**FOR APPLICATIONS SUBMITTED BETWEEN 1st APRIL 2024 and 31st MARCH 2025.**

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 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: Science and Research Skills** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC1a | The human/animal body and its functions, especially digestion, absorption, excretion, respiration, fluid and electrolyte balance, cardiovascular, neuro-endocrine, musculoskeletal and haematological systems, immunity and thermoregulation, energy balance and physical activity |  |  |
| CC1b | Mechanisms for the integration of metabolism, at molecular, cellular and whole body levels for either human or animal systems |  |  |
| CC1c | What nutrients are (including water and oxygen) |  |  |
| CC1d | Nature and extent of metabolic demand for nutrients |  |  |
| CC1e | How nutrients are used by the body (either human or animal), consequences of deficiency and assessment of nutritional status |  |  |
| CC1f | Non-nutrient components of foods, feeds and drinks that affect diet and health, including alcohol for either human or animal systems |  |  |
| CC1g | Nutrient analysis: calculating nutrient contents of foods, feeds and diets of an individual or group of individuals, justifying choice of a method of dietary assessment for a specific stated purpose |  |  |
| CC1h | Digestion, absorption, transportation and storage of nutrients and non-nutrient components of foods or feeds for either human or animal systems |  |  |
| CC1i | Nutrition in health and disease, consequences of an unbalanced diet for either human or animal systems |  |  |
| CC1j | Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, cancer etc for either human or animal systems |  |  |
| CC1k | How nutritional needs change with age, gender, physical activity, lifestyle etc for either human or animal systems |  |  |
| CC1l | Ability to plan, conduct, analyse and report on investigations into an aspect of nutrition in a responsible, safe and ethical manner |  |  |
| CC1m | Ability to carry out sample selection and to ensure validity, accuracy, calibration, precision, replicability and highlight uncertainty during collection in accordance with the basic principles of good clinical practice |  |  |
| CC1n | Ability to obtain, record, collate, analyse, interpret and report nutrition-related data using appropriate qualitative and quantitative research and statistical methods in the field and/or laboratory and/or intervention studies, working individually or in a group, as is most appropriate for the discipline under study |  |  |
| CC1o | Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, statistical programmes, spreadsheets and programs for presenting data visually |  |  |
| CC1p | Health research methods, dietary nutrition methodologies and nutritional epidemiology for either human or animal systems |  |  |
| CC1q | Theories of and development of practical skills in communication and learning |  |  |

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| **CORE COMPETENCY 2: Food or Feed Chain** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC2a | Food or feed commodities (staple foods, main sources of key nutrients, novel foods etc) within UK and/or internationally for either human or animal systems |  |  |
| CC2b | Effect on chemical composition and nutritional quality of food, feed and diet for either human or animal systems of:   * methods of food or feed production, preparation, preservation, fortification and format * sources of food or feed supply * methods of cooking & storage |  |  |
| CC2c | Familiarity with and/or development of practical skills involved in the methods to analyse the composition of foods or feeds |  |  |
| CC2d | Ability to formulate ideas and opinions concerning foods or feeds, nutrients, non-nutrient components of food and nutrition effectively and appropriately for either human or animal systems |  |  |
| CC2e | Understanding of issues associated with food or feed sustainability |  |  |

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| **Core Competency 3: Social/Behaviour** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC3a | Food or feed and nutrition and health policy (at global, national and local level) for either animal or human systems |  |  |
| CC3b | Significance of evaluation of nutrition in maintaining and driving public health agendas |  |  |
| CC3c | Factors that affect an individual’s, communities’ and population groups’ nutritional needs and practices for either animal or human systems |  |  |
| CC3d | Religious and cultural beliefs and practices that impact on food, nutrition and health |  |  |
| CC3e | Consideration of financial/social and environmental circumstances on diet and nutritional intake |  |  |
| CC3f | Theories and application of methods of improving health, behaviour and change for either animal or human systems |  |  |
| CC3g | Design and implementation of intervention projects and programmes, methods for monitoring and evaluating effectiveness and efficiency |  |  |
| CC3h | Theories of nutrition health education and nutrition health promotion (humans only) |  |  |
| CC3i | Ability to design/formulate a diet to meet a specification appropriate for a stated situation for an individual, human or animal, or group of humans or animals |  |  |

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| **Core Competency 4: Health/Wellbeing** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| CC4a | Principles and methods of measurement and estimation of energy balance; energy expenditure, physical activity and fitness; body mass; body composition; how body mass and energy balance are controlled for either human or animal systems |  |  |
| CC4b | Theory and methods of investigating the dietary, nutrient and activity patterns of the general population, sub groups and the individual for either human or animal systems |  |  |
| CC4c | Scientific basis of the safety and health promoting properties of nutrients and non-nutrient components of food or feed, based on knowledge of the metabolic effects of nutrients, anti-nutrients, toxicants, additives, pharmacologically active agents (drugs); nutrient-nutrient interactions, nutrient-gene interactions, ‘nutraceuticals’, functional foods, and any other metabolically active constituents of foods or feeds and the diet |  |  |
| CC4d | Scientific basis for the measurement and estimation of nutritional requirements, dietary reference values for the general population for either human or animal systems |  |  |
| CC4e | Understanding of 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 for either human or animal systems |  |  |
| CC4f | Understanding the general principles and methods associated with determining the efficacy, health attributes, health claims, safety, and legal aspects of foods, feeds, drinks and supplements for either human or animal systems |  |  |
| CC4g | Ability to recognise strengths and weaknesses in dietary, nutrition and health research methods, in order to understand the limitations of the scientific basis of nutritional knowledge for either human or animal systems |  |  |
| CC4h | Ability to integrate knowledge and understanding from a variety of sources to identify or propose solutions in one of the following areas: Improvement of human health or improvement of the welfare and/or productivity of animals or improvement of food production and sustainability |  |  |

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| **Core Competency 5: Professional Conduct** | | **EXAMPLE**  **NUMBER(S)** | **COMMENTS**  (If required to direct assessor to where in document or ownership etc.) |
| PC1 | Awareness of the necessity of the ethical requirements of being a Registered Nutritionist. Full knowledge of and adherence to all aspects of AfN Standards of Ethics, Conduct and Performance and the AfN Standards for Independent and Freelance Practice |  |  |
| PC2 | Awareness of and adherence to responsibilities and accountability in relation to the relevant current European and national legislation, national guidelines and local policies and protocols |  |  |
| PC3 | Regular development and improvement of professional practice and competence through continuing professional development |  |  |
| PC4 | Continual reflection on and evaluation of own practice against best practice standards, guidelines and protocols to improve practice in the best interest of clients |  |  |
| PC5 | Continual assessment and management of risk in own practice |  |  |
| PC6 | Awareness and understanding of research and other developments in the relevant evidence base(s) within own specialty |  |  |
| PC7 | Critical appraisal of the outcomes of relevant research and evaluations and application to improve own practice |  |  |
| PC8 | Awareness of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures |  |  |
| PC9 | Understanding of and commitment to equality, diversity and rights, and to practice in a non-discriminatory manner |  |  |
| PC10 | Understanding of and commitment to necessity of obtaining informed consent whenever required |  |  |
| PC11 | Understanding of the need to establish appropriate professional relationships and, where appropriate, work effectively as part of a team |  |  |
| PC12 | Understanding of the need to work, where appropriate, in partnership with other professionals, support staff, individuals, groups, colleagues, commercial organisations, the media and stakeholders |  |  |
| PC13 | Ability to communicate effectively with individuals and groups using a range of methods and/or media to enable them to make informed choices about nutrition |  |  |

**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 |  |  |