



Association
for **Nutrition**

Regulating Professionals – Raising Standards – Improving Health



Learning Outcomes for

**AfN Certificate in
Intermediate 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 Intermediate 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	<p>Students should be able to identify and apply reliable, evidence-based, healthy eating guidelines to guide individual or group food choice, and be aware there are official dietary guidelines for some medical conditions.</p> <p>Students should know and be able to briefly describe how dietary needs can differ by gender, age, physical activity level and any physical or mobility restrictions or disabilities.</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 understand the proportion of each food group required for a healthy and balanced diet to guide individual and group food choice 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 the 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 they are used in the body (ATP, aerobic and anaerobic metabolism).</p>

Competency Topic	Learning Outcomes to be achieved
<p>1.4 Energy requirements and energy balance</p>	<p>Students should know and be able to apply their understanding of energy requirements (kJ/kcal) for individuals depending on age, gender and activity level when guiding food choice in relation to healthy eating guidelines.</p> <p>Students should know and be able to apply their understanding of the principles of energy balance and the importance of maintaining a balanced diet that follows healthy eating guidelines when supporting individuals and groups to alter energy intake to support their body weight goals and know when/how to refer on.</p>
<p>1.5 Eating patterns</p>	<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>
<p>1.6 Portion size: meals, snacks and drinks</p>	<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>
<p>1.7 Food labels</p>	<p>Students should know and be able to apply their understanding to the interpretation of nutrition information contained on food labels to support individual and group food choice in relation to healthy eating guidelines and how to compare the nutrient content of two items in the same food group..</p>
<p>1.8 Food preparation and cooking techniques</p>	<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>
<p>1.9 Hydration and fluid intake guidelines</p>	<p>Students should know and be able to apply their understanding of hydration and fluid intake guidelines for general health and know what factors, including environment and health status, can impact on intakes and requirements.</p>

Competency Topic	Learning Outcomes to be achieved
<p>1.10 Alcohol</p>	<p>Students should know and be able to apply their understanding of the average alcohol content of common beverages to support dietary behaviour change.</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> <p>Students should know and understand how 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 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: Health, Wellbeing and Clinical Health

(Including these learning outcomes is optional)

Competency Topic	Learning Outcomes to be achieved
<p>2.1 Under and over nutrition and the health risks</p>	<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 and be able to briefly describe how under or over nutrition can impact on disease progression or recovery.</p> <p>Students should know, understand and be able to briefly describe when and how to refer on or seek further information/ support.</p> <p>Students should know and understand how medical conditions can impact on intake, absorption and utilization of nutrients.</p> <p>Students should know of screening tools such as MUST, which are used in their workplace, understand and be able to briefly describe when these should be used and who is responsible for performing these.</p>

Competency Topic	Learning Outcomes to be achieved
<p>2.2 Nutrition, body composition and health</p>	<p>Students should know, understand and be able to describe the relationship between nutrition, body composition and health and disease risk factors, and how this can be used to help guide food choice in relation to healthy eating guidelines.</p> <p>Students should know common methods of measuring body composition and health status and understand any limitations of these measurement tools.</p>
<p>2.3 Health effects of specific ingredients (e.g. salt, sugar, fats, additives)</p>	<p>Students should know, understand and be able to describe the health effects associated with specific ingredients in food.</p> <p>Students should know common myths regarding some ingredients/nutrients and health/medical conditions.</p> <p>Students should know there are health effects associated with specific ingredients and be able to describe 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 there are regulations/ guidelines for the intake of specific ingredients for some sectors, such as hospitals, schools, prisons.</p> <p>Students should know nutrients/foods that can interact with common medications (drug-nutrient interaction), and the potential impact of this on nutrition and health.</p>
<p>2.4 Dietary Supplements</p>	<p>Students should know, understand and be able to describe the evidence and limitations/risks related to the use of dietary supplements (& performance aids).</p> <p>Students should know, understand and be able to manage conflicts of interest surrounding sale of dietary supplements (& performance aids) within the workplace.</p> <p>Students should know and understand that dietary supplements (& performance aids) can interact with medications and/or impact on health/medical conditions.</p>
<p>2.5 General strategies for promoting behaviour change in relation to nutrition</p>	<p>Students should know, understand and be able to select and apply appropriate strategies to support individual and group behaviour change to meet healthy eating guidelines.</p> <p>Students should know, understand and be able to describe a range of potential barriers to public health and wellbeing.</p> <p>Students should know and understand why motivation in a manner appropriate and acceptable to the individual is important, and be able to briefly describe different motivation tools/techniques.</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	<p>Students should know, understand and be able to describe appropriate food choices 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 describe appropriate dietary adaptations or food choices for individuals with specific dietary requirements.</p>
3.2 Dietary Records	<p>Students should know and be able to apply their understanding to use dietary records as a tool to support behaviour change (e.g. food diary, food recall and food frequency questionnaires) when guiding food choice in relation to healthy eating guidelines and know the limitations of these tools.</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 and know how appropriate foods can be identified when making food choices.</p> <p>Students should understand methods required for the appropriate preparation and cooking of foods for religious, cultural or ethical reasons.</p>
3.4 Understanding and communicating healthier food choices	<p>Students should understand and be able to interpret healthy eating guidelines in order to guide healthier food choices.</p> <p>Students should understand the relationship between nutrition, food choice and health, including disease risk factors.</p> <p>Students should be know how to find local services that individuals can be referred/directed to, such as food banks, cooking classes, weight management services and diabetes-prevention programme provisions, and understand how to refer or direct individuals to these.</p>
3.5 Food intolerances and allergies	<p>Students should know and understand the difference between food intolerances and allergies, and the possible impacts these can have on dietary intake.</p> <p>Students should be know how food labels indicate common allergens and understand the difference between free-from, non-containing, may-contains and contains.</p> <p>Students should know and be able to describe where to seek information/ support for those with food intolerances and allergies in making food choices.</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:
 - 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).

