**Competency Mapping Form Template**

**Part A – Knowledge and understanding**

(Required for Registered Associate Nutritionist and Registered Nutritionist portfolio applications)

This template can be used by individuals to help them identify the evidence that demonstrates their **knowledge and understanding at a minimum of honours-degree level,** ahead of transferring the information onto the online application form.

This template mirrors what you will be asked to submit on Tab 6 – Competency Mapping.

This template should be used in conjunction with the **Competency Requirements for Registered Associate Nutritionist Registration**.

**All** applicants (ANutr & RNutr) must provide evidence of knowledge and understanding at a minimum of honours-degree level for **ALL** of the sub-competencies listed below. Aim to provide more than one example for each sub-competency.

|  |
| --- |
| **CORE COMPETENCY 1 – Science***Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems.**ALL sub-competencies must be demonstrated* |
| **AREAS OF KNOWLEDGE & UNDERSTANDING REQUIRED**  | **EVIDENCE NUMBER(S)** | **COMMENTS** |
| **CC1a** -The human/animal body and its functions, especially digestion, absorption, excretion, respiration, fluid and electrolyte balance, cardiovascular, neuro-endocrine, musculoskeletal and haematological systems, immunity and thermoregulation, energy balance and physical activity |  |  |
| **CC1b** - Mechanisms for the integration of metabolism, at molecular, cellular and whole body levels for either human or animal systems |  |  |
| **CC1c** - What nutrients are (including water and oxygen) |  |  |
| **CC1d** - Nature and extent of metabolic demand for nutrients |  |  |
| **CC1e** - How nutrients are used by the body (either human or animal), consequences of deficiency and assessment of nutritional status |  |  |
| **CC1f** - Non-nutrient components of foods, feeds and drinks that affect diet and health, including alcohol for either human or animal systems |  |  |
| **CC1g** - Nutrient analysis: calculating nutrient contents of foods, feeds and diets of an individual or group of individuals, justifying choice of a method of dietary assessment for a specific stated purpose |  |  |
| **CC1h** - Digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods or feeds for either human or animal systems |  |  |
| **CC1i** - Nutrition in health and disease, consequences of an unbalanced diet for either human or animal systems |  |  |
| **CC1j** - Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, cancer etc for either human or animal systems |  |  |
| **CC1k** - How nutritional needs change with age, gender, physical activity, lifestyle etc for either human or animal systems |  |  |
| **CC1l -** Ability to plan, conduct, analyse and report on investigations into an aspect of nutrition in a responsible, safe and ethical manner |  |  |
| **CC1m-** Ability to carry out sample selection and to ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection in accordance with the basic principles of good clinical practice |  |  |
| **CC1n -** Ability to obtain, record, collate, analyse, interpret and report nutrition-related data using appropriate qualitative and quantitative research and statistical methods in the field and/or laboratory and/or intervention studies, working individually or in a group, as is most appropriate for the discipline under study |  |  |
| **CC1o -** Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually |  |  |
| **CC1p -** Health research methods, dietary nutrition methodologies and nutritional epidemiology for either human or animal systems |  |  |
| **CC1q –** Theories of and development of practical skills in communication and learning |  |  |

|  |
| --- |
| **CORE COMPETENCY 2 – Food or Feed Chain***Knowledge and understanding of the food or feed chain and its impact on food or feed choice. Integrating the food or feed supply with dietary intake for either human or animal systems.**ALL sub-competencies must be demonstrated* |
| **AREAS OF KNOWLEDGE & UNDERSTANDING REQUIRED**  | **EVIDENCE NUMBER(S)** | **COMMENTS** |
| **CC2a –** Food or feed commodities (staple foods, main sources of key nutrients, novel foods etc) within UK and/or internationally for either human or animal systems |  |  |
| **CC2b -** Effect on chemical composition and nutritional quality of food, feed and diet for either human or animal systems of: * methods of food or feed production, preparation, preservation, fortification and format
* sources of food or feed supply
* methods of cooking & storage
 |  |  |
| **CC2c -** Familiarity with and/or development of practical skills involved in the methods to analyse the composition of foods or feeds |  |  |
| **CC2d -** Ability to formulate ideas and opinions concerning foods or feeds, nutrients, non-nutrient components of food and nutrition effectively and appropriately for either human or animal systems |  |  |
| **CC2e -** Understanding of issues associated with food or feed sustainability |  |  |

|  |
| --- |
| **CORE COMPETENCY 3 – Social/Behaviour***Knowledge and understanding of food or feed in a social or behavioural context, at all stages of the life course*.*ALL sub-competencies must be demonstrated* |
| **AREAS OF KNOWLEDGE & UNDERSTANDING REQUIRED**  | **EVIDENCE NUMBER(S)** | **COMMENTS** |
| **CC3a** - Food or feed and nutrition and health policy (at global, national and local level) for either animal or human systems |  |  |
| **CC3b** - Significance of evaluation of nutrition in maintaining and driving public health agendas |  |  |
| **CC3c** - Factors that affect an individual’s, communities’ and population groups’ nutritional needs and practices for either animal or human systems  |  |  |
| **CC3d** - Religious and cultural beliefs and practices that impact on food, nutrition and health |  |  |
| **CC3e** - Consideration of financial/social and environmental circumstances on diet and nutritional intake |  |  |
| **CC3f** - Theories and application of methods of improving health, behaviour and change for either animal or human systems  |  |  |
| **CC3g** - Design and implementation of intervention projects and programmes, methods for monitoring and evaluating effectiveness and efficiency |  |  |
| **CC3h** - Theories of nutrition health education and nutrition health promotion (humans only) |  |  |
| **CC3i** – Ability to design/formulate a diet to meet a specification appropriate for a stated situation for an individual, human or animal, or group of humans or animals |  |  |

|  |
| --- |
| **CORE COMPETENCY 4 – Health/Wellbeing***Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks*.*ALL sub-competencies must be demonstrated* |
| **AREAS OF KNOWLEDGE & UNDERSTANDING REQUIRED**  | **EVIDENCE NUMBER(S)** | **COMMENTS** |
| **CC4a** - Principles and methods of measurement and estimation of energy balance; energy expenditure, physical activity and fitness; body mass; body composition; how body mass and energy balance are controlled for either human or animal systems |  |  |
| **CC4b** - Theory and methods of investigating the dietary, nutrient and activity patterns of the general population, sub groups and the individual for either human or animal systems |  |  |
| **CC4c** - Scientific basis of the safety and health promoting properties of nutrients and non-nutrient components of food or feed, based on knowledge of the metabolic effects of nutrients, anti-nutrients, toxicants, additives, pharmacologically active agents (drugs); nutrient-nutrient interactions, nutrient-gene interactions, ‘nutraceuticals’, functional foods, and any other metabolically active constituents of foods or feeds and the diet  |  |  |
| **CC4d** - Scientific basis for the measurement and estimation of nutritional requirements, dietary reference values for the general population for either human or animal systems |  |  |
| **CC4e** - Understanding of the general principles underpinning, and strengths and limitations of, common methods of assessment of nutritional status including clinical, anthropometric, dietary, biochemical, physiological, and functional methods for either human or animal systems |  |  |
| **CC4f** – Understanding the general principles and methods associated with determining the efficacy, health attributes, health claims, safety, and legal aspects of foods, feeds, drinks and supplements for either human or animal systems |  |  |
| **CC4g** - Ability to recognise strengths and weaknesses in dietary, nutrition and health research methods, in order to understand the limitations of the scientific basis of nutritional knowledge for either human or animal systems |  |  |
| **CC4h** - Ability to integrate knowledge and understanding from a variety of sources to identify or propose solutions in one of the following areas: Improvement of human health or improvement of the welfare and/or productivity of animals or improvement of food production and sustainability  |  |  |

|  |
| --- |
| **CORE COMPETENCY 5 – Professional Conduct***Understanding of professional conduct and the Association for Nutrition’s Standards of Ethics, Conduct and Performance.**ALL sub-competencies must be demonstrated* |
| **AREAS OF KNOWLEDGE & UNDERSTANDING REQUIRED**  | **EVIDENCE NUMBER(S)** | **COMMENTS** |
| **PC1 -** Awareness of the necessity of the ethical requirements of being a Registered Nutritionist. Full knowledge of and adherence to all aspects of AfN Standards of Ethics, Conduct and Performance |  |  |
| **PC2** - Awareness of and adherence to responsibilities and accountability in relation to the relevant current European and national legislation, national guidelines and local policies and protocols  |  |  |
| **PC3 -** Regular development and improvement of professional practice and competence through continuing professional development |  |  |
| **PC4 -** Continual reflection on and evaluation of own practice against best practice standards, guidelines and protocols to improve practice in the best interest of clients |  |  |
| **PC5** - Continual assessment and management of risk in own practice  |  |  |
| **PC6 -** Awareness and understanding of research and other developments in the relevant evidence base(s) within own specialty |  |  |
| **PC7 -** Critical appraisal of the outcomes of relevant research and evaluations and application to improve own practice |  |  |
| **PC8** - Awareness of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures |  |  |
| **PC9** - Understanding of and commitment to equality, diversity and rights, and to practice in a non-discriminatory manner |  |  |
| **PC10** - Understanding of and commitment to necessity of obtaining informed consent whenever required |  |  |
| **PC11** – Understanding of the need to establish appropriate professional relationships and, where appropriate, work effectively as part of a team |  |  |
| **PC12** – Understanding of the need to work, where appropriate, in partnership with other professionals, support staff, individuals, groups, colleagues, commercial organisations, the media and stakeholders |  |  |
| **PC13** - Ability to communicate effectively with individuals and groups using a range of methods and/or media to enable them to make informed choices about nutrition |  |  |