of the ICF competencies in a client-led approach to coaching
2. Reflect on motivational interviewing and its application to client-led coaching	2.1 Articulate the objectives of motivational interviewing, in particular the use of the four foundational principles
	2.2 Demonstrate a familiarity with 'change talk' and theories on how to elicit and foster it in clients
	2.3 Explain the iGROW model in coaching practices
3. Conduct coaching sessions that reflect ICF competencies, ethics and standards	3.1 Demonstrate the application of coaching practices that create a safe and trusting environment including non-judgement, holding space and letting go of attachment to outcomes
	3.2 Demonstrate active listening
	3.3 Articulate ethical coaching practices in a coaching session
4. Demonstrate effective coaching communications	4.1 Display curiosity in the client and their growth
	4.2 Demonstrate confidence in encouraging clients to explore deeper underpinning values

Indicative Content

- Introduction to wellness coaching
 - Transactional coaching
 - Positive psychology
 - Understanding stages of change and readiness for change
 - Change talk
 - Exploring client values
 - Goal setting techniques and client vision statements
- Client centred coaching
 - Introduction to coaching
 - Coaching as a trusting relationship
 - The practice of coaching
 - Booking system options
 - Commitment forms and coaching agreements
 - Setting up the session for powerful outcomes
- The exploration phase
 - Preparation, presence and coaching
 - Models of coaching presence
 - Authenticity
 - Courageousness and persistence
 - The role of intuition in coaching
 - The role of fun, enthusiasm, and lightness
 - Asking permission
 - Coaching
 - Active listening, questioning, reflecting, mirroring, reframing
 - Becoming comfortable with silence
- Closing stage
 - Resources and obstacles
 - Celebrating client success
 - Closing the session
 - Referring and when to refer on
 - Rights, duty of care, and obligations
 - Scope of Practice

Suggested Resources

- Wellbeing Management and Coaching Practices Workbook, Well College Global, 2023
- Co-Active Coaching, 4th Ed, Kimsey-House at al., 2018

Unit DNHC504: Mental Health and Trauma Awareness

Unit code: F/650/7038

RQF level: 5

Unit Aim

This unit aims to raise awareness around mental health and mental health agencies, while highlighting some of the excellent mental health resources that are available in the community and develop the conversation at community level around mental health. It also aims to provide learners with evidence-based information on how to initially respond in a crisis.

The second part of this unit focusses on using research and analysis to understand trauma and the importance of being trauma informed as a practitioner.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand and define key mental health disorders	1.1 Understand and define the signs and symptoms of depression, anxiety, eating disorders, gambling disorders and psychosis
	1.2 Describe at least 1 mental health treatment (clinical or complementary) for each disorder and the appropriate health professional to deliver
	1.3 Create a referral list for community resources for each of the key mental health conditions
2. Evaluate and reflect on the importance of being trauma informed as a coach	2.1 Use research and analysis to evaluate and reflect on the impact of trauma in the context of health and society

Indicative Content

- Definition of mental health and mental disorders
- Treatments and what works for mental health disorders
- Depression
 - Signs and symptoms
 - Types of depression
 - Factors influencing depression
 - Who can assist with depression
 - Creating an action plan for depression
- Anxiety
 - Types of anxiety

- Factors influencing anxiety
- Signs and symptoms
- Who can assist with anxiety?
- Creating an action plan for anxiety
- Eating disorders
 - Types of eating disorders
 - Signs and symptoms
 - Factors influencing eating disorders
 - Who can assist with eating disorders?
 - Crises associated with eating disorders
 - Creating an action plan for eating disorders
- Gambling disorder
 - Types of gambling
 - Causes of gambling disorders
 - Risk factors for developing a gambling disorder
 - Who can assist?
 - Creating an action plan for gambling disorder
- Psychosis
 - Causes of psychosis
 - Signs and symptoms
 - Psychosis and substance abuse
 - Who can assist with psychosis?
 - Creating an action plan for psychosis
- Understanding trauma and importance of being trauma informed

Suggested Resources

- Mental Health Awareness Textbook, Well College Global, 2022
- Mental Health Web Resources- Global Helplines and Websites, 2020
- The Wisdom of Trauma (film), Gabor Maté, 2022

Unit DNHC505: Physical Health Guidelines

Unit code: H/650/7039

RQF level: 5

Unit Aim

The aim of this unit is for learners to become aware of the physical health status both in their region and globally and understand the global guidelines for physical activity. Learners will also understand the role of anthropometry in determining health status as well as the limitations of these measures.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the principles of physical activity for health	1.1 Evaluate the role of physical activity in a healthy lifestyle
	1.2 Discuss the global trends in relation to physical activity and health status
2. Apply the principles of physical activity to a coaching framework	2.1. Critically assess the considerations of a client regarding creating new habits and motivation.
	2.2. Critically evaluate the limitations of physical assessments and screening tools

Indicative Content

- Introduction to healthy movement
- Energy and energy expenditure
- Physical activity and health status
- A holistic view of overweight and obesity
- Motivation, habits, and change
- Locus of control
- Creating new habits
- Transtheoretical model of behaviour change
- Principles of physical activity
- Different types of activity and effectiveness
- Global guidelines for activity
- Rights, obligations, and duty of care
- Application and putting it into action
- Working with clients

Suggested Resources

- Physical Health Guidelines V3, Well College Global, 2023.

Unit DNHC506: Practicum

Unit code: L/650/7040

RQF level: 5

Unit Aim

This is a practical unit, designed to create opportunities to evolve coaching practice and business to provide evidence of successes, build competency, confidence and self-belief. This unit enables learners to explore holistic wellness modalities and engage in mentoring sessions for personal coaching growth and evolution.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Undertake practical coaching to develop coach experience	1.1 Demonstrate an effective verbal coaching agreement creation within a coaching session
	1.2 Conduct a coaching session demonstrating effective coaching communications and presence in line with ICF competencies
	1.3 Reflect on the scope of practice and ethical practice in relation to coaching
2. Understand the holistic health resources available and how to integrate with in health coaching	2.1 Conduct research and prepare a list of local, regional and global client and community support resources
	2.2 Professionally refer clients to relevant practitioners
	2.3 Evaluate the benefits of at least eight different complementary health modalities that can be used in conjunction with coaching practices

Indicative Content

- Specialty live class workshops
- Holistic Health webinars
- Practical coaching
- Tutorials and mentoring
- Exploring holistic modalities
- Developing community resources
- Establishing a referral network
- Foundations of setting up a coaching business
- Social media marketing

Suggested Resources

- Practicum Workbook, Well College Global, 2023

Unit DNHC507: Coach Training for Professional Accreditation

Unit code: H/650/7048

RQF level: 5

Unit Aim:

This highly practical professional coach training unit covers the principles of coaching in line with the International Coach Federation (ICF) competencies, and guides learners through the practical application of industry competencies, theories, and models in the context of real-world coaching situations. This unit includes live group coaching and mentoring classes and private feedback sessions with instructors. Learners will grow and evolve their confidence and unique coaching style so they can practice safely and effectively in thought provoking partnership with their clients. Through completing this unit, learners have access to a unique range of professional membership and accreditation options with major international industry bodies including the International Coach Federation (ICF), and the UK and International Health Coach Association (UKIHCA).

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the role of coaching in line with the International Coach Federation (ICF) competencies	1.1 Demonstrate the ability to co-create a relationship and environment conducive of positive coaching
	1.2. Demonstrate non-judgment, absolute professionalism, a high degree of self-awareness and ethical behaviour
	1.3. Create the coaching agreement with clients and operate in alignment with this during the coaching session
2. Understand the techniques and structure associated with running an effective coaching session	2.1 Justify the reasons for and demonstrate 'leading from behind' as a coach.
	2.2 Advance a session with effective planning and flow
	2.3 Demonstrate an ability to roll with resistance and work with ambivalence
	2.4 Demonstrate an ability to recognise, respond, and react appropriately
	2.5 Demonstrate powerful and effective questioning
3. Understand the importance of Scope of Practice and professional referrals	3.1 Demonstrate an understanding of coaching ethics of standards
	3.2 Demonstrate an awareness of regional legalities of coaching practice and scope

	3.3 Explain when and how to refer clients to other appropriate professionals and the justification for doing so
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Indicative Content

Learners will cover the following topics throughout a series of tutorials, case studies, practical tasks, dynamic discussion, one-on-one sessions with instructors, and mentoring:

- Coaching growth journey
- Advancing the journey, planning and flow
- The psychology of wellbeing
- Change, and creating shifts
- The business of coaching
- Demonstrating ethical practice
- Embodying a coaching mindset
- Establishing and maintaining coaching agreements
- Cultivating trust and safety
- Maintaining presence
- Listening actively
- Evoking awareness
- Facilitating client growth

Suggested Resources

- CCP Textbook, Well College Global, 2022
- CCP Booklet, Well College Global, 2022
- Co-Active Coaching, 4th Ed, Kimsey-House et al., 2018

Unit DNHC508: Chronic Disease, Wellbeing Guidelines, and Resources

Unit code: J/650/7049

RQF level: 5

Unit Aim:

This unit involves research to collate and comprehend the major world and regional reports, guidelines and links to agencies to enable nutrition and health coaches to guide clients to relevant support and provide referral when necessary.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Know how to recognise red flags and risks affecting health	1.1 Identify the most common red flags and risk factors for hypertension and cardiovascular disease
	1.2 Identify the most common red flags and risk factors for diabetes and obesity
	1.3 Identify the most common red flags for metabolic syndrome and diet
2 Conduct research into professional and public resources and guidelines	2.1 Research and reflect on the public resources and latest guidelines relating to diet
	2.2 Research and reflect on the public resources and latest guidelines relating to physical activity
	2.3 Research and reflect on the public resources and latest guidelines relating to sleep
	2.4 Research and reflect on the public resources and latest guidelines relating to alcohol intake

Indicative Content

Current global guidelines on:

- Hypertension and blood pressure
- Diabetes
- Overweight and clinical obesity
- Cardiovascular Disease
- Metabolic Syndrome
- Dietary Guidelines
- Physical Activity Guidelines
- Sleep Requirements and Guides

- Alcohol Intake Guidelines
- Inflammatory Process

Suggested Resources

- Range of readings, and resources from international health organisations provided on Well College Global learning system for this module.

Unit DNHC509: Women's Health and Hormones

Unit code: M/650/7041

RQF level: 5

Unit Aim

This unit aims to improve health literacy of women, and professionals working with women, to enable true informed choice and improved wellbeing. Learners will gain an understanding of social factors that influence women and girls' access to health and wellbeing and develop their foundation understanding of the major hormones associated with women's health. Learners will also explore areas of health such as adrenal fatigue, reproductive health issues, endometriosis, PCOS (polycystic ovary syndrome), sexual health and life cycle changes such as from puberty to menopause to better understand the physiological process around these and some of the internal and external factors that might affect them.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the social determinants of health in relation to women's wellbeing	1.1 Define health, research the social determinants of health and how they influence health outcomes
	1.2 Assess the relevance of gender in the health status of women
2. Demonstrate an understanding of female hormones	2.1 Explain the function of the endocrine system
	2.2 Describe the major organs of the female reproductive system and their function
	2.3 Identify at least 3 major female hormones and discuss their key action
3. Understand the role of the adrenal glands in health	3.1 Describe the major roles of the adrenal glands and discuss the connection to stress
	3.2 Define cortisol and evaluate the role of cortisol in circadian rhythms
	3.3 Define adrenal fatigue and discuss the roles of oxidative stress and inflammation
4. Understand women's life cycle stages and the associated hormones	4.1 Describe the life cycle changes and discuss factors that can influence how they are experienced
	4.2 Explain the process of menstruation and describe the endometrial cycle
	4.3 Distinguish between the stages of menopause and describe the indicative signs and symptoms

5. Demonstrate an understanding of the key health issues affecting women	5.1 Define and explain the signs and symptoms of PCOS and endometriosis
	5.2 Explain the differences between hypo and hyper thyroid activity and identify the related conditions
	5.3 Critically evaluate the possible environmental risk factors for breast cancer

Indicative Content

- Women, Health and Society
 - Determinants of women's health and wellbeing
 - Gender and health status
- Understanding Women's Hormones
 - Major hormones - oestrogen, progesterone, testosterone, TSH, LH and more
 - Adrenals and adrenal fatigue
 - Cortisol and health
 - The role of DHEA
- Women's Life Cycles
 - Adolescence
 - Menstruation
 - Reproductive years
 - Review of pregnancy
 - Menopause in detail
- Hormones and Health
 - Thyroid and health
 - Reproductive system challenges - PCOS (polycystic ovary syndrome), endometriosis, breast health, breast screening, breast cancer, thyroid function
 - Sexual health
 - Contraception
 - Hormone replacement therapy
 - Hormones and gut health
 - Endocrine disruptors

Suggested Resources

- Women's Health and Hormones Textbook, Well College Global, 2021

Unit DNHC510: The Gut and Microbiome

Unit code: Y/650/7035

RQF level: 5

Unit Aim

This unit will introduce learners to the physiology of the gut microbiome and how our gut is linked to health and disease, including the connection to physical and mental health conditions. Learners will also develop their understanding of the gut-brain axis, the most common gut health conditions, and the key factors that influence our gut health.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the structure of the gut and function of the major organs	1.1 Describe the processes involved in digestion
	1.2 Explain the function of the small and large intestines
	1.3 Characterise the role of the gut in innate immunity
2. Understand the factors that influence the health of the microbiome, and the major gut health conditions	2.1 Define the terms microbiome, microbiota and microflora
	2.2 Describe the roles of short chain fatty acids (SCFAs) in gut health
	2.3 Assess the factors affecting the health of the microbiome
3. Understand the connection between the gut and other health conditions / the rest of the body	3.1 Characterise the bacterium found along the gastro-intestinal tract that play a role in health
	3.2 Articulate the key health conditions associated with the gut including GERD, Diverticulitis, Coeliac Disease, IBS, SIBO, lactose intolerance
	3.3 Define inflammation and discuss the key causes of inflammation in the body
	3.4 Explain the gut-brain axis and identify key gut-brain interactions
	3.5 Evaluate the interaction between hormones and the gut microbiome
4. Demonstrate an understanding of how to establish and maintain a healthy gut	4.1 Summarise the fundamentals of healthful eating
	4.2. Explain the features of effective probiotics and provide examples
	4.3 Evaluate the role of resistant starch in gut health

Indicative Content

- Review of the digestive system
- The gut microbiome and its development
- Functions of the gut
- Microbiome and vitamin synthesis
- The gut and immunity
- Summary of gut function and disease relationship
- Gut microbiota and short-chain fatty acids (SCFAs)
- What does a healthy microbiome look like?
- Stress and the gut
- Common diseases associated with the gut
- Inflammation: function and process
- The gut-brain axis
- Mechanisms of the gut-brain interaction
- The gut and mental health conditions
- Modifying the gut microbiota to promote mental health
- Microbiome and hormones
- The gut, chemicals and medications
- Impact of gastric surgery
- Re-establishing health gut microbiome (rebiosis)
- Practical ways to improve your gut microbiome
- Eating patterns and their influence on gut health
- FODMAPS
- Probiotics and prebiotics
- Resistant starch and gut health
- GERD - gastroesophageal reflux disease
- IBS – irritable bowel syndrome
- SIBO – small intestinal bacterial overgrowth

Suggested Resources

- The Gut and Microbiome Textbook, Well College Global, 2019
- Gut Health Planner, Well College Global

Unit DNHC511: Non-Diet Approach Coaching

Unit code: R/650/7042

RQF level: 5

Unit Aim

This unit aims to educate learners on the benefits of coaching from a Non-Diet approach, and how the Non-Diet framework can be applied with clients so that they can move towards body positivity and positive food relationships. This course will explore the long and unsuccessful history of dieting, societies weight bias and body image challenges and their influence on body satisfaction, body image, and personal wellbeing. You'll review the influence of media and social media, the thin ideal and self-comparison. The course walks through how to reconnect to natural body cues of hunger and fullness in order to eat for health and nourishment of the mind, body and soul. It covers the importance of acceptance of all foods, and of the natural diversity of body sizes and shapes and looks at ways to find joyful expressions of movement.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the diet paradigm and how this has influenced body image and health outcomes	1.1 Define different types of eating disorders
	1.2 Research and discuss key issues with dieting and the weight-loss paradigm
	1.3 Evaluate the factors that can contribute to poor body image and body appreciation
2. Understand the role of a non-diet approach in health coaching	2.1 Research and evaluate the key health and wellbeing benefits of a non-diet approach
	2.2 Explain the fundamental values that underpin a non-diet approach
	2.3 Elaborate on the steps involved in the application of a non-diet approach
	2.4 Research and assess tools that can be used to help clients reconnect to their internal cues of hunger and fullness
	2.5 Give evidence of the importance of referral and scope of practice in relation to disordered eating

Indicative Content

- Dieting history
- The dieting paradigm, weight bias and body image
 - Challenges with weight bias
 - Chronic dieting and body image

- The influence of social media
- Moving beyond the diet paradigm
 - The Non-Diet Approach
 - Health At Every Size (HAES)
- Working with clients from a Non-Diet Approach
- Reconnecting to body cues for hunger and fullness
 - The role of environmental cues and triggers
- Creating healthy attitudes and behaviours with food
 - Debunking diets
- The natural diversity of body shape and size
- Joyful movement
- Client commitment to the NDA pillars
 - Meal planning with clients
- Client care process
 - Signs and symptoms for eating disorders
 - Action plan for eating disorders, referral, and scope of practice

Suggested Resources

- Non-Diet Approach Textbook, Well College Global, 2019
- Nourish to Flourish Client Workbook, Well College Global
- Tribole and Resch (2012), Intuitive Eating, St Martin's Griffin, USA (optional)

Unit DNHC512: Nutrition Psychology; Food Choices and Eating Habits

Unit code: T/650/7043

RQF level: 5

Unit Aim

This unit delves into the science and psychology behind our eating habits to help make sense of why some habits die hard, and just how they came about in the first place. In completing this unit, both coaches and their clients will have a better understanding of food preferences and be able to apply this knowledge to their journey forward. This subject is particularly relevant for those interested in nutrition coaching or meal planning.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the variety of factors that influence our eating behaviours	1.1 Describe the basic elements of a healthy diet
	1.2 Evaluate the common health models used in public health initiatives
	1.3 Distinguish between food preferences and taste preferences
	1.4 Assess some of the ways that marketing and advertising affect food intake and preferences
	1.5 Evaluate the emotional, personality, and motivational influences on eating
	1.6 Reflect the ethical and personal considerations when dealing with individuals eating habits

Indicative Content

- Introduction to food psychology
- Theoretical models of food choice
- Models in health
- Understanding the consumer
- Internal factors of taste and food regulation
- Food choices and preferences
- Learning and its effect on food choice
- Influence on eating habits
- Media, marketing and labelling
- Food labelling and its impact on consumption
- Eating, personality and motivational states

- Motivation and weight control
- Putting it into practice and making changes

Suggested Resources

- Nutrition Psychology, Leanne Cooper, 2014
- Nutrition Psychology Study Booklet, Well College Global

Unit DNHC513: Ayurvedic Lifestyle and Nutrition

Unit code: Y/650/7044

RQF level: 5

Unit Aim

This unit aims to introduce learners to the basic principles of Ayurveda and develop their understanding of the connection of the mind and body to health and disease. Learners will become familiar with basic terminology around Ayurvedic Medicine and become aware of the practices used to balance health and wellbeing.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the philosophy of Ayurvedic in relation to health	1.1 Discuss the principles of Prana, Ojas, Tejas, Dosha, and Chakra
	1.2 Evaluate the three Doshas and the related elements
	1.3 Research the six tastes and their related elements
	1.4 Discuss the concept of individual constitution
	1.5 Critically analyse the principles of good health in Ayurvedic Medicine
	1.6 Describe the concept of <i>vikruti</i> and how this can be balanced with Ayurvedic Medicine
2. Apply the principles of Ayurveda to food and nutrition	2.1 Critically evaluate the concept of food combining in Ayurvedic Medicine
	2.2 Discuss the healing qualities of foods

Indicative Content

- Introduction to Ayurvedic Medicine
- Ayurveda and Energy (Prana)
- The Chakras
- Holistic practices and spirit
- Ayurvedic constitution
- The Five Great Elements - Fire, Air, Water, Earth, Space
- The body, mind and spirit - Prakriti, Dhatus, Guna, Dosha
- Imbalance - Vikruti
- The Dosha and Tri-Dosha Theory

- Exploring our individual temperaments
- Understanding Dosha Types
- Ayurveda Physiology and the Five Prana
- Introduction to Ayurvedic Face Map
- Introduction to Ayurvedic Tongue Diagnosis
- The Six Tastes
- Applying your understanding
- Constitutional Characteristics - Prakriti
- Assessing your Vikruti
- Working with Cycles - the seasons and body clock
- Ayurvedic Diagnosis and Treatment Theory
- Working with your Constitution
- Food and its Healing Qualities
- Food, Activity, Lifestyle in Ayurvedic Medicine

Suggested Resources

- Ayurvedic Nutrition and Lifestyle: An Introduction to the Science of Life, Well College Global, 2019.

Unit DNHC514: Sports Nutrition for Optimal Performance

Unit code: A/650/7045

RQF level: 5

Unit Aim

This unit is ideal for those wanting to work with the active or athletes, or that wish to have a better understanding of fuelling for performance and the unique requirements of athletes.

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the specific nutrition requirements of athletes	1.1 Critically evaluate the principles of a healthy diet
	1.2 Evaluate the current theories on sports nutrition
	1.3 Review appropriate hydration fluid options and techniques for athletes
	1.4 Describe the signs of dehydration
	1.5 Explain the energy production systems in the body and reflect the association with fuelling
	1.6 Summarise the classes of supplements

Indicative Content

- Elements of a healthy diet
- Introduction to nutrients
- Food and energy
- NRVs (nutrient reference values)
- Fluids and hydration in sport
- Factors in uptake of fluids
- Hydration techniques - event timing
- Testing and measures of hydration
- Body temperature factors in performance
- Food, fuelling and energy
- Energy production, systems and expenditure
- Macros, fuel, timing and intake
- Carbohydrates and fats: fuelling in sport

- Protein and physical activity
- Body fat distribution
- Measures of body mass
- Energy balance
- Nutritional supplements and physical activity
- Sporting agents and performance
- Putting it into practice
- The importance of timing
- Meal planner and food suggestions
- Overweightness and body fat loss

Suggested Resources

- Sports Nutrition for Optimal Performance Textbook, Well College Global
- Sports Nutrition Study Guide, Well College Global

Unit DNHC515: Botanical Healing; An Introduction to Herbal Medicine

Unit code: D/650/7046

RQF level: 5

Unit Aim

This unit aims to introduce learners to the healing power of plants, and focuses on safe, easily available herbs and plants to bring together a practical look at the compounds in plants and how these give rise to plant health benefits. Learners will develop their natural-health literacy and have a basic understanding of plant medicine and the potential of its role in health care and wellbeing management. This unit does not enable learners to practice in herbal medicine. It will enable learners to use plants for personal health.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the body systems in natural health	1.1 Describe the key functions of each of the body systems
	1.2 Articulate the ways in which herbal medicines act upon the body systems
2. Demonstrate an understanding of herbal compounds and constituents	2.1 Critically analyse the types of herbal remedies and explain how they influence health
	2.2 Evaluate the major compounds in plants that are believed to have health benefits
	2.3 Discuss the potential dangers involved in dealing with plants

Indicative Content

- Brief history of herbal medicine and western herbal medicine
- World guidelines around herbal medicines
- Regulation and safe practice
- The principles of herbalism and natural healing
- Review of the literature and science
- Elementary plant botany
- Understanding seeds, grains and cereals
- Environmental considerations- green growing practices and permaculture

- Review of human body systems
 - Digestive
 - circulatory and respiratory
 - endocrine
 - immune
 - integumentary
 - lymphatic
 - muscular
 - nervous
 - reproductive
 - skeletal and
 - urinary
- Inflammation and the immune response
- The gut and health
- Review of the major herbal therapeutic categories
- Review of plant chemistry
- Current use of plants in medicine
- Plant monographs
- Production considerations and methods
- External preparations including creams, steam baths and rubs, oils, washes, poultices
- Safe incorporation of herbal remedies into your lifestyle
- Ayurvedic options

Suggested Resources

- Botanical Healing; An Introduction to Herbal Medicine, Well College Global, 2019

Unit DNHC516: Super Foods and Nutrition

Unit code: F/650/7047

RQF level: 5

Unit Aim:

This unit aims to take learners deeper into functional nutrition and provide evidence-based information about food and the food compounds that are thought to exhibit a health benefit. Learners will also become familiar with how to discern credible versus sensationalised information when it comes to health foods, food trends, and nutrition information.

Learning Outcomes, and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of 'super nutrition' and the role in health	1.1 Critically evaluate the relationship between nutrition and health
	1.2 Investigate the challenges in defining a super food and reflect the potential criteria that may help with a definition
2. Demonstrate understanding of the processes by which foods can provide health benefits and give examples	2.1 Provide a definition of 'free radicals' and characterise the role of antioxidants in health
	2.2 Define and give examples of functional foods
	2.3 Critically evaluate the concept of 'superfoods' and give examples
	2.4 Discuss the role of probiotics in health
	2.5 Critically evaluate the limitations of nutritional supplements and why fresh foods are preferred

Indicative Content

- Nutrition and health
- What constitutes a good diet
- Defining 'super foods'
- How to rate super foods
- Free radicals and oxidative stress
- Antioxidants
 - Vitamin and mineral based antioxidants
 - Ranking systems
- Food ratings (ORAC)
- Functional foods
 - Definition and examples

- Common examples and their relationships to health
 - Probiotics and gut health
 - Essential fatty acids
- Funky foods and diets
- Supplementation
 - Considerations
 - Benefits of fresh food

Suggested Resources

- Super Foods and Nutrition Workbook, Well College Global, 2020

Assessment Guidance

Delivery for these units is via lectures, tutorials, workshops, self-guided learning, and e-learning through the centre's Learning Management System (LMS).

For the assessment of knowledge and understanding criteria, learners are required to complete assessment tasks for each unit of study. Assessment methods will include multiple choice questions, short answer questions, case studies, practical coaching sessions, observational tasks, provision of logs, planned activities, reflections, discussions, and research.

It is a requirement that learners are able to analyse and demonstrate their understanding by use of theories, principles and models that are relevant to the subject matter.

Unit DNHC501: Psychology and Wellbeing Foundations

- Task 1: Create a Session Plan Template
- Task 2: Have a Coaching Conversation

Unit DNHC502: Human Nutrition

- Case Study: Integrated Case Study Part A: 10 Questions (LO 1-4)
- Case Study: Dietary Analysis Case Study Part B: 5 Questions (LO 1-4)

Unit DNHC503: Wellbeing Management and Coaching Practices

- Task 1: Peer to Peer Coaching Experience (LO 2 - 4)
- Task 2: Coach Mentoring and Tutorial - Attendance and Participation (LO 2-4)
- Task 3: Coaching Frameworks: Application and Reflection (3 sessions) (LO 1-4)

Unit DNHC504: Mental Health and Trauma Awareness

- Task 1: Create a Mental Health Referral Resource (LO 1)
- Task 2: Submit Trauma Informed Declaration (LO 2)

Unit DNHC505: Physical Health Guidelines

- Multiple Choice Questions: 10 Questions (LO 1-2)
- Task 1: Critical Thinking (LO 1-2) including:
 - Review of Regional Guidelines for Activity
- Task 2: Physical Activity Community Agencies and Resources Compendium (LO 1)

Unit DNHC506: Practicum

- Task 1: 2 x Small Group Mentoring Sessions– Attendance and Participation (LO 1-2)
- Task 2: Submit Discovery Session Log (LO 1)

- Task 3: Compile a Professional Practice File (LO 2) including:
 - Community Agencies and Resources
 - Referral Network Template
 - Complementary Modalities Compendium

Unit DNHC507: Coach Training for Professional Accreditation

- Task 1: Recorded Submission Tasks x 3 (LO 1-3)
- Task 2: Performance Evaluation (to assess meeting International Coach Federation Competencies) (LO 1-3)

Unit DNHC508: Chronic Disease, Wellbeing Guidelines, and Resources

- Task: Chronic Disease Red Flags Checklist (LO 1-2)

Unit DNHC509: Women's Health and Hormones

- Multiple Choice Questions: 15 Questions (LO 1-5)
- Task: Critical Thinking (LO 2-5)
 - Review of Endocrine System, Menstruation and Cortisol

Unit DNHC510: The Gut and Microbiome

- Multiple Choice Questions: 15 Questions (LO 1-4)
- Task: Critical Thinking (LO 3-4)
 - Relationship of the Gut and Human Health Outcomes
 - Mechanisms of the Gut Brain Axis

Unit DNHC511: Non-Diet Approach to Coaching

- Short Answer Questions: Part 1: 3 x Questions (LO 1-3)
- Case Study: Part 2: 6 x Questions (LO 1-2)

Unit DNHC512: Nutrition Psychology; Food Choices and Eating Habits

- Task 1: Nutrition Psychology Study Workbook

Unit DNHC513: Ayurvedic Lifestyle and Nutrition

- Task: Short Answer Questions (LO 1-2)

Unit DNHC514: Sports Nutrition for Optimal Performance

- Multiple Choice Questions: 10 Questions (LO 1)

- Task: Critical Thinking- The Athlete (LO 1)
 - Critical Evaluation of Sports Drinks
 - Fluids and Events Timing Chart

Unit DNHC515: Botanical Healing; An Introduction to Herbal Medicine

- Task 1: Herbal Product Review (LO 1-2)
- Task 2: Herbal Monograph (LO 1-2)

Unit DNHC516: Super Foods and Nutrition

- Multiple Choice Questions: 15 Questions (LO 1-2)
- Task: Critical Thinking Review- Antioxidants and Free Radicals (LO 2)

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