



Association
for **Nutrition**

Regulating Professionals – Raising Standards – Improving Health



Learning Outcomes for

**AfN Certificate in
Advanced 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 Foundational 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 Fitness and Leisure (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, apply and explain the need for reliable, evidence-based, healthy eating guidelines to guide individual or group food choice, and know where to find official dietary guidelines for medical conditions.</p> <p>Students should know, understand and be able to explain how dietary needs can differ by gender, age and physical activity level and any physical or mobility restrictions or disabilities.</p> <p>Students should be able to identify and describe the limitations of 'fad' diets and potential risks.</p>
1.2 Food groups & sources of nutrients	<p>Students should know, understand and be able to explain the contribution of a variety of foods from different food groups and key food sources of macronutrients and the micronutrients vitamins A, C, D, E, calcium, iron, zinc and sodium to individual or group food choice, in relation to healthy eating guidelines, taking into consideration availability, affordability and sustainability.</p>
1.3 Carbohydrate, protein and fat and the production of energy	<p>Students should know, understand and be able to explain the amount of energy (kJ/kcal) provided by carbohydrates, proteins and fats, and know and be able to briefly describe how/when 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, understand and be able to explain the energy requirements (kJ/kcal) of individuals and how these can vary depending on age, gender and activity level.</p> <p>Students should know, understand and be able to apply their knowledge to explain 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 body weight goals and when to refer on.</p>
<p>1.5 Eating patterns</p>	<p>Students should know, understand and be able to apply their knowledge of regular eating patterns and be able to explain how this may relate to individuals and groups eating habits and 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 be able to identify, explain and apply specific strategies for providing and promoting appropriate portion sizes in relation to healthy eating guidelines.</p> <p>Students should be able to apply their knowledge to explain the impact of altering portion size on energy and nutrient intake.</p>
<p>1.7 Food labels</p>	<p>Students should know, understand and be able to apply their knowledge to explain how to interpret 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 apply their knowledge to explain how different food preparation and cooking techniques impact on nutrition and on following healthy eating guidelines.</p>

Competency Topic	Learning Outcomes to be achieved
<p>1.9 Hydration and fluid intake guidelines</p>	<p>Students should know, understand and be able to apply their knowledge to explain hydration and fluid intake guidelines for general health.</p> <p>Students should be able to apply their knowledge to explain appropriate drinks for good hydration.</p> <p>Students should know and be able to apply ways to support individuals and groups in meeting their relevant fluid intake levels.</p> <p>Students should know and understand what factors, including environment and health status, can impact on intakes and requirements.</p>
<p>1.10 Alcohol</p>	<p>Students should be able to know, understand and be able to apply their knowledge to explain the average alcohol content of common beverages and alcohol intake limits to support dietary change.</p> <p>Students should know, understand and be able to apply their knowledge to explain the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake.</p> <p>Students should know, understand and be able to describe 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 select and apply appropriate communication methods to explain reliable evidence-based healthy eating guidelines and nutrition information, consistent with the needs of the individual/ group, workforce and public.</p> <p>Students should be able to develop and apply protocols for the communication of nutrition information across the workforce and to the public.</p> <p>Students should know, understand and be able to explain 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 explain 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 apply their knowledge to provide and explain food options which alter nutrient intake for the needs of specific individuals or groups at risk of under and over nutrition</p> <p>Students should know and be able to explain why under or over nutrition can impact on disease progression or recovery.</p> <p>Students should know, understand and be able to explain when and how to refer on or seek further information/ support.</p> <p>Students should know, understand and be able to explain how medical conditions can impact on intake, absorption and utilization of nutrients.</p> <p>Students should apply their knowledge and understanding of screening tools such as MUST, to explain which are used in their workplace, when these should be used and who is responsible for performing these.</p>
<p>2.2 Nutrition, body composition and health</p>	<p>Students should be able to apply their knowledge and understanding of the relationship between nutrition, body composition and health and disease risk factors, to explain these and how they can guide food choice in relation to healthy eating guidelines.</p> <p>Students should know common methods of measuring body composition and health status and be able to apply their knowledge and understanding to briefly describe 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 explain the health effects associated with specific ingredients in food.</p> <p>Students should be able to respond appropriately to basic questions on common myths regarding ingredients/nutrients and health/medical conditions.</p> <p>Students should know and understand that there are health effects associated with specific ingredients and be able to explain 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 know and understand why 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 be able to describe the potential impact of this on nutrition and health.</p>

Competency Topic	Learning Outcomes to be achieved
<p style="text-align: center;">2.4 Dietary Supplements</p>	<p>Students should know, understand and be able to explain the evidence and limitations/risks related to the use of dietary supplements (& performance aids).</p> <p>Students should know, understand and be able to explain and manage conflicts of interest surrounding sale of dietary supplements (& performance aids) within the workplace.</p> <p>Students should know, understand and be able to explain that dietary supplements (& performance aids) can interact with medications or impact on health/medical conditions.</p>
<p style="text-align: center;">2.5 General strategies for promoting behaviour change in relation to nutrition</p>	<p>Students should know, understand, select and apply and be able to explain appropriate strategies to support individual and group behaviour change to meet healthy eating guidelines.</p> <p>Students should know and understand a range of potential barriers to public health and wellbeing and be able to apply this to aiding individuals to self-identify factors that affect their health.</p> <p>Students should know and understand why motivation in a manner appropriate and acceptable to the individual is important, and be able to identify and explain different motivation tools/techniques suitable for different individuals.</p>

Core Competency 3: Supporting healthier dietary choices
(Including these learning outcomes is optional)

Competency Topic	Learning Outcomes to be achieved
<p style="text-align: center;">3.1 Health based food choice</p>	<p>Students should understand the impact of specific food choices made for health reasons on the overall diet and apply knowledge of relevant regulations and guidelines.</p> <p>Students should know and describe when to seek information/support from nutrition professionals, and be able to apply this to ensure food provision and dietary advice is suitable for individuals with specific dietary requirements.</p>

Competency Topic	Learning Outcomes to be achieved
<p>3.2 Dietary Records</p>	<p>Students should know and be able to apply understanding to use and explain how dietary records can be used 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 briefly describe the limitations of these tools.</p>
<p>3.3 Religious, cultural and ethical food choice</p>	<p>Students should understand the potential impacts of specific food choices for religious, cultural and ethical reasons on diet composition.</p> <p>Students should be able to apply their knowledge to describe how religious, cultural and ethically appropriate foods can be identified when making food choices.</p> <p>Students should know and be able to apply understanding to explain methods required for the appropriate preparation and cooking of foods for religious, cultural or ethical reasons.</p>
<p>3.4 Understanding and communicating healthier food choices</p>	<p>Students should be able to apply their knowledge and understanding to provide support for making healthier food choices.</p> <p>Students should understand and be able to explain how altering dietary habits can contribute to the meeting of healthy eating guidelines.</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 use their understanding to describe how to refer or direct individuals to these services.</p>
<p>3.5 Food intolerances and allergies</p>	<p>Students should be able to apply their knowledge and understanding to describe the difference between food intolerances and allergies, and the possible impacts these can have on dietary intake.</p> <p>Students should be know and understand how food labels indicate common allergens and be able to briefly describe the difference between free-from, non-containing, may-contains and contains.</p> <p>Students should know and be able to explain where and how 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).

