



Association  
for **Nutrition**

*Regulating Professionals – Raising Standards – Improving Health*



Learning Outcomes for

**AfN Certificate in  
Foundational 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 Foundational 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 <b>aware</b> of sources of reliable, evidence-based healthy eating guidelines and be able to <b>briefly describe</b> these guidelines.
1.2 Food groups & sources of nutrients	Students should <b>know</b> and be able to <b>briefly describe</b> the main food groups in relation to healthy eating guidelines and the benefits of eating a variety of foods.  Students should <b>know</b> and be able to <b>describe examples</b> of food sources of carbohydrates, proteins and fats in relation to healthy eating guidelines.
1.3 Carbohydrate, protein and fat and the production of energy	Students should <b>know</b> the amount of energy (kJ/ kcal) provided by carbohydrates, proteins and fats.
1.4 Energy requirements and energy balance	Students should <b>know</b> the energy requirements (kJ/kcal) for the average male and female adult.  Students should <b>know</b> and <b>understand</b> the principles of energy balance, how this relates to weight control and the importance of maintaining a balanced diet to follow healthy eating guidelines when altering energy intake to support body weight goals.
1.5 Eating patterns	Students should <b>know</b> and be able to <b>briefly describe</b> regular eating patterns and their importance for a healthy and balanced diet.

<b>1.6 Portion size: meals, snacks and drinks</b>	<p>Students should <b>know</b> the impact of altering portion size on energy and nutrient intake.</p> <p>Students should <b>know</b> and be able to <b>briefly describe</b> how portion size can differ for different groups of individuals and for body weight goals.</p>
<b>1.7 Food labels</b>	Students should <b>know</b> how to interpret nutrition information contained on food labels in relation to food choice and healthy eating guidelines.
<b>1.8 Food preparation and cooking techniques</b>	Students should <b>know</b> the impact of different food preparation and cooking techniques to meet healthy eating guidelines.
<b>1.9 Hydration and fluid intake guidelines</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> fluid intake guidelines, appropriate drinks and the importance of hydration for general health and physical activity.</p> <p>Students should <b>know</b> and be able to <b>briefly describe</b> the benefits, limitations and suitability of different types of sports drinks (iso, hypo and hypertonic).</p>
<b>1.10 Alcohol</b>	Students should <b>know</b> and be able to <b>briefly describe</b> alcohol intake limits, health risks associated with excess intake/ binge drinking and contribution of alcohol to energy (kJ/kcal) intake.
<b>1.11 Nutrition communication and safe practice</b>	<p>Students should <b>know</b> and be able to <b>clearly and accurately communicate</b> reliable evidence-based healthy eating guidelines and nutrition information relevant to the individual or group.</p> <p>Students should <b>know</b> and be able to <b>briefly describe</b> the limits of own knowledge and <b>competence</b> and when to <b>refer on</b> or seek further information/ support.</p> <p>Students should <b>know</b> and be able to <b>briefly describe</b> 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)

<b>2.1 Under and over nutrition and the health risks</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> health risks associated with under and over nutrition</p> <p>Students should <b>know</b> and be able to <b>briefly describe</b> signs, of under and over nutrition and when and how to refer on for more information/support.</p>
<b>2.2 Nutrition, body composition and health</b>	Students should <b>know</b> and be able to <b>briefly describe</b> the relationship between nutrition, body composition and health.



<b>2.3 Limits of safe practice when recommending dietary supplements (&amp; performance aids).</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> the evidence and limitations/risks related to the use of dietary supplements (&amp; performance aids) .</p> <p>Students should be <b>know</b> and <b>understand</b> potential/actual conflicts of interest surrounding the sale of dietary supplements (&amp; performance aids) within the workplace.</p>
<b>2.4 General strategies for promoting behaviour change in relation to nutrition</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> range of strategies and approaches to support behaviour change to meet healthy eating guidelines.</p>

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

<b>3.1 Body composition measurement and interpretation</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> body composition measurements in relation to nutrition, and the limitations of these measures.</p>
<b>3.2 Technology for dietary information collection and monitoring</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> how technology can be used for data collection and monitoring of dietary information (e.g. applications and monitors) and be <b>aware</b> of their limitations.</p>
<b>3.3 Dietary records</b>	<p>Students should <b>know</b> and be able to <b>briefly describe</b> how to use dietary records as a monitoring tool to support behaviour change (e.g. food diary, food recall and food frequency questionnaires) and be <b>aware</b> of their limitations.</p>
<b>3.4 Data collection</b>	<p>Students should <b>know</b> and <b>understand</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>

**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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