

Application Form for Programme Accreditation and Reaccreditation

Thank you for applying for UKVRN Programme Accreditation. Please read the 'Programme Accreditation Core Competence Requirements, Standards and Procedures for Undergraduate (*UK levels 4-6*) and taught Postgraduate (*UK level 7+*) education and training of Associate Nutritionists' and accompanying guidance notes (available on our website) before completing this form.

If you have any queries prior to sending in your submission please feel free to contact the Quality Assurance Manager (Education) on (+44) 20 3795 8823 (option 2) or accreditation@associationfornutrition.org

Please ensure you complete all sections of this form, apart from those sections shaded in grey which are completed by the assessors / AfN when assessing your submission. Applications will not be accepted unless they are submitted in the required format.

Section A - to be completed by the Programme Leader

1. Name and Address of school / department and institution (for correspondence): <i>Please note the details provided here will be added to our website if and when the course has been accredited / reaccredited.</i>		
2. Name, email address and telephone number of programme leader:		
Professional qualifications/ registration of Programme Leader	UKVRN Registration No:	Application pending:
3. Details of programme applying for accreditation/ reaccreditation		
Programme Title / Exit Award of programme applying for accreditation/ reaccreditation:	Under graduate:	Post graduate:
If this qualification is awarded by another institution, please give the institution's name:		
Title(s) of other nutrition, dietetic and related science-based programme(s) delivered by you:		
If applying for reaccreditation your current AC number for programme previously provided by AfN:		
Link to page of University website you would like included on AfN website if and when programme has been accredited:		
Please state the graduation year for the first cohort to which programme accreditation would apply (<i>P 1.15 of the Programme Accreditation Core Competence Requirements, Standards and Procedure</i>):		

January 2020

Document control

V1	New application form for programme accreditation and reaccreditation rolled out.
V2	Text regarding need to request invoice for reaccreditation submissions amended to make it clearer - April 2019.
V3	Reference to APL policy to be developed removed – July 2019
V4	Format of submission required amended & order of mapping tables amended – Sept 2019. V Minor amends January 2020.

Section B to be completed by AfN Quality Assurance Manager (Education)

Assessor Name:	
Date AfN sent form to Assessor:	/2020
Time spent by assessor on application (hrs)	
Date form received back from Assessor	/2020
Date of request for further information	
Date and type of further information received	
Date AfN sent further information to Assessor:	
Time spent by assessor on assessing further information (hrs)	
Date final assessment form returned to AfN	

Section C: To be completed by the AfN Accreditation Assessors

Applications for Reaccreditation
Assessor Recommendation to Accreditation Committee

Assessment Form: Reaccreditation					Please tick ONE box only
<p>a. Reaccredit for five years (subject to annual monitoring): The programme meets outcomes and standards.</p>					
<p>b. Reaccredit for up to five years with conditions (subject to annual monitoring): The programme has not demonstrated it meets a particular outcome and/or standard. The following action must be taken by the higher education provider to address the conditions listed below within a stated timeframe (see paragraph 2.7 in 'Programme Accreditation'). <i>(Please write clearly and concisely with reference to evidence; information recorded in this box may be passed onto the programme provider without further amendment.)</i></p>					
Standard/ CC	Recommended Condition	Recommended Action	Recommended timescale	Reference to evidence in submission	
<i>Example CC2a</i>	<i>Programme module to be revised to include delivery & assessment of novel foods and staples to ensure CC2a is met.</i>	<i>Revised module descriptor & assessment strategy to be submitted to AfN</i>	<i>Within three months; by XX date</i>	<i>P 18; 20; 23 in provider's submission</i>	
<p>c. Do not reaccredit: The programme does not meet the outcomes and standards</p>					
<u>Or</u>					
<p>d. Further evidence is required: The following information is required from the higher education provider to complete the evaluation of evidence: <i>(Please write clearly and concisely with reference to evidence; information recorded in this box may be passed onto the programme provider without further amendment.)</i></p>					
Standard/ CC	Issue Identified	Further information requested	Recommended timescale	Reference to evidence in submission	
<i>Example S4b</i>	<i>No evidence of External Examiner induction, training or feedback.</i>	<i>Provider's policy on External Examiner induction, training & feedback to be submitted to AfN</i>	<i>Within 14 days, by XX date</i>	<i>P 56; 399, Appendix 3 in provider's submission</i>	

e. **Areas of strength/ enhancement:** Please any areas of strength or enhancement you would like to be recorded in the outcome letter. *(Please write clearly and concisely with reference to evidence; information recorded in this box may be passed onto the programme provider without further amendment.)*

Standard/ CC	Area of strength/ enhancement identified	Reference to evidence in submission
<i>Example S3d</i>	<i>Excellent example of IPL in year two; joint public health promotion project with nurses and pharmacists, assessed in poster presentation.</i>	<i>P 56; 399, Appendix 3 in provider's submission</i>

Feedback or questions regarding equality & diversity, AfN policies or accreditation procedures for consideration by AfN staff or Accreditation Committee.

Section D: To be completed by the AfN Accreditation Assessors

Applications for Accreditation

Assessor Recommendation to Accreditation Committee

Assessor Form: Accreditation					Please tick ONE box only															
<p>a. <u>Accredit for five years</u> (subject to annual monitoring): The programme meets the outcomes and standards.</p>																				
<p>b. <u>Provisionally accredit with conditions</u> (subject to annual monitoring): The programme meets the outcomes and standards subject to the condition that specific information is provided in a stated timeframe (see paragraph 1.6 in 'Programme Accreditation'). <i>(Please write clearly and concisely with reference to evidence; information recorded in this box may be passed onto the programme provider without further amendment.)</i></p> <table border="1"> <thead> <tr> <th>Standard/ CC</th> <th>Recommended Condition</th> <th>Recommended Action</th> <th>Recommended timescale</th> <th>Reference to evidence in submission</th> </tr> </thead> <tbody> <tr> <td><i>Example S4b</i></td> <td><i>External Examiner reports must be provided when first cohort graduates</i></td> <td><i>AfN to review External Examiner reports to provide evidence validity and rigour of assessments</i></td> <td><i>With one month of final assessment board.</i></td> <td><i>P 18; 20; 23 in provider's submission</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Standard/ CC	Recommended Condition	Recommended Action	Recommended timescale	Reference to evidence in submission	<i>Example S4b</i>	<i>External Examiner reports must be provided when first cohort graduates</i>	<i>AfN to review External Examiner reports to provide evidence validity and rigour of assessments</i>	<i>With one month of final assessment board.</i>	<i>P 18; 20; 23 in provider's submission</i>						
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Feedback or questions regarding equality & diversity, AfN policies or accreditation procedures for consideration by AfN staff or Accreditation Committee.

Section E - to be completed by the Programme Leader

How we use your personal data

The information we collect about you in this application form and supporting material will be retained by the Association for Nutrition (AfN) and used only for the purposes of administering programme accreditation and the UK Voluntary Register of Nutritionists (UKVRN). All the information you give us will be treated as confidential and we will not disclose, sell or circulate the information you give us, other than for the purposes of administering your application, for monitoring and training purposes and publishing the outcome of your application.

AfN – permission to contact

- If accredited/ reaccredited, I agree to be contacted by email and post for the purposes of administering programme accreditation and the UK Voluntary Register of Nutritionists (UKVRN)
- If accredited/ reaccredited, I agree to be contacted by email and post for the purposes of the AfN informing me of significant news or events within the nutrition profession as they occur, including newsletters and regular communications about AfN activities.

Accredited courses may alter their permissions at any time by contacting the AfN in writing.

Publication of your data

If your application for accreditation/reaccreditation is successful, we will publish information about your course,

AfN - permission to publish information

- I agree that the accredited course title, address, dates of accreditation and any conditions imposed will be published by AfN in printed and electronic media.

Declaration

I AGREE to comply with the terms and standard conditions as described in ‘Programme Accreditation Core Competence Requirements, Standards and Procedures’ and Marketing Rules.

I AFFIRM that all the information I have provided is accurate.

(False statements may lead to programme accreditation being suspended or cancelled.)

NAME

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POSITION.....

SIGNATURE **Date:**

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Registered Charity No. 1136624 Registered Company No. 6488331

Section F - to be completed by the Programme Leader

List of evidence/ documents submitted as part of this application in page number order	
Document Title	Page Number
<i>Example; Module Descriptors</i>	<i>Pages 6-73</i>
<i>Example; Staff CVs</i>	<i>Pages 98-161</i>
<i>Example; Admissions Policy</i>	<i>Page 4</i>
<i>Example; Examination papers and outline answers for all modules listed in the Mapping Template (reaccreditation only)</i>	<i>Annex 1 P2-62</i>

Section G - to be completed by the Programme Leader

Number of UKVRN Registered Nutritionists				
Names of each Registered Nutritionist teaching the programme and/or on programme staff	UKVRN Registration number	WTE/ FTE	Role on the programme	Checked by AfN Quality Assurance Manager
TO BE COMPLETED BY AfN – QUALITY ASSURANCE MANAGER (EDUCATION): <i>Minimum number of registered staff met to meet Standard</i>	Total WTE/FTE			
	<u>Notes</u>			

Note – In your application you must provide CVs (maximum 1 page) for all staff who contribute to teaching on the programme (CVs should include brief details of staff CPD) using the template in the application guidance notes found on our website.

Submission Checklist	✓
Guidance document read in full before completing application form	
An electronic / digital submission emailed to accreditation@associationfornutrition.org	
Once sent, please email the same email address to confirm the file(s) have been sent. This is to avoid any large emails getting stuck in the system.	
Each page numbered sequentially and a table of contents included; (in logical order)	
If providing hyperlinks to additional information please ensure the assessors will be able to access the information.	

One digital version, (ideally in Word), and supporting evidence must be submitted to:

accreditation@associationfornutrition.org

Payment

New submissions

If you are applying for a new programme to be accredited for the first time, please ensure that you have requested an invoice via email from AfN in advance of submission: accreditation@associationfornutrition.org, providing full contact details of the person the invoice should be addressed to and any purchase order number if required.

Programmes will not be considered by the Accreditation Committee until payment has been received.

Reaccreditation submissions

If you are applying for an existing programme to be reaccredited there is no need to request an invoice. An invoice will generally be sent to you once per year with the annual invoice due by 1st October.

Mapping Table 1: How the modules contribute to the delivery of the Core Competencies

	Module Title																																			
	Example: Introductory Chemistry																							Example: Research project												
Year, level, credit value and status (Core [C] or Optional [O])																																				
Year	1																								3											
Level	4																									6										
Credit Value	20																										20									
Status	C																										C									
Indicate the modules that contribute to Core Competencies with “x”																																				
CC1a	x																										x									
CC1b																																				
CC1c	x																																			
CC1d																																				
CC1e																																				
CC1f																																				
CC1g																											x									
CC1h																																				
CC1i																																				
CC1j																																				
CC1k																												x								
CC1l																																				

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Year, level, credit value and status (Core [C] or Optional [O])	Example: Introductory Chemistry																												
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Indicate the modules that contribute to Core Competencies with "x"																													
CC1m																													
CC1n																													
CC1o																													
CC1p																													
CC1q																													
CC2a																													
CC2b																													
CC2c																													
CC2d																													
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CC3a																													
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CC3h																													
CC3i																													

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CC4a																																						
CC4b																																						
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CC5b																																						
CC5c																																						
CC5d																																						
CC5e																																						
CC5f																																						
CC5g																																						

Mapping Table 2: Summary of staff contributions to the delivery of the modules

[L = module leader; C = module contributor]

		Module Title																										
STAFF CONTRIBUTING TO THE MODULE	Link / location of CV	Example: Introductory Chemistry																				Example: Research project						
		Prof AI Aetiology		L	L				C															C				
Dr WW Doolittle			L											L								C						
Prof G Gracious			C											L								C						
Prof RL Stevenson		C		C																		C						
Insert rows needed																												

Mapping Table 3 – Standards for Programme Accreditation

Standard 1 - Public and Population Safety

Education and training must be delivered in a context which assures public and population safety.

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
S1a - There must be effective policies and systems in place to ensure students do not jeopardise public and population safety. Concerns must be addressed immediately.			
S1b - Students must have effective support for health, conduct and academic issues.			
S1c - Students must understand what is and what is not professional behaviour and understand AfN's Standards for Ethics, Conduct and Performance.			
S1d - There must be effective and robust policies and systems in place to ensure students who are not fit to practise understand that they will not be eligible for direct entry to the register.			

Standard 2 – Admission of Students

Recruitment, selection and admission of students must be transparent.

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
S2a - Recruitment, selection and admission of students for entry to undergraduate programmes must be explicit and include;	You must tell us the number of students in each cohort and projected change in cohort size over forthcoming accreditation period		
- Academic and professional entry requirements appropriate to an AfN accredited programme, which must include sound underpinning knowledge in the biosciences.			
-For programmes in the UK, admission requirements should normally include GCSE (or equivalent) passes at grade C and above or 4 + on new GCSE structure (England only) in English Language, Maths and two sciences (Chemistry, Biology, Physics or double science equivalents (England & Wales only) and at least one appropriate science subject at A Level, Irish Leaving Certificate, Scottish Highers or equivalent. - For international students	You must provide a copy of your admissions policy in your evidence		

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
attending programmes in the UK, academic and professional entry requirements must be broadly equivalent to those expected of UK students. At admission, students whose first language is not English must have English Language requirements appropriate to an AfN Accredited programme, which must not be less than 6.5 IELTS (or equivalent), with no individual section less than 6.0.			
- Academic and professional entry requirements for mature students attending programmes in the UK must be explicit and may take account of equivalent prior qualifications (BTEC, HNC/D, access courses, etc.) and experience.			
-For admission to programmes outside the UK selection criteria must be broadly equivalent to that of the UK and be able to demonstrate academic and professional entry and language requirements appropriate to the professional context of nutrition of the country in which the programme is delivered.			

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
- Recognition of prior learning, if appropriate, in accordance with AfN policy (<i>to be developed</i>).	If you allow entry with advanced standing or Accreditation of Prior (Educational) Learning please give reference to the document/s that describe your policy		
S2b - Recruitment, selection and admission of students for entry to taught postgraduate programmes must be explicit and include;	You must tell us the number of students in each cohort and projected change in cohort size over forthcoming accreditation period		
- Academic and professional entry requirements appropriate to an AfN accredited programme, which must include sound underpinning knowledge in the biosciences.			
<p>- For admission to taught postgraduate programmes in the UK, a recent, relevant undergraduate science-based degree is desirable, however, students without a science-based degree may be eligible, but may need to undertake action to ensure a sound underpinning knowledge in the biosciences to meet the demands of the accredited programme.</p> <p>- At admission, students whose first language is not English must have English Language</p>	<p>You must provide a copy of your admissions policy in your evidence</p> <p>If you admit students without a science-based degree, please state the arrangements you make to ensure students have sound underpinning knowledge in the biosciences to meet the demands of the accredited programme.</p>		

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
requirements appropriate to an AfN Accredited programme, which must not be less than 6.5 IELTS, with no individual section less than 6.0.			
- For admissions to programme outside the UK selection criteria must be broadly equivalent to that of the UK and be able to demonstrate academic and professional entry and language requirements appropriate to the professional context of nutrition of the country in which the programme is delivered.			
- Recognition of prior learning, if appropriate, in accordance with AfN policy.	If you allow entry with advanced standing or Accreditation of Prior (Educational) Learning please give reference to the document/s that describe your policy		

Standard 3 – Curriculum Delivery and Assessment

The curriculum for AfN Accredited programme must deliver and assess the core competency requirements.

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: yes, adequate, 2: inadequate or unclear, 1: missing
S3a - Core Competency Requirements must be delivered in an environment which places study in an academic and professional context, is informed by research and provides opportunities for students to develop as learners and professionals, with a balance between taught components, directed learning and student self-study.			
S3b - Core Competency Requirements must be delivered in a progressive and integrated manner; so that the component parts are linked into a cohesive programme of academic and professional study, introducing, progressing and assessing knowledge and skills until the Core Competency Requirements are achieved.	You must provide a figure and / or table showing the programme structure and the titles of the modules that contribute to the programme, with the credit points, level of study, and indicating the compulsory elements. You must provide full module descriptions for all modules that contribute to the programme.		
S3c - Core Competency Requirements must be assessed using a range of methods and all assessments of Core Competency Requirements must be passed. As a general rule, this means that compensation, trailing	You must provide a figure and / or table showing the assessment strategy for the programme, and assessment mode(s) for each modules that contributes to the programme, with the credit points, level of study, and indicating the compulsory elements. You must provide assessment and examination		

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
and extended re-sit opportunities within and between modules where core competences are assessed are not normally permitted. Assessment of the Core Competency Requirements must normally be within core modules.	papers, and copies of questions or problems set as coursework assignments and outline answers for all modules that contributes to the programme, (If available; additional provisions apply for new courses)		
S3d - Core Competency Requirements must be delivered in a context which provides opportunities for Inter-Professional Learning (IPL), team work and preparation for entry into the workplace.			
S3e - An AfN Accredited programme must be delivered in an environment which is informed by research, but not all staff may be engaged in research. However, teaching must be informed by appropriate research and evidence-based nutrition science.			
S3f - There must be a range of teaching and learning methods that provides scientific education in a range of practices and procedures to deliver the Core Competency Requirements drawing upon the strengths and opportunities of the University/ Higher Education Provider.			

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
S3g - If students study abroad for parts of the accredited programme, the programme provider must provide evidence to demonstrate how Core Competency Requirements (if any) are met and or/ assessed by the modules studied abroad.			

Standard 4 – Management, Monitoring and Review of Education and Training.

The quality of AfN Accredited Programmes must be managed, monitored, reviewed and evaluated in a systematic and developmental way, through transparent processes which show who is responsible for what at each stage.

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
<p>S4a - There must be policies and systems in place to ensure the quality of education and assessment is monitored and evaluated, and action taken to address concerns, including;</p> <ul style="list-style-type: none"> - Quality of teaching, learning support and assessment - Quality of placements or work based learning (if available) - Academic feedback systems for students - Student consultative mechanisms - Input and feedback from external stakeholders (public, employers, professionals) - Outcomes of evaluations of resources and capacity 	<p>For programmes delivered in the UK, you must provide a copy of your latest TEF/ QAA/ SQA / Scottish HEI's internal review/ report, your responses with evidence of analysis and follow up on actions.</p>		
<p>S4b - For programmes delivered in the UK there must be appropriate policies and systems in place for the selection, appointment, support, training and feedback to External Examiner(s) appointed by the higher education provider. One External Examiner must be a Registered</p>	<p>For programmes delivered in the UK, you must provide at external examiner reports for the last two academic years, together with your internal responses, evidence of analysis and follow up on actions. You must provide the UKVRN registration number of at least one external examiner for each academic year.</p>		

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
<p>Nutritionist. <i>For courses delivered outside the UK where External Examiner(s) are not normally appointed, AfN can provide guidance on alternative external independent quality assurance of academic standards which may be specified as a condition of accreditation.</i></p>			

Standard 5 – Leadership, Resources and Capacity

Leadership, resources and capacity must be sufficient to deliver the Core Competency Requirements in an academic and professional context, informed by evidence-based nutrition science.

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
S5a - Programmes must have an appropriate and sufficient level of ongoing resource to deliver the Core Competency Requirements.			
S5b - There must be sufficient appropriately qualified and experienced staff from relevant disciplines to deliver and assess the Core Competency Requirements. This must include; - An appropriately qualified and experienced programme leader. - If the programme leader is not a Registered Nutritionist, the development of the programme to meet the Core Competency Requirements must be led by a Registered Nutritionist. - It is expected all teaching staff leading or teaching substantial portions of modules related to the delivery or assessment of the Core Competency Requirements will be Registered Nutritionists/ Associate Nutritionists. As a minimum	You must provide CVs (<u>maximum 1 page</u>) for all staff who contribute to teaching on the programme (CVs should include brief details of staff CPD) in template provided in application guidance notes found on the AfN website. Please also include number of FTE students in each nutrition cohort and target student number per nutrition cohort.		

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
requirement, least two FTE must be Registered Nutritionists; (one of whom may be the programme leader).			
<p>S5c - There must be policies and systems in place to ensure anyone delivering an AfN Accredited Programme is supported to develop in their professional, academic and research roles, as appropriate. This must include;</p> <ul style="list-style-type: none"> - Opportunities for CPD, including personal and nutrition-specific development. - Effective induction, supervision, peer support, mentoring and CPD. - Realistic workload for full and part time staff. - For academic staff, opportunity to gain teaching qualifications. - Effective appraisal, performance review and career development support. 			

Criteria to meet this standard:	Location of Evidence (Document/ page number) Provide commentary where necessary.	Assessor's Commentary (If further information required)	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
<p>S5d - There must be appropriate and sufficient learning facilities to deliver and assess the Core Competency requirements. This must include;</p> <ul style="list-style-type: none"> - Appropriate and sufficient library and other information and IT resources. - Access to specialist nutrition resources, including textbooks, journals, internet and web-based materials. - Specialist teaching and learning facilities to enable the delivery and assessment of the Core Competency requirements. - Clear approach to the delivery of the Core Competency requirements in relation to food or feed preparation and handling, which may or may not include on-site facilities. - Enrichment activities, which may include non-compulsory, non-assessed elements. 	<p>You must provide information which lists specialist teaching and learning facilities including laboratories and kitchens and other food preparation facilities</p> <p>You must provide a list of enrichment activities</p>		

Mapping Table 4 – Competency Requirements for Programme Accreditation

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.

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
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 & 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		

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
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 or animals, 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		

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
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.

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
CC2a - Food or feed commodities (staple foods, main sources of key nutrients, novel sources 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: <ul style="list-style-type: none"> - methods of food or feed production, preparation, preservation, fortification and format - sources of food or feed supply - methods of cooking and 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.		

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
CC2e - Understanding of issues associated with food or feed sustainability.		

Core Competency 3 - Social/Behavioural

Knowledge and understanding of food or feed in a social or behavioural context, at all stages of the life course.

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
CC3a – Food or feed and nutrition and health policy (at global, national and local level) for either human or animal 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 human or animal 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 human or animal systems.		
CC3g - Design and implementation of intervention projects and programmes, methods for monitoring and evaluating effectiveness and efficiency.		

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
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 for either human or animal systems.

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate</i> , 2: <i>inadequate or unclear</i> , 1: <i>missing</i>
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 nonnutrient 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.		

<p>CC4d - Scientific basis for the measurement and estimation of nutritional requirements, dietary reference values for the general population for either human or animal systems.</p>		
<p>CC4e - Understanding 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.</p>		
<p>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.</p>		
<p>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.</p>		

<p>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.</p>		
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Core Competency 5 – Professional Conduct

Understanding of Professional Conduct and the AfN Standards of Ethics, Conduct and Performance, along with evidence of good character.

Areas of knowledge and skills to be covered	Evidence of delivery and assessment (Detail relevant module, associated evidence and page number in which the CC is delivered & assessed) Please provide comments if needed.	Assessor score 3: <i>yes, adequate,</i> 2: <i>inadequate or unclear,</i> 1: <i>missing</i>
CC5a - Ethics and values of professions.		
CC5b - AfN Standards of Ethics, Conduct and Performance.		
CC5c - Legal context of nutrition practice; including current relevant legislation and guidelines to providing information to individuals.		
CC5d - Responsibilities and accountability in relation to the current national and international legislation, national guidelines, local policies and protocols and clinical/corporate Governance in relation to nutrition.		
CC5e - Can recognise the moral and ethical issues of investigation and appreciate the need for ethical standards and professional codes of conduct applicable to both interventional and observational studies.		
CC5f - The relevance of research governance frameworks.		
CC5g - Intellectual property issues		

