**Mapping Form –Fitness and Leisure Competence Framework – Level 3**

**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 3 sub-competence 1, you could mark your course material FHN L3 #1 where it addresses that sub-competence.*

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| Competence 1  Fundamentals of Human Nutrition | | All Sub Competences of Fundamentals of Human Nutrition must be addressed |
| Level 3 |  |  |
| 1 | *Healthy eating guidelines*   * 1. Select and apply reliable, evidence-based, healthy eating guidelines to guide individual and group food choice.   2. Know and be able to describe how dietary needs can differ by gender, age and physical activity level.   3. Identify and describe the limitations of ‘fad’ diets |  |
| 2 | *Food groups and sources of nutrients*  a. Apply knowledge and understanding of the contribution of a variety of foods from different food groups to meet carbohydrate, fat, protein, vitamin and mineral requirements.  b. Apply understanding of the proportion of each food group required for a healthy and balanced diet to guide individual and group food choice in relation to healthy eating guidelines.  c. Know and be able to describe food sources of macronutrients (carbohydrate, protein and fat) and micronutrients (vitamins A,C,D,E, calcium, iron, zinc and sodium) in relation to healthy eating guidelines. |  |
| 3 | *Carbohydrates, proteins and fats and the production of energy.*  a. Know and be able to describe the amount of energy (kJ/kcal) provided by carbohydrates, proteins and fats, and how/ when they are used in the body (ATP, aerobic and anaerobic metabolism). |  |
| 4 | *Energy requirements and energy balance*  a. Apply knowledge and understanding of energy requirements (kJ/kcal) for individuals depending on age, gender and activity level when guiding food choice in relation to healthy eating guidelines  b. Apply knowledge and understanding of the principles of 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 their body weight goals and know when/how to refer individuals on. |  |
| 5 | *Eating patterns*  a.Apply knowledge and understanding of regular eating patterns and how this may relate to individuals and groups eating habits including the importance of maintaining regular eating patterns for a healthy and balanced diet |  |
| 6 | *Portion size of food and drink*  a. Understand and be able to describe the impact of altering portion size on energy and nutrient intake.  b. Understand and be able to describe methods to promote appropriate portion size selection and control. |  |
| 7 | *Food labels*  Apply understanding and interpretation of nutrition information contained on food labels to guide individual and group food choice in relation to healthy eating guidelines. |  |
| 8 | *Food preparation and cooking techniques*   1. Know and be able to describe the impact of different food preparation and cooking techniques in relation to nutrition and healthy eating guidelines. |  |
| 9 | *Hydration and fluid/ beverage intake*  a. Apply knowledge and understanding of the benefits, limitations and suitability of different types of sports drinks (iso, hypo and hypertonic).  b. Apply fluid intake and hydration guidelines for different activity levels and environments. |  |
| 10. | *Alcohol*  a. Be able to describe the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake, applying this to healthy eating guidelines.  b. Apply knowledge of the average alcohol content of common beverages and alcohol intake limits to support dietary behaviour change |  |
| 11. | *Nutrition communication and safe practice*  a. Be able to clearly and accurately communicate reliableevidence-based healthy eating guidelines and nutrition information relevant to the individual/ group and across the workforce, consistent with their level of understanding, language, culture and background.  b. Know the limits of own knowledge and competence and when to refer on or seek further information/ support. |  |
| Competence 2  Improving Health and Wellbeing | | **Detail which sub-competences your course covers and where**  **each is addressed in the course document** |
| Level 3 | |  |
| 1 | *Under and over nutrition, diet and health risks*  a. Identify and describe groups or individuals who may be at risk of under and over nutrition and associated dietary behaviours/choices.  b. Know when and how to seek further information/ supportor refer on. |  |
| 2 | *Nutrition, body composition and health*  Apply knowledge and understanding of the relationship between nutrition, body composition and health and disease risk factors, to guide food choice in relation to healthy eating guidelines. |  |
| 3. | *Limits of safe practice when recommending dietary supplements (& performance aids).*  a. Apply and describe the evidence and limitations/risks related to the use of dietary supplements (& performance aids).  b. Be able to manage conflicts of interest surrounding sale of dietary supplements (& performance aids) within the workplace. |  |
| 4. | *General strategies for promoting behaviour change in relation to nutrition*   1. Select and apply appropriate strategies to support individual and group behaviour change to meet healthy eating guidelines. |  |
| Competence 3  Nutrition Monitoring and Data Collection Techniques | | **Detail which sub-competences your course covers and where each is addressed in the course document** |
| Level 3 | |  |
| 1 | *Body composition measurement and interpretation*   * 1. Be able to accurately measure and interpret body composition and understand how these measures (and their limitations) relate to nutrition intake. |  |
| 2 | *Technology for dietary information collection and monitoring*  Understand and describe how technology can be used for data collection and monitoring of dietary information, (e.g. applications and monitors) to support nutrition and behaviour change, and know their limitations. |  |
| 3. | *Dietary Records*   1. Be able to use dietary records (and know their limitations) 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. |  |
| 4. | *Data collection*   1. Apply knowledge and understanding of data collection and different methods of validating the quality of data and information and data collection methods. |  |
| 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 |  |