Individuals can use this template to help them identify the evidence that demonstrates their acquisition of foundational **knowledge, understanding and skills** in Nutrition at a **minimum of honours-degree level,** ahead of transferring the information onto the online application form.

This template mirrors what you need to submit online on the Competency Mapping Form A Tab and **should be used in conjunction with the Competency Requirements for Registered Associate Nutritionist Registration to confirm the relevant competence level of each sub-competency and the guidance for RNutr portfolio applications.**

You must provide evidence to clearly demonstrate to the assessor your achievement of each sub-competency. Each piece of evidence should be uniquely numbered and start the file name. This number should then be entered in the Example Number column, to indicate to the assessor which document you wish them to review, in respect to your achievement of that sub-competency.

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| **CORE COMPETENCY 1: Professional Conduct and Practice** | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| **CC1a – Demonstrate ethical and professional practice through upholding the AfN Standards of Ethics, Conduct and Performance, including, but not limited to:**   * Identifying and applying the principles of equality, diversity, equity and inclusion (EDEI) that should be fully considered, assessed and applied throughout all areas of practice and activities * Working within your own scope of practice, appreciating the limits of your skills and knowledge, being aware of AfN Standards for Independent and Freelance Practice, referral pathways and in compliance with legal requirements * Applying the scientific principles learnt through your education and continuing professional development (CPD) to your practice and public activities |  |  |
| **CC1b – Apply appropriate communication skills throughout all areas of practice, by:**   * Establishing appropriate professional relationships, collaborating effectively and ethically, including, but not limited to, with health/medical professionals and in brand, sponsorship and influencer activities * Respecting and reflecting the current scientific evidence which underpins your practice and activities, enabling informed choices about nutrition * Presenting nutritional science information to a range of audiences in a suitable format across different communication media * Checking that the information you have provided is accurate and has been understood correctly, including when communicated in different languages |  |  |
| **CC1c – Demonstrate development of professional practice and competence, by:**   * Planning, undertaking, and keeping records of relevant CPD, demonstrating learning through reflective practice * Identifying opportunities to access evidence, understanding the importance of keeping up to date with relevant developments in your field of practice * Identifying and upholding best practice standards, legislation, official guidelines, policies and protocols, assessing risk, evaluating and adapting own practice * Understanding and describing the importance of mentorship to the development of your practice and the profession, including peer-to-peer and RNutr-to-ANutr |  |  |

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| **CORE COMPETENCY 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC2a | List and outline the human/animal body functions pertinent to nutritional science |  |  |
| CC2b | Discuss the process of digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods or feeds |  |  |
| CC2c | Define what nutrients are and how they are used by the body, explaining how to assess nutritional status and the consequences of nutrient deficiency |  |  |
| CC2d | Explain the relationship between different metabolic pathways, how they work together to meet the bodies demand for nutrients, and how nutritional needs change with, for example, age, sex, physical activity and lifestyle in human or animal systems |  |  |
| CC2e | Explain the nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease and cancer |  |  |
| CC2f | Summarise the general principles underpinning, and strengths and limitations of, common methods of assessment of nutritional status including clinical, anthropometric, dietary, biochemical, physiological, and functional methods |  |  |
| CC2g | Discuss and apply appropriate methods required to accurately assess, measure and/or report on estimation of energy balance; energy expenditure; body mass; body composition; how body mass and energy balance are controlled |  |  |
| CC2h | Explain the hierarchy of evidence, recognising strengths, weaknesses and limitations of different study designs and research methods to critically analyse research outcomes and evaluations, including emerging and developing areas of research |  |  |
| CC2i | Plan, conduct, analyse and report on nutrition research, carrying out sample selection in accordance with the basic principles of good research practice |  |  |
| CC2j | Obtain and report nutrition-related data using qualitative, quantitative and statistical research methods using appropriate study design |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC3a | Identify staple foods, main sources of key nutrients and novel foods for different population groups |  |  |
| CC3b | Explain how the following affect the chemical composition and nutritional quality of food/feed and diet:   * + Agricultural, production and transportation methods   + Methods of cooking, such as boiling, steaming, frying, etc., and storage   + Preparation, preservation, additives, fortification   + Sources of food or feed supply   + The food matrix |  |  |
| CC3c | Discuss the links between nutrition and sustainability, recognising national and international frameworks and terminology, and outlining associated issues, including environmental, societal, educational, financial and political challenges to sustainable diets, food systems and supply chains |  |  |
| CC3d | Identify and explain the role nutrients and non-nutrient components of foods/feeds and drinks can have on diet and health, including drug-nutrient and nutrient-nutrient interactions |  |  |
| CC3e | Locate and access official guidance on the regulation of nutrition and health claims and understand how these apply in practice to labelling, communications/ marketing and nutrition professionals |  |  |
| CC3f | Explain, and develop practical skills in, the methods used to analyse and modify food composition |  |  |
| CC3g | Analyse and calculate the nutrient content of foods/feeds and diets of an individual or group, justifying your chosen method of dietary assessment |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC4a | Discuss the factors that affect diet and nutritional needs, intake and practices, including the importance of religious and cultural beliefs, socio-economic, geographical, and environmental factors |  |  |
| CC4b | Explain the importance of large nutrition-related data sets and big data, and how it can be used to reveal patterns, trends and associations, and drive change |  |  |
| CC4c | Discuss how individual and population dietary patterns and preferences can change over time, identifying the difference between dietary trends and requirements |  |  |
| CC4d | Understand behaviour change theories and how they can be used to improve health, applying this to the design, implementation and evaluation of a nutritional intervention |  |  |
| CC4e | Apply theories of nutrition health education and promotion to public health messages |  |  |
| CC4f | Design a diet that meets the specific needs of an individual, or group, considering factors such as age, sex, physical activity, lifestyle, religion, culture, and socio-economic background |  |  |
| CC4g | Discuss the methods used to measure dietary, nutrient and activity patterns of individuals, the general population, and population sub-groups, and be able to extract and report on data that can be collected from these |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC5a | Discuss the scientific basis for the measurement and estimation of nutritional requirements and identify and report dietary reference values for the general population and population sub-groups |  |  |
| CC5b | Summarise the general principles and methods associated with determining the efficacy, health attributes, health claims, safety, and legal aspects of foods/feeds, drinks and supplements |  |  |
| CC5c | Explain the relationship between diet and:   * Disease * Life stage * Mental health * Physical activity |  |  |
| CC5d | Identify and apply methods to review population intakes, interventions or policies, explaining the significance of evaluation in relation to setting, maintaining and driving public health agendas |  |  |
| CC5e | Combine information from a variety of sources to identify or propose solutions to improve human health, diet quality, animal welfare, productivity, food production or sustainability |  |  |
| CC5f | Explain and promote the role and importance of food and nutrition literacy at an individual and population level |  |  |

**Competency Mapping Form B Template**

**Application of knowledge and skills**

Individuals can use this section of the template to help them identify the evidence that demonstrates their **Professional Experience** in Nutrition **within a Specialist Area of Competence,** ahead of transferring the information onto the online application form.

This template mirrors what you need to submit online on the Competency Mapping Form B Tab and **should be used in conjunction with the Competency Requirements for Registered Nutritionist Registration to confirm the relevant competence level of each sub-competency and the Guidance for RNutr Portfolios.**

You must provide evidence to demonstrate your achievement of Core Competency 1 **PLUS** the Core Competencies for the specialist area(s) of practice you are applying for registration under. For example, if you are applying for registration with a specialist area of Animal Nutrition, you must demonstrate CC1 plus AN2-AN5.

If you work across two specialist areas of practice, you can apply for dual specialism. If you wish to be assessed for two specialist areas of practice, you will need to demonstrate your achievement of the competencies for both specialist areas of practice. For example, if you are applying for registration with the specialist areas of Public Health and Nutrition Science, you must demonstrate CC1 plus PH2-PH5 and NS2-NS5.

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| **CORE COMPETENCY 1**  (All RNutr to demonstrate) | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| **CC1a – Demonstrate ethical and professional practice through upholding the AfN Standards of Ethics, Conduct and Performance, including, but not limited to:**   * Identifying and applying the principles of equality, diversity, equity, and inclusion (EDEI) that should be fully considered, assessed, and applied throughout all areas of practice and activities * Working within your own scope of practice, appreciating the limits of your skills and knowledge, being aware of the AfN Standards for Independent and Freelance Practice, referral pathways and in compliance with legal requirements * Applying the scientific principles mastered through your education and continuing professional development (CPD) to your professional practice and public activities |  |  |
| **CC1b – Apply appropriate communication skills throughout all areas of practice, by:**   * Establishing appropriate professional relationships, collaborating effectively and ethically, including, but not limited to, with health/medical professionals and in brand, sponsorship, and influencer activities * Respecting and reflecting the current scientific evidence which underpins your practice and activities, enabling informed choices about nutrition * Advising on and presenting nutritional science information and research findings to a range of audiences in a suitable format across different communication media * Checking that the information you have provided is accurate and has been understood correctly, including when communicated in different languages |  |  |
| **CC1c – Demonstrate development of professional practice and competence, by:**   * Undertaking CPD activities and reflective practice in accordance with AfN requirements, submitting CPD record for assessment if selected for audit * Keeping up to date with relevant research developments, using research to develop the evidence base, critiquing, and applying findings to improve own practice * Keeping up to date and, where appropriate, participating in the development of food and nutrition policies (e.g., through contributions to scientific committees, expert groups, or consultation responses), and explaining where these align with international policies * Developing and/or applying policies to assess risk, and evaluating and adapting own practice in line with best practice standards, legislation, official guidelines, policies, and protocols * Participating in and recognising the importance of mentorship to the development of your practice and the profession, including peer-to-peer and RNutr-to-ANutr |  |  |
| **CC1d – Demonstrate awareness of developing evidence base and its application in practice, by:**   * Promoting the role of nutrition in sustainability, recognising national and international frameworks and terminology, and outlining associated issues * Accessing, obtaining, and analysing relevant data from large nutrition-related data sets, such as NDNS, Kantar, AHDB, PFMA and ONS\*, and big data sets, such as Google Trends, applying findings to the development of research, policies, activities, and programmes * Identifying gaps in the evidence base, recognising their associated limitations and opportunities, appropriate to your professional context * Advising on the general principles and methods associated with factors including determining the efficacy, health attributes, nutrition and health claims, safety and legal aspects of foods/feeds and drinks, and the use of supplements |  |  |

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| **Specialist Area of Practice Applying For:** | **You must also demonstrate:** |
| * Animal Nutrition | * AN2 – AN5 |
| * Food Science/Industry | * FN2 – FN5 |
| * Healthcare- Medical | * HC2-HC5 |
| * Nutrition Science | * NS2 – NS5 |
| * Public Health | * PH2- PH5 |
| * Sports & Exercise | * SE2 – SE5 |

**ANIMAL NUTRITION**

Those applying for the specialist area of ‘Animal Nutrition’ must also demonstrate:

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| AN2a | Explain the science underpinning current feed policy |  |  |
| AN2b | Explain the complementarity between the food needs of humans and your nominated species of expertise, and how this can impact on owner/public understanding of the needs of the animal |  |  |
| AN2c | Accurately assess the nutritional requirements for maintenance and production or performance in your nominated species of expertise (growth, lactation, egg production, sport etc.) |  |  |
| AN2d | Design and implement a feeding programme to meet the needs of specific clients/species |  |  |
| AN2e | Apply computerised methods to calculate ration/feed formulation and describe the assumptions these methods make and their limitations |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| AN3a | Explain feed manufacturing and development processes, describing:   * The quality control systems and microbiological safety issues in production * The importance of sustainability in feed production and procurement * Bioavailability of nutrients in feed * Adaptation of systems to improve nutritional value of feed * Reformulation, fortification, and functional feeds * Legislation for the control of feeds, their use/marketing and labelling |  |  |
| AN3b | Describe the effects of dietary constituents, species variations and different processing techniques on the composition of animal-origin foods and the possible impact on human nutrition/health and sustainability |  |  |
| AN3c | Communicate practical dietary advice following official guidelines on the nutritional requirements and considerations during health, disease, and recovery of your nominated species of expertise |  |  |
| AN3d | Advise on feedstuffs and ingredients, detailing their chemical composition, nutritive value, potential anti-nutrients, and toxins |  |  |
| AN3e | Identify and develop solutions to feeding management problems for your nominated species of expertise |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| AN4a | Describe the impact on feed choice, dietary intake and feeding practices, related to:   * Human health and nutrition trends (including obesity and diet trends) * Human behaviour and perception * Animal behaviours regarding season, age, reproductive status, and resource competition * Marketing, including campaigns, labelling strategies, and veterinary promotion * Food and feed prices * Feed systems |  |  |
| AN4b | Advise and influence owners/managers/farmers to make positive nutritional choices for the maintenance, production, performance, health, and welfare of your nominated species of expertise |  |  |
| AN4c | Identify and advise on how the feeding behaviours of your nominated species of expertise impacts on nutrient requirements, digestion, health, natural behaviour, and welfare |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| AN5a | Describe the development and production process of specialist feeds and supplements, such as balanced energy-protein supplements or supplements to pasture |  |  |
| AN5b | Identify dietary needs of specified animals, using markers of nutritional status and diet related health, applying findings to research, or development of feed strategies |  |  |
| AN5c | Advise on the impact of animal feeding and management on the risk of animal/zoonotic diseases and disorders such as acidosis, ketosis, laminitis, post-weaning diarrhoea, parasite control, locomotor disorders, digestive and metabolic disorders |  |  |
| AN5d | Calculate requirements, and based on the results, advise on the development, and support the implementation, of feeding programmes, to meet the needs of the individual animal/herd (such as managing obesity, feed sensitivity, production gains, age, fertility) |  |  |

**FOOD SCIENCE / INDUSTRY**

Those applying for the specialist area of ‘Food’ must also demonstrate:

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| FN2a | Explain the science underpinning current food policy |  |  |
| FN2b | Accurately assess the nutritional content/contribution of food and food products, interpreting results, and reporting on them in multiple settings, formats, and platforms, appropriate to your area of work |  |  |
| FN2c | Analyse and evaluate food intake records, recipes and/or diets, either manually, or using appropriate computer programmes |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| FN3a | Explain food manufacturing and development processes, describing:   * The quality control systems and microbiological food safety issues in production * The importance of sustainability in food production and procurement * Bioavailability of nutrients in food * Adaptation of systems to improve nutritional value of food * Reformulation, fortification, and functional foods |  |  |
| FN3b | Communicate practical dietary advice following accurate dietary assessment and application of dietary or nutritional guidelines, in multiple groups, sub-groups, and settings |  |  |
| FN3c | Apply dietary or nutritional guidelines to product development, menu, or meal planning, marketing, or other consumer communications |  |  |
| FN3d | Interpret food labels, guideline daily amounts and front of pack labelling to advise your practice |  |  |
| FN3e | Develop guidance, systems or plans around food safety, food hygiene, sustainability and/or environmental awareness |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| FN4a | Describe how the following can impact on food choice and dietary intake:   * New developments in food science, including reformulation * Socio-cultural settings, including high- and low-income communities * Psychological and societal factors * Marketing, including campaigns, labelling strategies and store tours |  |  |
| FN4b | Identify socio-economic disparities in nutrition and food choice, designing where appropriate new products, research, or interventions to address them |  |  |
| FN4c | Advise on food processing, manufacturing, and preparation/service needs associated with specific population groups, considering age, sex, cultural and socio-economic background, specific dietary requirements, and health issues |  |  |
| FN4d | Apply the principles of behaviour change in your practice as a food nutritionist and, where appropriate, in intervention design, implementation and evaluation, recognising and developing plans to overcome barriers to implementation |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| FN5a | Describe the development and production process of specialist dietary products, such as balanced energy-protein supplements |  |  |
| FN5b | Explain how national programmes, such as universal fortification programmes, are developed and implemented |  |  |
| FN5c | Identify health needs of specified individuals, groups, and communities, using markers of nutritional status and diet related health, applying findings to research, or development of menus or food products |  |  |
| FN5d | Advise on healthy catering, menus and/or healthy product development taking account of current standards and guidelines |  |  |

**HEALTHCARE - MEDICAL**

Those applying for the specialist area of ‘Healthcare – Medical’ must also demonstrate:

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| **CORE COMPETENCY 1**  (Additional competencies to demonstrate in CC1) | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC1e | Demonstrate Good Medical Practice by holding continuing registration with the General Medical Council (GMC), adhering to the GMC ethical guidance framework |  |  |
| CC1f | Apply the principles of medico-legal ethics when dealing with complex nutritional and hydration care, especially when involved in end-of-life care and withholding or withdrawal of artificial feeding |  |  |
| CC1g | Identify referral pathways and other health care professionals within clinical and community/support settings with expertise in nutrition |  |  |

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| HC2a | Identify the processes involved in the disruption to homeostasis of nutrition in diseased, physiologically, and surgically altered states, including starvation, hypermetabolic and catabolic states |  |  |
| HC2b | Apply appropriate methods to assess nutritional status, including history and physical examination, growth charts, laboratory, body composition, and diagnosis and treatment of nutrient deficiencies and excess |  |  |
| HC2c | Manage chronic conditions, identifying nutritional causes and consequences, and recognising inter-individual differences in dietary response |  |  |
| HC2d | Calculate macro- and micro-nutrient, and energy needs and DRVs in health and disease, acknowledging the relationship between DRVs and the % RI/NRV used on the labels of vitamin and mineral supplements |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| HC3a | Advise on the role of alcohol in relation to the following: energy, toxin, social and the management of over-consumption |  |  |
| HC3b | Identify and manage food allergies and intolerances, advising on impact on food choices and referring on, when required, for suitable nutrition support |  |  |
| HC3c | Manage specialised diets and dietary patterns, including, DASH (Dietary Approach to Stop Hypertension), ‘Mediterranean’, Special/ Adapted Diets, and supplementation, advising on food choices and preparation |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| HC4a | Describe basic mental health and illness paradigms including addictive behaviour patterns e.g., alcohol consumption, extreme dietary restrictions, disordered eating and eating disorders |  |  |
| HC4b | Describe specific nutrition-related medical needs during the life course such as pregnancy, breast feeding, ageing and end of life care |  |  |
| HC4c | Identify and influence nutritional choices in health and disease |  |  |
| HC4d | Deliver, refer, or signpost to, social and behavioural interventions at population and individual levels |  |  |
| HC4e | Avoid weight stigma (obesity and cachexia) in all aspects of practice, including verbal and written communications |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| HC5a | Describe the changes in nutritional demands and body composition relating to acute and chronic ill health, and their management, including:   * Fluid and hydration (including over-hydration), lean mass, fat mass * Functional nutritional state * Reductive adaptation, refeeding syndrome * Ageing, sarcopenia, cachexia * Under- and over-nutrition |  |  |
| HC5b | Identify appropriate uses of oral, enteral, and parenteral methods of nutritional support, and routes of delivering feed e.g., enteral tube feeding NG, PEG, and post-pyloric, confirming safe placement of device and recognising the influence of medication |  |  |
| HC5c | Explain the impact of gastro-intestinal surgical intervention of the gastro-intestinal tract; peri-operative nutrition, enhanced recovery, and long-term consequences |  |  |
| HC4d | Identify and manage diseases and conditions related to your specific area of medical practice, referring for specialist support when appropriate. Including, but not limited to:   * Diagnose and manage intestinal failure, referring to appropriate specialities including regional or national intestinal failure centres for advice and on-going care * Using and interpreting results from validated tools for screening for malnutrition e.g., ‘MUST’ (Malnutrition Universal Screening Tool) * Identify and manage malnutrition, including under- and over-nutrition, in critically ill patients and patients living with obesity, proving appropriate weight management advice * Identify eating disorders, referring for specialist help when appropriate * Developing/delivering food, nutrition, and health policies |  |  |

**NUTRITION SCIENCE**

Those applying for the specialist area of ‘Nutrition Science’ must also demonstrate:

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| NS2a | Explain the evidence behind the protective/adverse roles of dietary bioactive compounds |  |  |
| NS2b | Explain the evidence surrounding genetics, epigenetics, gene-nutrient interactions, and foetal programming |  |  |
| NS2c | Examine factors which can affect the following:   * Cellular integrity * Energy metabolism and expenditure * Bioavailability of micro and macronutrients |  |  |
| NS2d | Identify and describe factors affecting the nutritional significance of minerals and trace elements, their absorption, storage, and excretion, designing ways to prevent mineral deficiencies and excess |  |  |
| NS2e | Investigate the mechanistic basis of the action of nutrients in the body, and/or food components associated with protection against diseases, such as CVD and cancers |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| NS3a | Describe the biological mechanisms underpinning health risk assessment and epidemiology |  |  |
| NS3b | Explain the health benefits and/or risks of reformulation, fortification, novel, and functional foods |  |  |
| NS3c | Advise colleagues, legislators, non-governmental organisations and/or other organisations on matters related to nutritional science, in multiple settings |  |  |
| NS3d | Advise on the development and implementation of nutritional strategies, for example in areas of food poverty, famine, or chronic malnutrition |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| NS4a | Describe how the following can impact on food choice and dietary intake:   * New developments in food science, including reformulation * Socio-cultural settings, including high- and low-income communities * Psychological and societal factors |  |  |
| NS4b | Provide advice on the scientific evidence related to the dietary management of health and disease states |  |  |
| NS4c | Formulate research questions and design research and interventions to examine the impact of diet availability and dietary habits on public health and healthy development |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| NS5a | Explain the underpinning science and practicalities of strategies for improving nutrition at the population level |  |  |
| NS5b | Explain the impact of the processing of foods on health |  |  |
| NS5c | Identify gaps, formulate research questions and/or conduct research on the mechanistic aspects of nutrition related to health status or life-stage |  |  |
| NS5d | Design, implement and evaluate studies, interventions, or policies, disseminating the findings to multiple audiences, across multiple platforms |  |  |

**PUBLIC HEALTH NUTRITION**

Those applying for the specialist area of ‘Public Health’ must also demonstrate:

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| PH2a | Advise on how the demands of physical activity impacts metabolism, nutrient and fluid needs, how this affects energy and nutrition requirements, and how individual needs may differ from population level dietary reference values |  |  |
| PH2b | Accurately assess diet in several different population groups and settings, using anthropometry, dietary records and/or biomarkers, communicating, reporting, and advising on results appropriately |  |  |
| PH2c | Measure, describe and interpret patterns of food/nutrient intake or markers of nutrition |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| PH3a | Explain how the sociology and politics of institutions and other stakeholders might affect or be affected by changes in the national and global food supply |  |  |
| PH3b | Explain the importance of sustainability and equity as it relates to the development and delivery of public health programmes |  |  |
| PH3c | Undertake modelling exercises to determine impact of changes in food composition or consumption, e.g., as a result of reformulation |  |  |
| PH3d | Translate food information to nutrients, using it to advise multiple groups and settings, and/or research |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| PH4a | Explain the principles of controlling non-communicable diseases |  |  |
| PH4b | Explain the social determinants of health, considering relevant research developments |  |  |
| PH4c | Advise on healthy diets and nutrition, including how to modify food/nutrient intake, at individual and population level, considering factors such as age, sex, religion, culture, socio-economic background, disability, cooking skills and physical activity, in multiple settings across multiple platforms |  |  |
| PH4d | Advise, and where appropriate support evidence development, on how behavioural/social aspects of nutrition can impact on different population groups – at either a local, national, or international level, and for both low- and high-income communities |  |  |
| PH4e | Incorporate behaviour change techniques into activities developed for multiple populations (at individual, group, or population level), targeted at the needs of the specific audiences |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| PH5a | Explain the pathways involved in nutrition-related referrals, e.g., for diabetes and eating disorders within the UK National Health Service (NHS), and other healthcare systems (such as private and international, where appropriate) |  |  |
| PH5b | Support, develop and/or implement evidence-based food, nutrition and health policies, strategies and/or programmes, for multiple population groups and settings, undertaking effective stakeholder engagement |  |  |
| PH5c | Develop and deliver nutrition related interventions and public health campaigns designed to improve population diet, such as growth monitoring, weight management referral schemes and prevention of undernutrition in infants, micronutrient supplementation, food co-ops, and school-based schemes |  |  |
| PH5d | Propose solutions to reduce nutrition-related disease risk appropriate for specific individuals or groups, considering specific population and life-stage |  |  |

**SPORTS & EXERCISE NUTRITION**

Those applying for the specialist area of ‘Sport’ must also demonstrate:

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| **Core Competency 2: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| SE2a | Describe the principles of training, components of fitness and the physiological demands of exercise and sporting performance, evaluating their impact on the energy and nutritional requirements of an athlete, explaining how these vary from current dietary reference values and recommendations |  |  |
| SE2b | Measure and estimate the energy and nutritional requirements for different levels and types of sport, exercise and physical activity and monitor nutritional status, using findings to advise individuals, groups, and/or research |  |  |
| SE2c | Explain the importance of hydration in sport and exercise, applying appropriate methods to assess hydration status |  |  |
| SE2d | Access and refer to IOC consensus statements, recognising the underpinning evidence-base |  |  |

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| **Core Competency 3: Food Systems** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| SE3a | Explain the structure, hierarchies, roles, funding, and rules relating to the Sporting World |  |  |
| SE3b | Review the role of ergogenic aids and nutritional supplements and provide evidence-based guidance on the safe and effective use of dietary or nutritional supplements, being aware of regulatory bodies, current evidence and guidelines |  |  |
| SE3c | Adhere to international and domestic support nutrition policies, procedures and legal restrictions on supplement and drug use, with specific regard to WADA doping rules and regulations, always working in an ethical manner |  |  |
| SE3d | Advise on the provision of nutrition during training and competition, considering factors including food availability, access, facilities, and timing |  |  |

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| **Core Competency 4: Social and Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| SE4a | Describe the change in nutritional demands and ability of athletes to achieve nutritional goals, considering the impact of factors such as travel, environment, ambitions, values, beliefs, motivations, training, and performance pressures |  |  |
| SE4b | Advise on diet at individual and population level, suggesting how to modify intake in relation to factors such as age, sex, and sport, considering the impact of factors including dietary requirements and special diets, disability, income, shopping, and cooking skills on achieving dietary goals |  |  |
| SE4c | Assess dietary intake and counsel individuals and teams to achieve an optimum diet for performance through meal adaption/menu modification, recognising meal timing in relation to training and competition |  |  |
| SE4d | Design dietary interventions and strategies to support changes in body mass and composition |  |  |

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| **Core Competency 5 Health and Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| SE5a | Explain the role of nutrition in the prevention and recovery from illness and injury |  |  |
| SE5b | Contribute to the development and/or implementation of strategy and policy on food and nutrient-based standards to provide advice to athletes for various sports and physical activity |  |  |
| SE5c | Contribute to awareness, development and/or implementation of nutrition and hydration policies and practices for clubs and governing bodies, working with food providers to ensure availability of appropriate foods and meals |  |  |
| SE5d | Contribute to the development and/or production of food and drink-based education guidelines, materials or programmes for individuals or teams |  |  |