

Guide to completing an Application for Course Certification

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1. Before you Start

This guide explains how to prepare an application for Course Certification, and includes notes on the supporting documents that must be submitted in order to evidence your course meets AfN Standards. It should be read, in full, before completing the online AfN Course Certification Application Form.

A full description of terms used in this document is attached at Appendix B: Glossary; for ease of reference, terms with accompanying definitions have been underlined.

2. How to Apply

All applications for Course Certification must be made using the online application form available on the AfN website.

A completed application will consist of the following:

- a) Application Form
- b) Mapping Template
- c) Supporting documents which should include:
 - Course content
 - Learning materials
 - Assessments (incl. marking criteria)
 - CV's of staff responsible for developing, delivering and assessing the course
 - CPD of the above named staff
 - Quality Assurance arrangements (internal and external)
 - Information on how feedback is collected from learners, evaluated and used to inform the development of the course
 - Complaints procedure

All applications and supporting documentation must be in English. We accept documents submitted by email, MS Word, MS Excel, working internet hyperlinks and Adobe Acrobat Reader (PDFs).

The completed Application Form (online), Mapping Form and supporting documentation should be submitted via email to the AfN. If documentation includes large files they may be submitted via Dropbox (or similar file sharing services).

Applications must include the relevant Application Fee (fees are published on our website) and agree to AfN Terms and Conditions.

3. Completing the Online Application

If you have not already done so, you should familiarise yourself with the **AfN Course Certification Application Form** (this is an online application form, available on the AfN website).

There are 42 questions on the application form which must be completed prior to submitting the form to the AfN. You must answer all of the questions and supply adequate information and evidence to support the submission. Without this, we will not be able to process your submission.

The following provides details of the information needed in all sections, using the same numbering as on the form itself.

About your Organisation

Organisation/Training Provider (Q2)

State the name of your organisation/ company and the date of the application.

Type of Organisation (Q3)

State your type of organisation by selecting one of the options from the dropdown list (e.g. an education provider such as a university, training centre or college). If your organisation does not fall within any of the categories provided, please select 'other' and give a statement describing the role of your organisation

Contact Details (Q4-Q8)

Provide contact details for the training provider and the individual acting as the sole contact during the certification process.

Nutrition Professional Expertise (Q12)

List all individuals associated with your course who have qualifications in nutrition, dietetics, food or other relevant subjects and their role (s) and note the professional affiliation (s) of each individual.

CV (Q13)

Provide a short CV of the lead trainer and/or senior nutrition professional involved with the course. CVs should focus on education and training.

Course Title (Q14)

State the precise title of the course you are applying to be certified. This title must be the title used on your website and all other marketing/ promotion material.

If your course is part of a modular programme (which includes modules that are not applying for certification), you must state the title of the independent module you wish to be certified.

About your Course

Specialism (Q15)

State the main topic or focus of your course (e.g. Healthy Eating, Personal Trainer or Early Years Nutrition).

Access (Q16)

State who has access to your course, for example, if the course is open to an applicant anywhere or if it is a course that is exclusive to your organisation (e.g. a staff training course).

Level of Course (Q17)

State who the course is designed for by selecting a Level as defined in the Qualifications and Credit Framework (QCF) (formerly National Qualifications Framework) at levels 1 - 4 for Fitness and Leisure or Catering, or levels 3 - 5 + for Health and Social Care competence frameworks).

If you are unsure of the Level of Learning or the 'band' level of learners, please refer to the individual Competence Frameworks (published on the AfN website) which give an indication of the type of job roles relevant to each Level (e.g. personal trainer, gym instructor, chef, catering staff).

It is your responsibility as a training provider to determine which Level you are applying to have the course certified against.

When did you first offer the Course? (Q18)

State the year in which the course was first delivered. If the course is newly established and has not run, please state that it is a new course.

Course Recognition (Q19)

If your course is recognised by an external body such as another accreditation body or professional body, please state the full name of the organisation (s).

In addition, it may be helpful to include a link to the website of the external body (or a short description of its role) if the organisation is, for example, an overseas accreditation body that isn't well known in the UK.

Qualifications or awards for successful learners (Q20)

If a [qualification](#) is awarded, please state the exact title and the name of the [awarding body](#). State the type of [qualification](#) that is awarded to successful learners (i.e. a certificate of attendance, certificate, diploma or award).

Course Availability (Q21a-c)

State how often the course runs (e.g. every month of the year or on an annual basis). State the purpose of the course and your requirements for delivering it (e.g. mandatory, part of induction for staff, professional development).

Course Duration (Q22)

State the total amount of [guided learning hours](#) or student effort (i.e. 200 taught hours)

Course Fees (Q23)

If you charge to deliver your course, please state the course fee structure (e.g. fee per person or group).

Course Delivery (Q24)

Select one of options from the drop down list to describe how you train or teach your course (e.g. lectures taught in a classroom setting/ lectures delivered online). Definitions of each delivery mode (underlined below) are attached at Appendix B: Glossary.

Attendance (for courses up to 15 hours only):

- [Classroom](#)

Attendance (for courses leading to qualifications or over 15 hours):

- [Full time](#)
- [Part time](#)
- [Day release](#)
- [Open or Distance Learning \(includes e-learning\)](#)
- [Blended Learning](#)

Course Content (Q25)

As part of your supporting material, you must provide the course [syllabus](#) (or course outline, or scheme of work and lesson plans).

You must also include a description of the [learning aim](#)(s), [learning outcome](#)(s), training methods and activities. There should be a minimum of one learning aim defined per session.

If the delivery of the course is online, we recommend that you also provide us with log-in/access details so that the AfN assessor can view the content.

Current Scientific Evidence in your Course (Q26)

Course content must be based on current scientific evidence (meaning the use of information and concepts from [recognised authorities](#)).

Evaluation of the Course

How do learners give feedback about the course? (Q27)

Describe the methods you use to collect learners' opinions about your course (e.g. by questionnaire, online survey, informal interview). State when and how you collect this feedback and how it is evaluated.

Include copies of feedback questionnaires or examples of online surveys as part of your supporting documentation.

How do trainers/tutors assess their own teaching/training? (Q28)

Describe how you review the performance of and provide support to trainers / tutors (this could be via [peer-assessment](#), observed teaching, or appraisal).

Include copies of any relevant policy documents (such as appraisal forms) as part of your supporting documentation.

Does a stakeholder monitor or audit the course? (Q29)

If appropriate, please provide information of how [stakeholders](#) are involved in monitoring/ audit processes.

Quality Monitoring/ Audit Policies or Procedures (Q30)

Information is required on your internal and external [quality assurance](#) (QA) procedures. Please provide your relevant policy document (e.g. QA procedures) or give a short statement describing how you monitor/ audit and improve the quality of your course.

If you have an awarding body, how does it monitor or audit your course? (Q31)

State how your awarding body monitors the quality of your course (e.g. quality assurance visits, annual review or annual monitoring reports).

How do you use all the feedback you get to improve your course? (Q32)

Information is required on how the feedback you receive from learners/ participants is evaluated and used to inform the development of the course.

Assessment of Learning

How do you find out how well learners have learnt? (Q33- Q34)

Explain whether you use [formative](#) or [summative](#) forms of assessment (or both) to find out how well the learner has learned.

Long courses (over 15 hours) are expected to articulate a clear assessment strategy. This may include diagnostic, formative and summative forms of assessment, as well as quality assurance such as moderation or external appraisal, and [marking schemes](#), if relevant.

If available, provide copies of policy documents (e.g. [assessment criteria](#)/ procedures) and samples of examination papers or questions, problems or case studies, and practical (or activity-based) assignments.

Achievement (Q34)

Indicate how you assess what learners understand from the course (e.g. percentage marks, grades or pass/fail).

Examination or Assessment Policy/ Policies (Q34c)

Provide a copy of your policy document which outlines your examination/ assessment procedures or give a description of how you check the quality of your assessment/ examinations (e.g. quality assurance process/ internal examining process or moderation and, if relevant, external examination process).

What is the success rate of your course? (Q34d)

If your course has been delivered before, please provide us with the number or percentage of learners who passed the course.

Availability of Resits (Q34e)

Please confirm if learners can repeat assessments or examinations and if so, please provide a copy of your [assessment regulations](#) (or equivalent document) or give a statement explaining your re-sit rules.

Complaints and Appeals Procedures

How do/ would you deal with complaints about the training? (Q35)

Provide your complaints procedures (or equivalent document) or give a short statement explaining how a learner can complain about their experience of learning or appeal against an examination result or assessment decision, and provide information about your appeals process.

Payment (Q36)

AfN charges a non-refundable application fee. This covers the independent assessment and the office administration of the certification scheme. If your application is successful, you will be required to pay an annual renewal fee. The latest fees can be found on the AfN website and are reviewed annually by AfN Council.

Payment Method (Q37)

Please confirm the payment method you wish to use, payment may be made by BACs, cheque or credit card. Payment must be made at the point of submitting the application to the AfN Certification Office.

Declarations (Q41/42)

Please ensure that this section is completed and that you have read Terms and Conditions of Course Certification in full prior to submitting your application. This document is published on the AfN website.

4. Completing the Mapping Template

A key part of your application is the completion of the Competence Mapping Template to demonstrate that the competences are taught and assessed in your course. This is critical to the success of your application for certification and should be completed in as much detail as possible.

You should select the appropriate Competence Framework and Competence Mapping Template (Catering, Fitness & Leisure or Health and Social Care) at the appropriate Level (1 - 5+). The competence frameworks and mapping templates can be downloaded from the AfN website.

The mapping template should be used to accurately demonstrate where each of the [competences](#) and sub-competences are specifically addressed in the documentation you have submitted in your application. Supporting documents must be provided in a format that can be easily accessed by the AfN Assessor. For example, you could refer to a specific session plan or section of a guide.

It is important that you clearly cross-reference to all relevant course content and supporting documents so that your completed mapping form evidences that the course has met the competences.

An exemplar of a completed mapping form is available on the AfN website.

5. Submission of Application

Please ensure that:

- All sections of the online Application Form have been completed, and the form submitted to AfN
- The completed Mapping Template and all relevant supporting documentation has been submitted to AfN
- You have read and signed AfN Terms and Conditions, and the application fee has been received by AfN

If you require information or advice at any time, please contact the AfN Certification Office (contact details attached at Appendix A).

Appendix A: AfN Certification Contact details

Please contact the AfN to seek clarification or further information on any aspect of Course Certification.

Certification Team

Tel: 44 (0)20 7291 8378

Email: certification@associationfornutrition.org

Association for Nutrition,

28 Portland Place,

London W1B 1LY

www.associationfornutrition.org

Registered Charity in England and Wales no 1136624

Registered Company no. 6488331

Appendix B: Glossary of Terms

Awarding Body

An organisation authorised or accredited by government to make and award or confer a particular qualification.

Assessment Criteria

The knowledge, understanding and skills or competences that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

Assessment Regulations

The rules governing assessment of a programme of study including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance credits to be achieved and specific marks to be attained to succeed).

Blended Learning

Learning delivered by a number of different methods, usually including face-to-face and e-learning.

Classroom based learning

A course of study that students physically attend and involves face-to-face contact between students and tutors.

Competence

The extent of an individual's ability to achieve something successfully.

Distance learning (or e-learning)

A course of study that does not involve face-to-face contact between students and tutors but instead uses technology such as the internet, intranets, broadcast media, CD-ROM and video, or traditional methods of correspondence - learning 'at a distance'.

Education/Training provider

The organisation responsible for providing the education/ training provision (this may be a university, college or training centre).

Full time study

A full time course would typically require students to attend a set number of hours teaching or contact time per week, and may expect a substantial amount of guided as well as self-directed study. Students would normally complete the course in the shortest amount of time specified in regulations.

Formative assessment

Feedback on students' performance and progress, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, or grade awarded to the student.

Guided Learning Hours

The total number of tutor-led contact plus non-contact hours required for homework or preparation that is required to support learner to achieve success in a course or qualification (This does not include private study undertaken by the learner in their own time).

Learner

A student/ participant enrolled on a course of study.

Learning Aim

A learning aim (s) explains the purpose of the course and what the organisation is trying to achieve in providing it.

It should indicate the **audience** for whom the course is intended or the kind of career or future study for which it might be designed. It is the type of statement that might go into a prospectus to advertise the course.

Learning Outcome

A learning outcome is a statement of what a participant is expected to show that they know, or the behaviours they should be able to demonstrate after successfully completing a course. They are distinct from the course aims since they are concerned with the achievements of the learner, rather than the intentions of the teacher. All learning outcomes are measurable or detectable.

Courses will have learning objectives to develop attitudes, values or ethics as set out in the AfN's Code of Ethics, that are difficult to measure but should be detected.

Marking Scheme

A framework for assigning marks, where a specific number of marks or grade is given to individual components of the answer.

Part time study

A part time course would typically be timetabled so that students can attend in the evenings or on specific, regular days each week. The course may be taken over an extended period of time.

Day release study

A day release course would typically be timetabled for students who are employed (for example regular single day attendance at the course as part of their employment). The course may be taken over an extended period of time.

Peer Assessment

Peer assessment involves learners taking responsibility for assessing the work of their peers against set assessment criteria.

Partnership or small Private Organisation

An independent organisation that offers education but is not in receipt of government or other public funding e.g. from a higher education funding councils and may be operating for profit or have charitable status.

Qualification

A formally recognised or accredited award of credits or certificate of diploma , granted on successful completion of a course of study.

Quality Assurance

The monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the learners' expectations and deliver what the provider promised. Quality assurance formally ensures that the quality of the student learning experience is being safeguarded and continuously improved.

Recognised Authorities

Any national educational or other relevant authority e.g. sector skills council such as Improve or Skills Active or Skills for Health or any national body accredited to make awards or confer qualifications, such as YMCA, RSPH, CIEH, etc. by OFQUAL in England (see <http://www.accreditedqualifications.org.uk/register-of-regulated-qualifications.html>)

Summative assessment

Formal assessment of students' work (e.g. examination/test) contributing to the final result, grade or award.

Stakeholder

A stakeholder may be a commissioner or purchaser of a course or an organisation that recognises it, or a department within your organisation responsible for quality assurance.

Syllabus

An outline or a summary of aims, objectives and topics covered in a course of study.