



Association
for **Nutrition**

Regulating Professionals – Raising Standards – Improving Health



Learning Outcomes for

**AfN Certificate in
Introductory Nutrition Essentials
for Health & Social Care**

Competence Framework in Nutrition for Health & Social Care

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

- **AfN Certificate in Introductory Nutrition Essentials for Health & Social Care**

(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 Health & Social Care (alongside the Code of Practice) are:

- 1.1. Fundamentals of Human Nutrition (compulsory)
- 2.2. Health, Wellbeing and Clinical Health (optional)
- 3.3. Supporting Healthier Dietary Choices (optional)

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	Students should be aware of sources of reliable, evidence-based healthy eating guidelines.
1.2 Food groups & sources of nutrients	Students should be aware of the main food groups and the benefits of eating a variety of foods. Students should be aware of the food sources of carbohydrates, proteins and fats in relation to healthy eating guidelines.
1.3 Carbohydrate, protein and fat and the production of energy	Students should be aware of carbohydrates, proteins and fats provide different amounts of energy(kJ/kcal).
1.4 Energy requirements and energy balance	Students should be aware of the energy requirements (kJ/kcal) of the average male and female adult. Students should be aware of the principles of energy balance and how this relates to weight control.
1.5 Eating patterns	Students should be aware of the principles of regular eating patterns and their importance for a healthy and balanced diet.

Competency Topic	Learning Outcomes to be achieved
<p>1.6 Portion size: meals, snacks and drinks</p>	<p>Students should be aware of how portion size impacts on energy and nutrient intake.</p>
<p>1.7 Food labels</p>	<p>Students should be aware of nutrition information contained on food labels.</p>
<p>1.8 Food preparation and cooking techniques</p>	<p>Students should be aware of different food preparation and cooking techniques in relation to meeting healthy eating guidelines.</p>
<p>1.9 Hydration and fluid intake guidelines</p>	<p>Students should be aware of fluid intake guidelines, appropriate drinks and the importance of hydration for general health.</p>
<p>1.10 Alcohol</p>	<p>Students should be aware of reliable sources of information on alcohol intake limits and effects of excess intake.</p> <p>Students should be aware that alcohol contributes to energy (kJ/kcal) intake.</p> <p>Students should be aware that excess alcohol intake can impact of health status and common medical conditions</p>
<p>1.11 Nutrition communication and safe practice</p>	<p>Students should know the sources of accurate nutrition information and accurately communicate nutrition information.</p> <p>Students should be aware of the importance of communicating reliable evidence-based healthy eating guidelines clearly.</p> <p>Students should know the limits of own knowledge and competence and when to refer on or seek further information/ support.</p> <p>Students should be aware of the role and expertise of recognised nutrition professionals (ANutrs, RNutrs and RDs), who to refer to, when and how.</p>

Core Competency 2: Health, Wellbeing and Clinical Health

(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 aware that under and over nutrition can impact on health and disease.</p> <p>Students should be aware that medical conditions can impact on intake, absorption and utilization of nutrients.</p> <p>Students should be aware of screening tools such as MUST and when these should be used.</p>
2.2 Nutrition, body composition and health	<p>Students should be aware of the relationship between nutrition, body composition and health.</p>
2.3 Health effects of specific ingredients (e.g. salt, sugar, fats, additives)	<p>Students should be know how to find and identify reliable sources of evidence-based information which describe the health effects of specific ingredients in food.</p> <p>Students should be aware that nutrients/foods can interact with some medications (drug-nutrient interaction).</p>
2.4 Dietary Supplements	<p>Students should know how to find reliable sources of evidence which describe dietary supplements (& performance aids) and their limitations/risks.</p> <p>Students should be aware of potential/actual conflicts of interest surrounding the sale or recommendation of dietary supplements (& performance aids) within the workplace.</p> <p>Students should be aware dietary supplements (& performance aids) can interact with medications and/or impact on health/medical conditions.</p>
2.5 General strategies for promoting behaviour change in relation to nutrition	<p>Students should be aware there are a range of strategies and approaches to support behaviour change to meet healthy eating guidelines.</p> <p>Students should be aware of potential barriers to public health and wellbeing.</p> <p>Students should be aware of the importance of motivation in a manner appropriate and acceptable to the individual.</p>

Core Competency 3: Supporting healthier dietary choices

(Including these learning outcomes is optional)

Competency Topic	Learning Outcomes to be achieved
3.1 Health based food choice	Students should be aware there are health conditions which have specific dietary requirements.
3.2 Dietary Records	Students should be aware there are a range of ways to record dietary intake & their limitations.
3.3 Religious, cultural and ethical food choice	Students should be aware of reliable sources of information which describe food choice for religious, cultural and ethical reasons.
3.4 Understanding and communicating healthier food choices	Students should be aware that recipes and menus will contain ingredients/ foods with different nutritional contents. Students should know how to support individual's food choice to meet healthy eating guidelines. Students should be aware of local services that individuals can be referred/directed to, such as food banks, cooking classes, weight management services and diabetes-prevention programme provisions.
3.5 Food intolerances and allergies	Students should be aware of food intolerances and allergies and the need for individuals to avoid/ restrict certain foods. Students should be aware that food labels indicate common allergens.

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:

- a) Working within the limits of their knowledge, competence and skills
- b) Understanding the boundary of their role and when/how to refer on as appropriate
- c) The need to seek supervision when situations are beyond their competence and authority
- d) Promoting and demonstrating good practice as an individual and as a team member
- e) 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:

- a) Maintaining competence within their role and field of practice
- b) Keeping knowledge and skills up-to-date to ensure safe and effective practice
- c) 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:

- a) Respect dignity, privacy and safety of individuals
- b) Ensuring actions are honest, trustworthy, reliable and dependable
- c) Ensuring services provided are delivered equally and inclusively
- d) 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 or by those working within a multidisciplinary team within a clinical employment setting, where a suitably qualified clinical professional is the clinical lead and responsible for allocating support activities to suitably qualified and competent individuals.

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).

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