



Association  
for **Nutrition**

*Regulating Professionals – Raising Standards – Improving Health*



Learning Outcomes for

**AfN Certificate in  
Advanced 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 Advanced 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
<b>1.1 Healthy eating guidelines</b>	<p>Students should be able to <b>identify</b>, <b>apply</b> and <b>explain</b> the need for reliable, evidence-based, healthy eating guidelines to guide individual and group food choice.</p> <p>Students should <b>know</b>, <b>understand</b> and be able to <b>explain</b> how dietary needs can differ by gender, age and physical activity level.</p> <p>Students should be able to <b>identify</b> and <b>describe</b> the limitations of ‘fad’ diets and potential risks</p>
<b>1.2 Food groups &amp; sources of nutrients</b>	<p>Students should <b>know</b>, <b>understand</b> and be able to <b>explain</b> the contribution of a variety of foods from different food groups and knowledge of food sources of macronutrients and micronutrients (vitamins A, C, D, E, calcium, iron, zinc and sodium) to support individual and group food choice in relation to healthy eating guidelines.</p>
<b>1.3 Carbohydrate, protein and fat and the production of energy</b>	<p>Students should <b>know</b>, <b>understand</b> and be able to <b>explain</b> the amount of energy (kJ /kcal) provided by carbohydrates, proteins and fats, and <b>know</b> and be able to <b>briefly describe</b> how/when they are used in the body (ATP, aerobic and anaerobic metabolism).</p>
<b>1.4 Energy requirements and energy balance</b>	<p>Students should <b>know</b>, <b>understand</b> and be able to <b>explain</b> the energy requirements (kJ/kcal) of individuals and how these can vary depending on age, gender and activity level.</p> <p>Students should <b>know</b>, <b>understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> energy balance and the importance of maintaining a balanced diet that follows healthy eating guidelines when supporting individuals and groups to alter energy intake to support body weight goals and when to refer on.</p>

<b>1.5 Eating patterns</b>	Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge of regular eating patterns and be able to <b>explain</b> how this may relate to individuals and groups eating habits and the importance of maintaining regular eating patterns for a healthy and balanced diet.
<b>1.6 Portion size: meals, snacks and drinks</b>	Students should be able to <b>identify, apply and explain</b> specific strategies for providing and promoting appropriate portion sizes in relation to healthy eating guidelines. Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> the impact of altering portion size on energy and nutrient intake.
<b>1.7 Food labels</b>	Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> how to interpret nutrition information contained on food labels to guide individual and group food choice in relation to healthy eating guidelines.
<b>1.8 Food preparation and cooking techniques</b>	Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> how different food preparation and cooking techniques impact on nutrition and healthy eating guidelines.
<b>1.9 Hydration and fluid intake guidelines</b>	Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> hydration and fluid intake guidelines for different activity levels and environment.  Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> the benefits, limitations and suitability of different types of sports drinks (iso, hypo and hypertonic).
<b>1.10 Alcohol</b>	Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> the average alcohol content of common beverages and alcohol intake limits to support dietary behaviour change.  Students should <b>know, understand</b> and be able to <b>apply</b> their knowledge to <b>explain</b> the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake.
<b>1.11 Nutrition communication and safe practice</b>	Students should be able to <b>select and apply</b> appropriate communication methods to explain reliable evidence-based healthy eating guidelines and nutrition information, consistent with the needs of the individual/ group and workforce.  Students should be able to <b>develop</b> and <b>apply</b> protocols for the communication of nutrition information across the workforce.  Students should <b>know, understand</b> and be able to <b>explain</b> the limits of own knowledge and <b>competence</b> and when to refer on or seek further information/ support.  Students should <b>know, understand</b> and be able to <b>explain</b> the role and expertise of recognised nutrition professionals (ANutrs, RNutrs and RDs), who to refer to, when and how.

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

<b>2.1 Under and over nutrition and the health risks</b>	Students should be able to <b>apply</b> their knowledge to <b>explain</b> signs of under and over nutrition, and the groups and individuals at risk.  Students should <b>know, understand</b> and be able to <b>explain</b> when and how to refer on or seek further information/ support
<b>2.2 Nutrition, body composition and health</b>	Students should be able to <b>apply</b> their knowledge and understanding of the relationship between nutrition, body composition and health and disease risk factors, to <b>explain</b> these and how they can guide food choice in relation to healthy eating guidelines.
<b>2.3 Limits of safe practice when recommending dietary supplements (&amp; performance aids).</b>	Students should <b>know, understand</b> and be able to <b>explain</b> the evidence and limitations/risks related to the use of dietary supplements (& performance aids).  Students should <b>know, understand</b> and be able to <b>explain</b> and <b>manage</b> conflicts of interest surrounding sale of dietary supplements (& performance aids) within the workplace.
<b>2.4 General strategies for promoting behaviour change in relation to nutrition</b>	Students should <b>know, understand, select</b> and <b>apply</b> and be able to <b>explain</b> appropriate strategies to support individual and group behaviour change to meet healthy eating guidelines.

**Core Competency 3: Nutrition monitoring and data collection techniques**  
(Including these learning outcomes is optional)

<b>3.1 Body composition measurement and interpretation</b>	Students should <b>know</b> and be able to <b>accurately measure</b> and <b>interpret</b> body composition and <b>explain</b> how these measures (and their limitations) relate to nutrition intake, and the limitations of these measures.
<b>3.2 Technology for dietary information collection and monitoring</b>	Students should <b>know, understand</b> and be able to <b>explain</b> how technology can be used for data collection and monitoring of dietary information, (e.g. applications and fitness monitors) to support nutrition behaviour change, and be able to <b>describe</b> their limitations.
<b>3.3 Dietary records</b>	Students should <b>know</b> and be able to <b>apply understanding</b> to use and <b>explain</b> how dietary records can be used as a tool to support behaviour change (e.g. food diary, food recall and food frequency questionnaires) when guiding food choice in relation to healthy eating guidelines and <b>briefly describe</b> the limitations of these tools.



<b>3.4</b> <b>Data collection</b>	<p>Students should <b>know</b>, and be able to <b>apply understanding</b> and <b>explain</b> the objectives and purpose of data and information collection, storage and retrieval practices and data sharing protocols in accordance with organisational policies and standards</p> <p>Students should <b>know</b> and be able to <b>apply</b> and <b>explain</b> suitable methods for collecting and validating the quality of data and information.</p>
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### 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).

**[www.associationfornutrition.org](http://www.associationfornutrition.org)**

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