

The Competence Framework in Nutrition for Catering

The Competence Framework in Nutrition for Catering 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. Food Allergies, Intolerances and Dietary Requirements.

Level 3

This leaflet describes the knowledge and skill in nutrition necessary for those who work or volunteer in catering at Level 3 on the Qualifications and Credit Framework (QCF) who guide food choice.

They might be:

*Food & Beverage Manager;
Head Chef;
Restaurant Manager;
Front of House Manager/ Team Leader;
Maitre d'hôtel;
Conference/Banquet Manager.*

Each competence is supported by a number of competency topics and knowledge statements. Knowledge statements in black text apply to both front and back of house roles: **orange** text refers to *front of house only*; **green** text refers to *back of house only*.

Achievement of Competencies

On achievement of all three competencies, those who work or volunteer in catering at Level 3 should be able to:

- describe and apply healthy eating and drinking guidelines for the average adult including the impact of portion;

size and energy requirements and alcohol intake;

- know individual customers may have dietary requirements due to medical, cultural, religious and/or ethical reasons and how to apply the relevant food preparation techniques;
- describe healthier food choices, including identifying specific ingredients on packaging or in a recipe;
- know and understand the requirements of relevant food legislation necessary for their job role, with particular care of allergen and contamination reduction information;
- **advise on menu planning, taking account of food preparation techniques, nutrition information and the needs of an individual customer and specific sectors such as hospitals and schools.**

Those who work or volunteer in catering at Level 3 **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 allergens or medical conditions, other than to signpost where information is available.

About the Competence Framework

The Competence Framework has been developed and tested with the catering 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 Catering at Levels 1-4 please visit www.associationfornutrition.org



The Competence Framework in Nutrition for Catering

Competence 1	Fundamentals of Human Nutrition
1. Healthy eating guidelines	a) Select and apply reliable, evidence-based healthy eating guidelines to guide individual and group food choice / guide recipe and menu development . b) Know and be able to describe how dietary needs can differ by gender, age and physical activity level. c) Identify and describe the limitations of 'fad' diets.
2. Food groups and sources of nutrients	a) Understand the benefits of eating a variety of foods from different food groups in relation to healthy eating guidelines and nutrient intake. b) Know and be able to describe food sources of carbohydrate, protein and fat in relation to healthy eating guidelines.
3. Carbohydrates, proteins and fats and the production of energy.	a) Know and be able to describe how energy (kJ/kcal) provided by carbohydrates, proteins and fats contributes to the total energy in recipes and menus.
4. Energy requirements and energy balance	a) Know and be able to describe how individual energy requirements (kJ/kcal) may vary according to age, gender, activity and health status. b) Understand and describe the principles of energy balance and how this relates to weight control.
5. Eating patterns	a) Understand the importance of regular eating patterns and how this can relate to individuals and groups eating habits and dietary intake.
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 describe methods to promote appropriate portion size selection and control.
7. Food labels	a) Understand and interpret the nutrition information included on food labels to support individual and group food choice in relation to healthy eating guidelines / support menu development in relation to healthy eating guidelines .
8. Food preparation	a) Understand and be able to describe the impact of different food preparation and cooking techniques in relation to nutrition and healthy eating guidelines and in the development of healthier food choices .
9. Hydration and fluid/ beverage intake	a) Apply fluid intake guidelines and knowledge of appropriate drinks to support the provision of suitable beverages for individual, group and setting needs / support individuals and groups in meeting their relevant fluid intake levels .

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<p>10. Alcohol</p>	<p>a) Apply understanding of the alcohol content of beverages to provide choice in relation to alcohol intake limits. b) Be able to describe the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake.</p>
<p>11. Nutrition communication and safe practice</p>	<p>a) Be able to clearly and accurately communicate reliable evidence-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.</p>

Competence 2	Improving Health and Wellbeing
<p>1. Under and over nutrition, diet and health risks</p>	<p>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/ support or refer on.</p>
<p>2. Understanding and communicating healthier food choices</p>	<p>a) Understand and be able to interpret healthy eating guidelines in order to guide consumer choice of healthier food options / improve the nutritional content of a recipe or menu. b) Understand the relationship between nutrition, food choice and health, including disease risk factors.</p>
<p>3. Health effects of specific ingredients (e.g. salt, sugar, fats, additives)</p>	<p>a) Understand and able to describe the health effects associated with specific ingredients. b) Demonstrate how a recipe or menu can be adapted to alter specific ingredients/ nutritional content in relation to the needs of the individual or group.</p>
<p>4. Health based food choice</p>	<p>a) Understand and be able to describe appropriate menu options and alternative food choices for an individual with specific dietary requirements / make appropriate menu adaptations to provide a healthy and balanced option for individuals with specific dietary requirements. b) Understand and use information provided by nutrition professionals to make appropriate menu adaptations for individuals with specific dietary requirements.</p>
<p>5. Menu planning and recipe development</p>	<p>a) Understand and apply healthy eating guidelines and/or information provided by nutrition professionals to the development of recipes and menus, in order to provide healthy and balanced options to meet the needs of individuals or groups. b) Know the relevant nutrition requirements/ recommendations for specific sectors (hospitals, public sector, schools etc.).</p>



Competence 3	Food Allergies, Intolerances and Dietary Requirements
1. Food allergy, allergy ingredients and food labels	<ul style="list-style-type: none">a) Understand and be able to describe food allergens, reactions, allergy indications on labels and required kitchen protocols.b) Understand and comply with allergen legislation and be able to explain what information must be available and when/ where to seek information/ support.c) Apply knowledge of food allergens to modify a recipe to maintain nutritional balance.d) Apply and explain relevant procedures required to minimise contamination risk.e) Apply and explain the need for clear and prompt communication of allergy related information between FOH, BOH and the individual.
2. Food Intolerances	<ul style="list-style-type: none">a) Understand food intolerances and possible impacts on dietary intake.b) Be able to modify a recipe and menu to remove an ingredient or suggest alternatives, whilst maintaining nutritional balance.
3. Religious, cultural and ethical food choice	<ul style="list-style-type: none">a) Understand and able to describe specific food choices for religious, cultural and ethical reasons.b) Understand methods required for the appropriate preparation and cooking of foods for religious, cultural or ethical reasons.

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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