



## Competence Framework in Nutrition for Fitness and Leisure

The Competence Framework in Nutrition for Fitness and Leisure is made up of three competences and a Code of Practice.

The three competencies are:

1. Fundamentals of Human Nutrition;
2. Improving Health and Wellbeing;
3. Nutrition Monitoring and Data Collection Techniques.

### Level 4

This leaflet describes the knowledge and skill in nutrition necessary for those who work or volunteer in fitness and leisure at Level 4 on the Qualifications and Credit Framework (QCF) who guide food choice.

*Area Manager;*  
*Personal Trainer (Specialist Populations);*  
*Recreation Program Co-ordinator;*  
*Specialist Exercise Instructor;*  
*Dance Teacher;*  
*Business Owner.*

Each competence is supported by a number of competency topics and knowledge statements.

### Achievement of Competencies

On achievement of all three competencies, those who work or volunteer in fitness & leisure at Level 4 should be able to:

- apply healthy eating and drinking guidelines including the importance of food variety, impact of portion size and regular eating patterns;
- explain the relationship between nutrition, body composition and health;
- know and explain the limitations and potential health risks of dietary supplements (& performance aids);
- support individuals and groups to alter energy intake to support their body weight goals;

- identify groups or individuals at risk of under and over nutrition and be able to refer on appropriately;
- select and communicate nutrition information in an appropriate manner.

Those who work or volunteer in fitness and leisure at Level 4 **MUST** seek advice either from senior staff or a suitably qualified individual for any other nutrition related query/issue.

They **SHOULD NOT** give:

- individualised, bespoke or prescriptive dietary advice;
- advice in relation to medical conditions;
- dietary advice for the primary aim of influencing sport/ fitness performance (i.e. for elite/professional individuals or groups).

### About the Competence Framework

The Competence Framework has been developed and tested with the fitness and leisure workforce by Association for Nutrition, with the support of Public Health England. For more information and a full copy of the Competence Framework in Nutrition for Fitness and Leisure at Levels 1-4 please visit [www.associationfornutrition.org](http://www.associationfornutrition.org)



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# The Competence Framework in Nutrition for Fitness and leisure

Competence 1	Fundamentals of Human Nutrition
1. Healthy eating guidelines	a) Select, apply and explain the need for reliable, evidence-based, healthy eating guidelines to guide individual and group food choice. b) Understand and be able to explain how dietary needs can differ by gender, age and physical activity level. c) Identify and describe the of 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 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.
3. Carbohydrates, proteins and fats and the production of energy.	a) Know and be able to explain 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 to explain the energy requirements (kJ/kcal) of individuals and how these can vary depending on age, gender and activity level. b) Apply knowledge and understanding to explain 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.
5. Eating patterns	a) Apply knowledge and understanding of regular eating patterns and how this may relate to individuals and groups eating habits and the importance of maintaining regular eating patterns for a healthy and balanced diet
6. Portion size of food and drink	a) Identify, apply and explain specific strategies for providing and promoting appropriate portion sizes in relation to healthy eating guidelines. b) Understand and explain the impact of altering portion size on energy and nutrient intake.
7. Food labels	a) Apply knowledge and understanding to explain how to interpret nutrition information included on food labels to guide individual and group food choice in relation to healthy eating guidelines.
8. Food preparation and cooking techniques	a) Know and explain how different food preparation and cooking techniques impact on nutrition and healthy eating guidelines.



## LEVEL 4 : FITNESS AND LEISURE

<p><b>9. Hydration and fluid/ beverage intake</b></p>	<p>a) Apply and explain hydration and fluid intake guidelines for different activity levels and environment.</p> <p>b) Apply knowledge and understanding to explain the benefits, limitations and suitability of different types of sports drinks (iso, hypo and hypertonic).</p>
<p><b>10. Alcohol</b></p>	<p>a) Apply understanding to explain the average alcohol content of common beverages and alcohol intake limits to support dietary behaviour change.</p> <p>b) Be able to explain the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake.</p>
<p><b>11. Nutrition communication and safe practice</b></p>	<p>a) Be able to select and apply appropriate communication methods to explain reliable evidence-based healthy eating guidelines and nutrition information, consistent with the needs of the individual/ group and workforce</p> <p>b) Be able to develop and apply protocols for the communication of nutrition information across the workforce.</p> <p>c) Know the limits of own knowledge and competence and when to refer on or seek further information/ support.</p>

<p><b>Competence 2</b></p>	<p><b>Improving Health and Wellbeing</b></p>
<p><b>1. Under and over nutrition, diet and health risks</b></p>	<p>a) Apply knowledge to explain signs of over and under nutrition, and the groups and individuals at risk.</p> <p>b) Know and explain when and how to seek further information/ support or refer on.</p>
<p><b>2. Nutrition, body composition and health</b></p>	<p>a) Apply knowledge and understanding of the relationship between nutrition, body composition and health and disease risk factors, to explain and guide food choice in relation to healthy eating guidelines.</p>
<p><b>3. Limits of safe practice when recommending dietary supplements (&amp; performance aids).</b></p>	<p>a) Apply and explain the evidence and limitations/risks related to the use of dietary supplements (&amp; performance aids).</p> <p>b) Be able to explain and manage conflicts of interest surrounding sale of dietary supplements (&amp; performance aids) within the workplace.</p>
<p><b>4. General strategies for promoting behaviour change in relation to nutrition</b></p>	<p>a) Select, apply and explain appropriate strategies to support individual and group behaviour change to meet healthy eating guidelines.</p>



Competence 3	Nutrition Monitoring and Data Collection Techniques
1. Body composition measurement and interpretation	a) Be able to accurately measure and interpret body composition and explain how these measures (and their limitations) relate to nutrition intake.
2. Technology for dietary information collection and monitoring	a) Understand and explain 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	a) Be able to use and be able to explain how dietary records can be used (and their limitations) as a tool to support behaviour change (e.g. food diary, food recall and food frequency /3d questionnaires) when guiding food choice in relation to healthy eating guidelines.
4. Data collection	a) Understand and explain the objectives and purpose of data and information collection, storage and retrieval practices and data sharing protocols in accordance with organisational policies and standards b) Apply and explain suitable methods for collecting and validating the quality of data and information.

All users of the Competence Framework must act in accordance with the Code of Practice. Other groups such as employers, training providers and prospective students may also wish to use the Competence Framework and Code of Practice to assess staff competence, to inform the nature of the training curricula or set career aspirations and goals.

## Code of Practice

### 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

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