



Association
for **Nutrition**

Regulating Professionals – Raising Standards – Improving Health



Learning Outcomes for

**AfN Certificate in
Introductory Nutrition Essentials
for Fitness & Leisure**

2022

Competence Framework in Nutrition for Fitness and Leisure

This document details the learning outcomes training courses must ensure students achieve for the successful awarding of:

- **AfN Certificate in Introductory Nutrition Essentials for Fitness & Leisure**
(Detailing the name of recipient, course completed, course provider, competencies the course covered, name of AfN certificate awarded and date of award)

The three core competencies for Fitness and Leisure (alongside the Code of Practice) are:

1. Fundamentals of Human Nutrition (compulsory)
2. Improving Health and Wellbeing
3. Nutrition Monitoring and Data Collection Techniques

Learning Outcomes

Core Competency 1: Fundamentals of Human Nutrition

(All of the learning outcomes for this competency must be achieved)

Competency Topic	Learning Outcomes to be achieved
1.1 Healthy eating guidelines	Students should be aware of sources of reliable, evidence-based healthy eating guidelines.
1.2 Food groups & sources of nutrients	Students should be aware of the main food groups and the benefits of eating a variety of foods.
1.3 Carbohydrate, protein and fat and the production of energy	Students should be aware of carbohydrates, proteins and fats provide different amounts of energy (kJ/kcal).
1.4 Energy requirements and energy balance	Students should be aware of the energy requirements (kJ/kcal) of the average male and female adult. Students should be aware of the principles of energy balance and how this relates to weight control.
1.5 Eating patterns	Students should be aware of the principles of regular eating patterns and their importance for a healthy and balanced diet.
1.6 Portion size: meals, snacks and drinks	Students should be aware of how portion size impacts on energy and nutrient intake.
1.7 Food labels	Students should be aware of nutrition information contained on food labels.

<p>1.8 Food preparation and cooking techniques</p>	<p>Students should be aware of different food preparation and cooking techniques to meet healthy eating guidelines.</p>
<p>1.9 Hydration and fluid intake guidelines</p>	<p>Students should be aware of fluid intake guidelines, appropriate drinks and the importance of hydration for both general health and physical activity.</p> <p>Students should be made aware of the benefits and limitations of sports drinks.</p>
<p>1.10 Alcohol</p>	<p>Students should be aware of reliable sources of information on alcohol intake limits and effects of excess intake.</p> <p>Students should be made aware that alcohol contributes to energy (kJ/kcal) intake.</p>
<p>1.11 Nutrition communication and safe practice</p>	<p>Students should be able to communicate nutrition information accurately.</p> <p>Students should be aware of the importance of communicating reliable evidence-based healthy eating guidelines clearly.</p> <p>Students should know the limits of own knowledge and competence and when to refer on or seek further information/ support.</p> <p>Students should be aware of the role and expertise of recognised nutrition professionals (ANutrs, RNutrs and RDs), who to refer to, when and how.</p>

Core Competency 2: Improving health and wellbeing
(Including these learning outcomes is optional)

<p>2.1 Under and over nutrition and the health risks</p>	<p>Students should be aware that under and over nutrition can impact on health.</p>
<p>2.2 Nutrition, body composition and health</p>	<p>Students should be aware of the relationship between nutrition, body composition and health.</p>
<p>2.3 Limits of safe practice when recommending dietary supplements (& performance aids).</p>	<p>Students should know how to find reliable sources of evidence which describe dietary supplements (& performance aids) and their limitations/risks.</p> <p>Students should be aware of potential/actual conflicts of interest surrounding the sale of dietary supplements (& performance aids) within the workplace.</p>

<p>2.4 General strategies for promoting behaviour change in relation to nutrition</p>	<p>Students should be aware there are a range of strategies and approaches to support behaviour change to meet healthy eating guidelines.</p>
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Core Competency 3: Nutrition monitoring and data collection techniques
(Including these learning outcomes is optional)

<p>3.1 Body composition measurement and interpretation</p>	<p>Students should be aware of the principles of body composition measurement and the limitations of these measures.</p>
<p>3.2 Technology for dietary information collection and monitoring</p>	<p>Students should be aware of technology to record and monitor dietary intake information.</p>
<p>3.3 Dietary records</p>	<p>Students should be aware there are a range of ways to record dietary intake (& their limitations).</p>
<p>3.4 Data collection</p>	<p>Students should know and be able to obtain consent when collecting data from individuals and methods for protecting and securing confidentiality of sensitive or personal data.</p>

Code of Practice (compulsory)

1. Students must **know and be able to demonstrate their understanding** of the boundaries of their role and responsibilities, including:
 - a) Working within the limits of their knowledge, competence and skills
 - b) Understanding the boundary of their role and when/how to refer on as appropriate
 - c) The need to seek supervision when situations are beyond their competence and authority
 - d) Promoting and demonstrating good practice as an individual and as a team member
 - e) Being accountable for their own decisions and behaviours

2. Students must **know and be able to demonstrate their understanding** of the need to maintain their levels of competence, including:
 - a) Maintaining competence within their role and field of practice
 - b) Keeping knowledge and skills up-to-date to ensure safe and effective practice
 - c) Understanding own development needs and make continuing improvements

3. Students must **know and be able to demonstrate their understanding** of the need to uphold basic standards of good character, including:
 - a) Respect dignity, privacy and safety of individuals
 - b) Ensuring actions are honest, trustworthy, reliable and dependable
 - c) Ensuring services provided are delivered equally and inclusively
 - d) Respecting the views, wishes and wellbeing of individuals

Notes on boundaries and responsibilities (compulsory)

- The competencies listed above are only for use by those working with the general (healthy) population.
- A student successfully completing a certified course **should be able to aid** an individual in **understanding** how official guidelines are applied to their them and their food preferences and **signpost** to reputable information sources, such as NHS Choices, recognised health charities, Government advice and to suitably qualified medical and nutrition professionals. Completion of a certified course **does not** qualify an individual to provide prescribed, individualised or bespoke advice that goes outside of supporting achievement of official nutrition recommendations or in relation to an individual's medical condition(s).
- Individuals requesting/requiring prescribed, individualised or bespoke advice in relation to nutrition, dietary advice in relation to medical conditions, dietary advice or support for the primary aim of influencing sporting/fitness performance (i.e. for elite/professional individuals or groups) should be **promptly referred on** to a suitably qualified medical or nutrition professional (ANutr, RNutr, RD).

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