**Mapping Form –Fitness and Leisure Competence Framework – Level 2**

**Course provider:**

**Course title:**

*Use the form below to show clearly which competences and sub-competences your course covers and where each is addressed in the course documents. You can do this by labelling the documents you have provided, with comments, codes or line numbers where each sub-competence is addressed, then refer to each label in the second column of this mapping form. If you have provided more than one document, be sure to name each to help course evaluators find the correct place.*

*Example: to show where your course meets Core Competence 1 Fundamentals of Nutrition at Level 2 sub-competence 1, you could mark your course material FHN L2 #1 where it addresses that sub-competence.*

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| Competence 1Fundamentals of Human Nutrition | All Sub Competences of Fundamentals of Human Nutrition must be addressed |
| Level 2 |  |  |
| 1 | *Healthy eating guidelines*1. Know and be able to describe reliable, evidence-based, healthy eating guidelines.
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| 2 | *Food groups and sources of nutrients*a. Know and be able to describe the main food groups in relation to healthy eating guidelines and the benefits of eating a variety of foods. b. Know and be able to describe food sources of carbohydrates, proteins and fats in relation to healthy eating guidelines. |  |
| 3 | *Carbohydrates, proteins and fats and the production of energy.* a. Know the amount of energy (kJ/ kcal) provided by carbohydrates, proteins and fats.  |  |
| 4 | *Energy requirements and energy balance*a. Know the energy requirements (kJ/kcal) for the average male and female adult.b. Understand 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. |  |
| 5 | *Eating patterns* a. Know and be able to describe regular eating patterns and their importance for a healthy and balanced diet.  |  |
| 6 | *Portion size of food and drink* a. Know and describe how portion size can differ for different groups of individuals and for body weight goals.b. Know the impact of altering portion size on energy and nutrient intake. |  |
| 7 | *Food labels*a.Know how to interpret nutrition information contained on food labels in relation to food choice and healthy eating guidelines. |  |
| 8 | *Food preparation and cooking techniques*1. Know the impact of different food preparation and cooking techniques to meet healthy eating guidelines.
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| 9 | *Hydration and fluid/ beverage intake*a. Be able to describe the benefits, limitations and suitability of different types of sports drinks (iso, hypo and hypertonic).b. Know and be able to describe fluid intake guidelines, appropriate drinks and the importance of hydration for general health and physical activity.  |  |
| 10. | *Alcohol* 1. Know and be able to describe alcohol intake limits, health risks associated with excess intake/ binge drinking and contribution of alcohol to energy (kJ/kcal) intake.
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| 11. | *Nutrition communication and safe practice* a.Know the limits of own knowledge and competence and when to refer on or seek further information/ support.b. Be able to clearly and accurately communicate reliableevidence-based healthy eating guidelines and nutrition information relevant to the individual or group.  |  |
| Competence 2Improving Health and Wellbeing | **Detail which sub-competences your course covers and where****each is addressed in the course document** |
| Level 2 |  |
| 1 | *Under and over nutrition, diet and health risks** 1. Know there are health risks associated with over and under nutrition
	2. Be able to describe signs, of under and over signs, how and when to refer on**.**
 |  |
| 2 | *Nutrition, body composition and health*a.Know and be able to describe the relationship between nutrition, body composition and health.  |  |
|  | *Limits of safe practice when recommending dietary supplements (& performance aids).*a.Know and be able to describe the evidence and limitations/risks related to the use of dietary supplements (& performance aids). |  |
| 3 | *General strategies for promoting behaviour change in relation to nutrition*Know a range of strategies and approaches to support behaviour change to meet healthy eating guidelines. |  |
| Competence 3Nutrition Monitoring and Data Collection Techniques  | **Detail which sub-competences your course covers and where each is addressed in the course document** |
| Level 2 |  |
| 1 | *Body composition measurement and interpretation*1. Know how to describe body composition measurements in relation to nutrition, and the limitations of these measures.
 |  |
| 2 | *Technology for dietary information collection and monitoring*Know how technology can be used for data collection and monitoring of dietary information (e.g. applications and monitors) and be aware of their limitations. |  |
|  | *Dietary Records*1. Know 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 aware of their limitations.
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| 3 | *Data collection*1. Understand the objectives and purpose of data and information collection, storage and retrieval practices and data sharing protocols in accordance with organisational policies and standards.
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| Code of Practice | All Sub Competences of Code of Practice must be addressed |
| 1. Understand the boundaries of your role and responsibilities |  |
| a | Work within the limits of your knowledge, competence and skills |  |
| b | Understand the boundary of your role and if necessary, refer on as appropriate |  |
| c | Seek supervision when situations are beyond your competence and authority |  |
| d | Promote and demonstrate good practice as an individual and as a team member |  |
| e | Be accountable for your own decisions and behaviours |  |
| 2. | **Maintain the levels of your competence**  |  |
| a | Maintain competence within your role and field of practice |  |
| b | Keep knowledge and skills up-to-date to ensure safe and effective practice |  |
| c | Understand your own development needs and make continuing improvements |  |
| 3. Uphold basic standards of good character |  |
| a | Respect dignity, privacy and safety of individuals |  |
| b | Be honest, trustworthy, reliable and dependable |  |
| c | Ensure that the service you provide is delivered equally and inclusively |  |
| d | Respect and promote the views, wishes and wellbeing of individuals |  |