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 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 |  |  |