



Association  
for **Nutrition**

*Regulating Professionals – Raising Standards – Improving Health*



Learning Outcomes for

**AfN Certificate in  
Intermediate Nutrition Essentials  
for Catering**

2022



# Competence Framework in Nutrition for Catering

This document details the learning outcomes training courses must ensure students achieve for the successful awarding of:

- **AfN Certificate in Intermediate Nutrition Essentials for Catering**

(Detailing the name of recipient, course completed, course provider, competencies the course covered, name of AfN certificate awarded and date of award)

The three core competencies for Fitness and Leisure (alongside the Code of Practice) are:

- 1.1. Fundamentals of Human Nutrition (compulsory)
- 2.2. Improving Health and Wellbeing
- 3.3. Food allergies, intolerances and dietary requirements

All / **Front of House** / **Back of House**

## Learning Outcomes

### Core Competency 1: Fundamentals of Human Nutrition

(All of the learning outcomes for this competency must be achieved)

Competency Topic	Learning Outcomes to be achieved
1.1 Healthy eating guidelines	<p>Students should be able to identify and apply reliable, evidence-based, healthy eating guidelines to guide <b>individual or group food choice/recipe and menu development</b>.</p> <p>Students should know and be able to briefly describe how dietary needs can differ by gender, age and physical activity level.</p> <p>Students should be able to identify and briefly describe the limitations of 'fad' diets.</p>
1.2 Food groups & sources of nutrients	<p>Students should know and understand the contribution of a variety of foods from different food groups to meet carbohydrate, fat, protein, vitamin and mineral requirements. in relation to healthy eating guidelines.</p> <p>Students should know and be able to briefly describe the 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.</p>
1.3 Carbohydrate, protein and fat and the production of energy	<p>Students should know and be able to describe the amount of energy (kJ/kcal) provided by carbohydrates, proteins and fats, and how these contribute to the total energy in recipes and menus.</p>

Competency Topic	Learning Outcomes to be achieved
1.4 Energy requirements and energy balance	<p>Students should know and be able to describe how energy requirements (kJ/kcal) vary depending on age, gender, activity and health status.</p> <p>Students should know and be able to describe the principles of energy balance and the importance of maintaining a balanced diet.</p>
1.5 Eating patterns	<p>Students should know and be able to apply their 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.</p>
1.6 Portion size: meals, snacks and drinks	<p>Students should know, understand and be able to describe the impact of altering portion size on energy and nutrient intake.</p> <p>Students should know, understand and be able to describe methods to promote appropriate portion size selection and control.</p>
1.7 Food labels	<p>Students should know and be able to apply their understanding to the interpretation of nutrition information contained on food labels to support <b>individual and group food choice /menu and recipe development</b> in relation to healthy eating guidelines.</p>
1.8 Food preparation and cooking techniques	<p>Students should know, understand and be able to describe the impact of different food preparation and cooking techniques impact on nutrition, healthy eating guidelines and the development of healthier food choices.</p>
1.9 Hydration and fluid intake guidelines	<p>Students should know and be able to apply their understanding of hydration and fluid intake guidelines and knowledge of appropriate drinks to support <b>the provision of suitable beverages for individual, group and setting needs/ individuals and groups in meeting their relevant fluid intake levels.</b></p>
1.10 Alcohol	<p>Students should know and be able to apply their understanding of the average alcohol content of common beverages to provide choice in relation to alcohol intake limits.</p> <p>Students should know, understand and 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.</p>



Competency Topic	Learning Outcomes to be achieved
1.11 Nutrition communication and safe practice	<p>Students should be able to apply knowledge 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 level of understanding, language, culture and background.</p> <p>Students should know, understand the limits of own knowledge and competence and when to refer on or seek further information/ support.</p> <p>Students should know, understand and be able to describe the role and expertise of recognised nutrition professionals (ANutrs, RNutrs and RDs), who to refer to, when and how.</p>

**Core Competency 2: Improving health and wellbeing**  
(Including these learning outcomes is optional)

Competency Topic	Learning Outcomes to be achieved
2.1 Under and over nutrition and the health risks	<p>Students should be able to identify and describe groups or individuals who may be at risk of under and over nutrition and associated dietary behaviours/ choices.</p> <p>Students should know, understand and be able to briefly describe when and how to refer on or seek further information/ support</p>
2.2 Understanding and communicating healthier food choices	<p>Students should understand and be able to interpret healthy eating guidelines in order to <b>guide consumer choice of healthier food options/ improve the nutritional content of a recipe or menu.</b></p> <p>Students should understand the relationship between nutrition, food choice and health, including disease risk factors.</p>
2.3 Health effects of specific ingredients (e.g. salt, sugar, fats, additives)	<p>Students should know, understand and be able to describe the health effects associated with specific ingredients.</p> <p>Students should be able to 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>

Competency Topic	Learning Outcomes to be achieved
2.4 Health based food choice	<p>Students should know, 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.</p> <p>Students should understand and be able to use information provided by nutrition professionals to provide appropriate menu adaptations for individuals with specific dietary requirements.</p>
2.5 Menu planning and recipe development	<p>Students should 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 balanced options to meet the needs of individuals or groups.</p> <p>Students should know the relevant nutrition requirements/ recommendations for specific sectors (hospitals, public sector, schools etc).</p>

**Core Competency 3: Food allergies, intolerances and dietary requirements**  
(Including these learning outcomes is optional)

Competency Topic	Learning Outcomes to be achieved
3.1 Food allergy, allergy ingredients and food labels	<p>Students should know, understand and be able to describe food allergens, reactions, allergy indications on labels and required kitchen protocols.</p> <p>Students should understand and comply with allergen legislation and be able to explain what information must be available and when/ where to seek information/ support.</p> <p>Students should be able to apply their knowledge of food allergens to modify a recipe to maintain nutritional balance.</p> <p>Students should be able to apply and explain relevant procedures required to minimise contamination risk.</p> <p>Students should be able to apply and explain the need for clear and prompt communication of allergy related information between FOH, BOH and the individual.</p>



Competency Topic	Learning Outcomes to be achieved
3.2 Food Intolerances	<p>Students should know and understand food intolerances and possible impacts on dietary intake.</p> <p>Students should be able to apply their knowledge to modify a recipe and menu to remove an ingredient or suggest alternatives, whilst maintaining nutritional balance.</p>
3.3 Religious, cultural and ethical food choice	<p>Students should know and be able to apply understanding be able to describe specific food choices for religious, cultural and ethical reasons.</p> <p>Students should understand methods required for the appropriate preparation and cooking of foods for religious, cultural or ethical reasons.</p>

### Code of Practice (All Compulsory)

1. Students must know and be able to demonstrate their understanding of the boundaries of their role and responsibilities, including:

- Working within the limits of their knowledge, competence and skills
- Understanding the boundary of their role and when/how to refer on as appropriate
- The need to seek supervision when situations are beyond their competence and authority
- Promoting and demonstrating good practice as an individual and as a team member
- Being accountable for their own decisions and behaviours

2. Students must know and be able to demonstrate their understanding of the need to maintain their levels of competence, including:

- Maintaining competence within their role and field of practice
- Keeping knowledge and skills up-to-date to ensure safe and effective practice
- Understanding own development needs and make continuing improvements

3. Students must know and be able to demonstrate their understanding of the need to uphold basic standards of good character, including:

- Respect dignity, privacy and safety of individuals
- Ensuring actions are honest, trustworthy, reliable and dependable
- Ensuring services provided are delivered equally and inclusively
- Respecting the views, wishes and wellbeing of individuals

### **Notes on boundaries and responsibilities (All Compulsory)**

The competencies listed above are only for use by those working with the general (healthy) population.

A student successfully completing a certified course should be able to aid an individual in understanding how official guidelines are applied to their them and their food preferences and signpost to reputable information sources, such as NHS Choices, recognised health charities, Government advice and to suitably qualified medical and nutrition professionals. Completion of a certified course does not qualify an individual to provide prescribed, individualised or bespoke advice that goes outside of supporting achievement of official nutrition recommendations or in relation to an individual's medical condition(s).

Individuals requesting/requiring prescribed, individualised or bespoke advice in relation to nutrition, dietary advice in relation to medical conditions, dietary advice or support for the primary aim of influencing sporting/fitness performance (i.e. for elite/professional individuals or groups) should be promptly referred on to a suitably qualified medical or nutrition professional (ANutr, RNutr, RD).

**[www.associationfornutrition.org](http://www.associationfornutrition.org)**

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