

Association for Nutrition

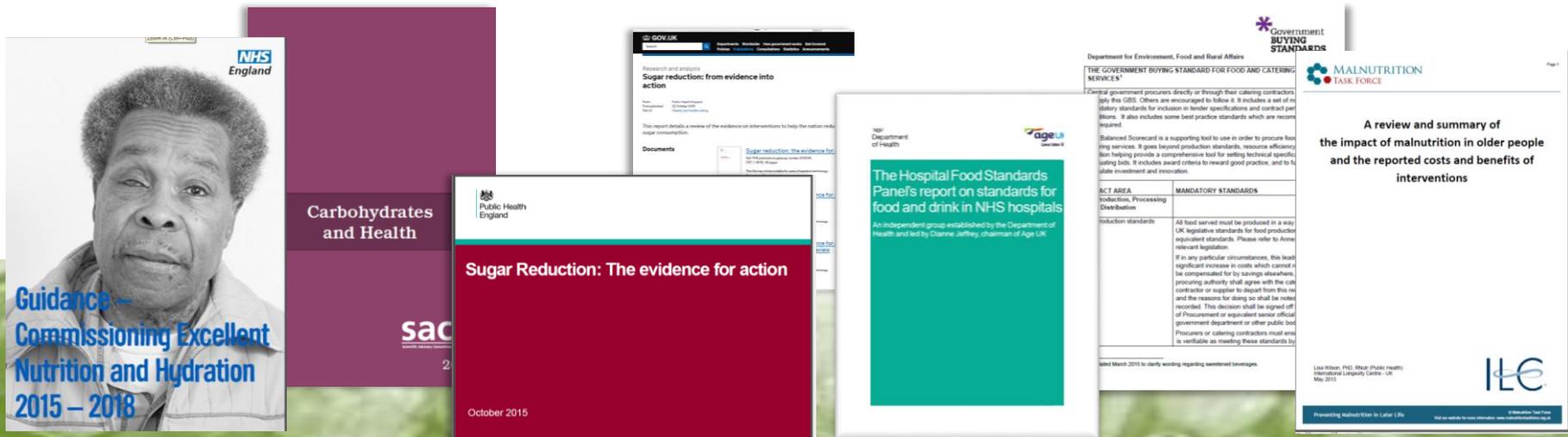
Voluntary Regulator for Registered Nutritionists

Leonie Milliner, AfN Chief Executive



The Nutrition Landscape

- **June 2010** PAPAN publishes its 'Malnutrition Matters' report
- **May 2013** Malnutrition Task Force publishes its 'Review & Summary of Impact of Malnutrition'
- **July 2014** Government Buying Standards for Food & Catering Services published
- **Aug 2014** Hospital Food Standards Panel's report publishes standards for food & drink in Hospitals
- **July 2015** SACN publishes its 'Carbohydrates & Health' report
- **July 2015** PHE publishes 'Sugar Reduction: The evidence for action.'
- **Oct 2015** NHS England publishes guidance 'Commissioning Excellent Nutrition & Hydration.'

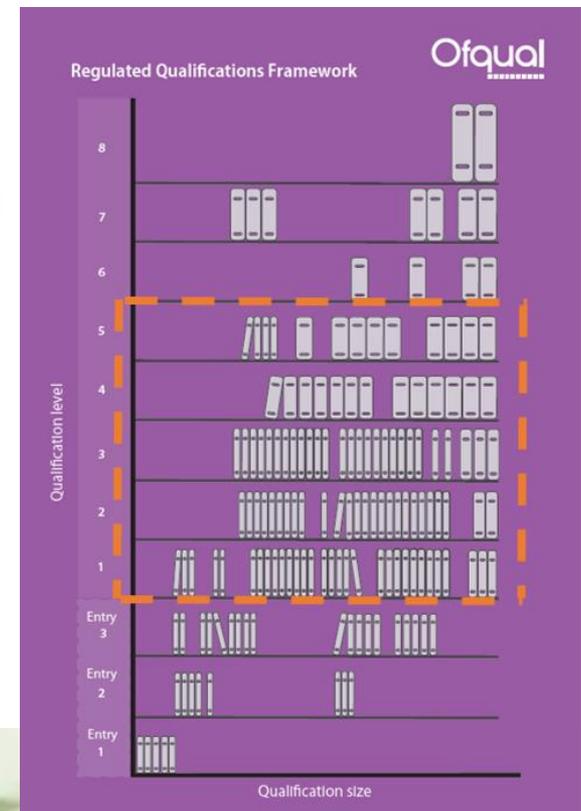


Influencing food choice: wider workforce

Many individuals working or volunteering carry a responsibility to guide individual & family food choice;

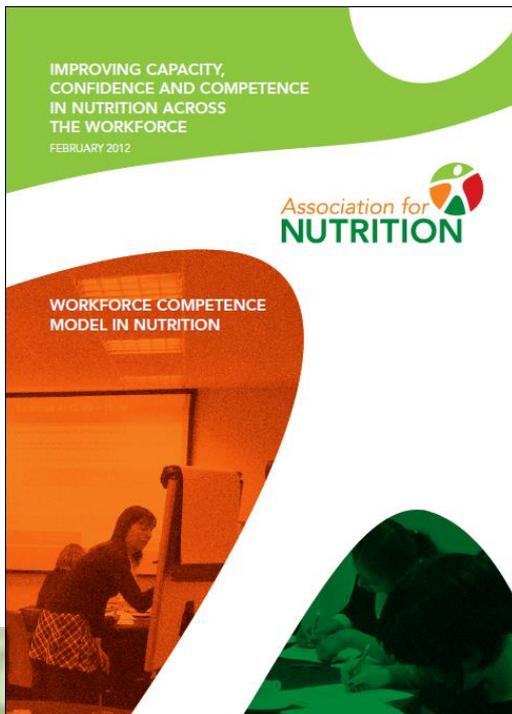
- **In Health & Social Care** from care assistants to GPs; health visitors to pharmacy counter assistants and health trainers, all use and interpret nutrition guidelines to influence food choice (Levels 3,4 & 5)
- **In Catering & leisure** from chefs to kitchen porters, from catering supervisors to food development managers and food service staff; all carry a responsibility to influence food choice. (Levels 1-4)
- **In Sports & Fitness** from gym staff to personal trainers, bootcamp instructors to volunteer football coaches, walking group leaders to dance teachers; all carry a responsibility to influence food choice. (Levels 1-4)

Regulated Qualifications Framework Level 1-5



Wider workforce – building skill and capacity

Workforce Competence Frameworks in Nutrition for Health & Social Care (2012), Catering (2015) and Fitness & Leisure (2015) describe the expected knowledge and competence in nutrition at each RQF level for each occupational group, with education & training quality assured by AfN.



Competence Frameworks in Nutrition for Catering / Levels 1-4

AfN Competence Framework in Nutrition for Catering / Levels 1-4

The three components for Catering are: **1. Fundamentals of Human Nutrition**, **2. Improving Health and Wellbeing** and **3. Allergy and Food Safety**. (Green refers to Block of Human Nutrition, Black refers to Block of Food Safety)

Red text is defined within the corresponding framework groups.

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|---|---|---|--|
| 1. Fundamentals of Human Nutrition | Healthy eating guidelines | Know the amount of energy, fat and protein in a healthy eating guideline. | Know the amount of energy, fat and protein in a healthy eating guideline. | Know the amount of energy, fat and protein in a healthy eating guideline. | |
| | Food groups and nutrient of nutrients | Be aware of the main food groups and the benefits of a healthy eating guideline. | Know and be able to describe the main food groups according to healthy eating guidelines and the benefits of using guidelines for the benefits of using guidelines. | Understand the benefits of using a range of food from different food groups and nutrient density. | Apply knowledge and understanding of the benefits of using a range of food from different food groups and nutrient density to healthy eating guidelines. |
| | Carbohydrates, proteins and fat and the production of energy | Be aware of carbohydrates, fats and proteins provide different amounts of energy. | Know the amount of energy, fat and protein provide different amounts of energy. | Know and be able to describe the amount of energy, fat and protein provide different amounts of energy. | Apply knowledge and understanding of the amount of energy, fat and protein provide different amounts of energy to healthy eating guidelines. |
| | Energy requirements and energy balance | Be aware of the energy requirements of a healthy eating guideline and the benefits of using guidelines. | Know the amount of energy, fat and protein provide different amounts of energy. | Know and be able to describe the amount of energy, fat and protein provide different amounts of energy. | Apply knowledge and understanding of the amount of energy, fat and protein provide different amounts of energy to healthy eating guidelines. |
| | Eating Patterns | Be aware of the importance of regular eating patterns. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Portions of food and drink | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Food Labels | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Food preparation | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Hydration and fluid balance | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Alcohol | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Nutrition supplementation and diet | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Religion, cultural and ethical food choices | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |

AfN Competence Framework in Nutrition for Catering / Levels 1-4 (continued)

| Competency | Level 1 | Level 2 | Level 3 | Level 4 | |
|---|---|---|--|--|---|
| 2. Improving Health and Wellbeing | Under and over nutrition, diet and health risks | Be aware of under and over nutrition and the risks to health. | Know and be able to describe under and over nutrition and the risks to health. | Understand the importance of under and over nutrition and the risks to health. | |
| | Understanding and communicating healthy food choices | Be aware of healthy food choices and the benefits of using guidelines. | Know and be able to describe healthy food choices and the benefits of using guidelines. | Understand the importance of healthy food choices and the benefits of using guidelines. | |
| | Health effects of specific nutrients, e.g. salt, sugar, fat, cholesterol | Be aware of the health effects of specific nutrients. | Know and be able to describe the health effects of specific nutrients. | Understand the importance of the health effects of specific nutrients. | Apply knowledge and understanding of the health effects of specific nutrients to healthy eating guidelines. |
| | Health based food choices | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| | Menu planning and recipe development | Be aware of the importance of regular eating patterns and the benefits of using guidelines. | Know and be able to describe regular eating patterns and the benefits of using guidelines. | Understand the importance of regular eating patterns and the benefits of using guidelines. | Apply knowledge and understanding of the importance of regular eating patterns and the benefits of using guidelines to healthy eating guidelines. |
| 3. Food allergies, intolerances and dietary requirements | Food allergy, allergy symptoms and food labels | Be aware of food allergies and the symptoms of food allergies. | Know and be able to describe food allergies and the symptoms of food allergies. | Understand the importance of food allergies and the symptoms of food allergies. | |
| | Food intolerance and food labels | Be aware of food intolerances and the symptoms of food intolerances. | Know and be able to describe food intolerances and the symptoms of food intolerances. | Understand the importance of food intolerances and the symptoms of food intolerances. | |
| | Food intolerance and food labels | Be aware of food intolerances and the symptoms of food intolerances. | Know and be able to describe food intolerances and the symptoms of food intolerances. | Understand the importance of food intolerances and the symptoms of food intolerances. | Apply knowledge and understanding of the importance of food intolerances and the symptoms of food intolerances to healthy eating guidelines. |
| | Food intolerance and food labels | Be aware of food intolerances and the symptoms of food intolerances. | Know and be able to describe food intolerances and the symptoms of food intolerances. | Understand the importance of food intolerances and the symptoms of food intolerances. | Apply knowledge and understanding of the importance of food intolerances and the symptoms of food intolerances to healthy eating guidelines. |
| | Food intolerance and food labels | Be aware of food intolerances and the symptoms of food intolerances. | Know and be able to describe food intolerances and the symptoms of food intolerances. | Understand the importance of food intolerances and the symptoms of food intolerances. | Apply knowledge and understanding of the importance of food intolerances and the symptoms of food intolerances to healthy eating guidelines. |

Influencing food choice: who to trust?

Trusted, expert professionals in nutrition:

- **UKVRN Registered Nutritionists** provide scientific evidence-based information and guidance about the impacts of food and nutrition on the health and wellbeing of humans (at an individual or population level) or animals. They are the trusted, reliable evidence-based experts in nutrition.
- **HCPC Registered Dietitians** use the science of nutrition to devise eating plans for patients to treat medical conditions. They promote good health by helping to facilitate a positive change in food choice. The title 'dietitian' is protected by statute. Only individuals registered with the Health and Care Professions Council (HCPC) can describe themselves as a dietitian.
- **Other healthcare professionals** such as doctors or nurses will be registered with their statutory body (GMC, NMC, etc.) and may have further nutrition qualifications, such as a postgraduate degree in nutrition in to enable them to safely and competently provide nutrition advice to the public. Healthcare Professionals may also be Registered Nutritionists.

Our prime purpose is to protect the public through a commitment to evidence based nutrition practice



More Information

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