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| Title | Demonstrate relevance of principles of nutrition to health | | |
| Level | 2 | Credits | 2 |

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| Purpose | People credited with this unit standard are able to: identify and explain nutritional recommendations for health regarding the intake of macro and micro nutrients and common food sources of these nutrients; and identify and explain the cause and effect of nutrition imbalances in relation to age groups and genders commonly suffering these imbalances. |
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| Classification | Fitness > Exercise Prescription |
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| Available grade | Achieved |
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Explanatory notes

None.

Outcomes and evidence requirements

Outcome 1

Identify and explain nutritional recommendations for health regarding the intake of macro and micro nutrients and common food sources of these nutrients.

Evidence requirements

1.1 Macro and micro nutrients are defined, and the basic functions of selected nutrients in the body are explained in relation to health.

Range fat, fibre, carbohydrate, protein, alcohol, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B complex, iron, calcium, sodium, potassium, zinc, magnesium.

1.2 General nutritional guidelines for good health are explained.

Range body weight in relation to food and fluid intake; intake of fluid, alcohol, cholesterol, sodium, fibre, fat, carbohydrate, protein; relative intake of fat, carbohydrate, and protein; relative intake of polyunsaturated fats, monounsaturated fats, and saturated fat; relative intake of complex and simple carbohydrates; recommended daily number of servings for breads and cereals, fruit and vegetables, dairy products, meat and meat substitutes, and fats and oils.

- 1.3 Explanation of selected nutrients identifies common food sources.
- Range fat, fibre, carbohydrate, protein, alcohol, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B complex, iron, calcium, sodium, potassium, zinc, magnesium.
- 1.4 General nutritional guidelines are applied in making decisions to meet the nutritional needs of an individual.
- Range individual profile – size, activity level, lifestyle, energy balance, age, gender, growth phase, pregnancy, lactation.

Outcome 2

Explain the cause and effect of nutrition imbalances in relation to age groups and genders commonly suffering these imbalances.

Evidence requirements

- 2.1 The effects of nutrition imbalances and the age groups and genders they are commonly associated with are explained.
- Range low carbohydrate intake, low fibre intake, high fat intake, toxicity, low calcium intake, low iron intake, high alcohol intake, high salt intake, inadequate vitamin intake, high vitamin intake, high protein intake, inadequate protein intake.
- 2.2 The causes of nutrition imbalances, and the age groups and genders they are commonly associated with, are explained.
- Range causes of nutritional imbalances – culture, peer pressure, lifestyle, availability of food, diet fads, nutrition knowledge, physical disabilities, income, food storage and preparation, poor management of vegetarianism.

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| Planned review date | 31 December 2012 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
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| Registration | 1 | 17 May 1996 | 31 December 2012 |
| Revision | 2 | 19 February 1998 | 31 December 2012 |
| Review | 3 | 12 February 2001 | 31 December 2012 |
| Rollover and Revision | 4 | 16 April 2010 | 31 December 2012 |
| Rollover and Revision | 5 | 20 May 2011 | N/A |

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| Consent and Moderation Requirements (CMR) reference | 0099 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Skills Active Aotearoa Limited info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.