

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION

**PROCEDURE FOR ASSESSMENT AND
APPROVAL OF *REGISTERED DIETITIAN NUTRITIONIST*
PROGRAM**

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1 TERMINOLOGY

Term/Abbreviation	Definition/Explanation
<i>Approval</i>	<i>The approval and recognition of professional programmes of study by the professional body. It is the recognition of academic and clinical quality by an impartial body, in this instance, the HPCSA. Graduates of approved programmes are eligible for registration with the HPCSA, a legal requirement to practice the profession in South Africa. Approval status for an institution is valid for 5 years</i>
<i>CHE</i>	<i>Council on Higher Education</i>
<i>Criteria for Programme Approval</i>	<i>Acts, Regulations, standards, specified by the Professional Board with which an Institution's professional education and training programme must comply in order to be approved</i>
<i>DNB</i>	<i>Professional Board for Dietetics and Nutrition</i>
<i>ETQA</i>	<i>Education and Training Quality Assurer</i>
<i>Institution</i>	<i>An organization of Higher Education, offering a professional programme of education and training that leads to registration with the HPCSA</i>
<i>Minister</i>	<i>The Minister of Health of South Africa</i>
<i>Professional Board</i>	<i>A Professional Board as defined in the Health Professions Act number 56 of 1974</i>
<i>Programme approval</i>	<i>Determination by the Professional Board of whether an Institution's professional programme of education and training meets the Criteria for Programme Approval for registration of its graduates with the HPCSA</i>
<i>SAQA</i>	<i>South African Qualification Authority</i>
<i>Training facility</i>	<i>An organisation that offers professional practice / clinical training to students during formal periods of study</i>
<i>WIL</i>	<i>Work-integrated learning</i>

2 INTRODUCTION

This application only serves the purpose to assess if the program applied for by a specific institution adheres to the specified criteria set out by the Professional Board for Dietetics and Nutrition (DNB) (Addendum 1). Quality-related criteria constitute a crucial element in the measurement and analysis of the quality arrangements and serve as a guide to self-evaluation reports. The criteria specified should be used as the basis for the self-evaluation of the program submitted to the DNB for approval, before the program is submitted to CHE and SAQA for accreditation. Institutions should also, where indicated, mention specific benchmarks used to support the application. After assessment by the DNB, a letter of approval (or rejection) will be issued by the DNB for the applying institution.

3 INSTRUCTIONS TO COMPLETE THE FORMS

Form 272 should be completed by the Team at the institution responsible for the development of the programme to offer the training of the Registered Dietitian Nutritionist professional.

Some of the information needed by the DNB is similar to that required by the CHE for the accreditation process. Please refer to the document of the *Council on Higher Education (CHE), Higher Education Quality Committee, Criteria for Programme Accreditation (November 2004)* for additional guidance on the information that is needed (see references Addendum 2).

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**4 APPLICATION FOR APPROVAL OF THE REGISTERED DIETITIAN
NUTRITIONIST QUALIFICATION**

Programme information

Name of University/Institution	
Name of Faculty	
Name of School (if applicable)	
Name of Department (if applicable)	
New Name of undergraduate programme (as registered with SAQA)	Bachelor of Nutrition Science in Dietetics
Qualification delivered	Bachelor of Nutrition Science in Dietetics BNutrSc(Diet)
Name of Qualification Currently registered (<i>old programme</i>)	
Name of the professional	Registered Dietitian Nutritionist RDN
Document prepared by	
Signature of Head of Department	
Date of completion of the document	
Date submitted to the DNB	

4.1 PROGRAMME DESIGN

The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets the requirements of the Professional Board for Dietetics and Nutrition, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible. The applying institution should provide detailed information regarding each of the points below.

- 4.1.1 Relation to institution's mission and planning
- 4.1.2 Needs of students and other stakeholders
- 4.1.3 Intellectual credibility
- 4.1.4 Coherence
- 4.1.5 Articulation
- 4.1.6 Characteristics and needs of professional and vocational education
- 4.1.7 Learning material developed

Important Notes about Research module(s):

On p 33 of the CHE document (Higher Education Qualifications Sub-Framework; CHE 2013) the following is written:

*Both the 360 and 480-credit Bachelor's Degrees **may** require students to undertake research in a manner that is appropriate to the discipline or field of study in order to prepare them for postgraduate study.*

And on p34 the following:

Progression

*A Bachelor's Degree is the minimum entry requirement for admission to a Bachelor Honours Degree or Postgraduate Diploma. A Level 8 Bachelor's Degree with 480 credits **may** also meet the minimum requirement for admission to a cognate Master's Degree.*

Only on Hons level (p35) the actual number of credits are referred to:

Bachelor Honours Degree programmes must include conducting and reporting research under supervision, worth at least 30 credits, in the form of a discrete research component that is appropriate to the discipline or field of study.

Board recommendation:

It is strongly recommended that 24-30 credits be allocated to research (*not theory of research*) to prepare students for future M-studies which may be spread between NQF level 7 & 8. Currently most universities follow a principle of students either enrolling in Masters studies with an Honours degree (already having at least 30 research credits to their benefit) or having had the relevant statistics and research modules as part of their undergraduate studies (in professional programmes).

Table 4.1: Using the NQF level descriptors, as indicated in **Addendum 1**, complete the following table:

NQF level	Modules (<i>list the module name and code in relevant line</i>)		Number of credits / module	Number of WIL credits / module	Number of hours of lectures per week / module	Number of hours of group or practical work per week	Number of hours of directed / self-directed learning / structured self-study /week	<i>Describe the support students will receive for self-directed learning</i>
	<i>Name and module code</i>	<i>Indicate 1st, 2nd semester OR year module</i>						
5 (1 st year)								
6 (2 nd year)								
7 (3 rd year)								
8 (4 th year)								
Total								

Table 4.2: Please indicate module outcomes and applicable assessment criteria for each module in the program in **Table 4.1**

(Duplicate table for all modules)

Module name:			
Module code:			
Total number of Credits for the module:	Year level:	NQF Level:	Number of WIL credits for this module (if any):
Module outcomes		Assessment criteria	
<i>The outcomes for this module is:</i>		<i>After completion of this module, students will be able to:</i>	

Module name:			
Module code:			
Total number of Credits for the module:	Year level:	NQF Level:	Number of WIL credits for this module (if any):
Module outcomes		Assessment criteria	
The outcomes for this module is:		<i>After completion of this module, students will be able to:</i>	

4.2 STUDENT RECRUITMENT, ADMISSION AND SELECTION

Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes). Applying institutions must provide detailed information under each of the given below.

- 4.2.1 Recruitment
- 4.2.2 Legislative issues
- 4.2.3 Widening of access
- 4.2.4 Equity
- 4.2.5 Assumptions of learning
- 4.2.6 Professional needs
- 4.2.7 Capacity of the program to offer quality education
- 4.2.8 Do you apply the Recognition of prior learning (RPL) policy of CHE in your admission strategy?

4.3 STAFFING

Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.

The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated. Applying institutions to provide details for the staffing complement in terms of each of the points indicated below.

- 4.3.1 Qualifications
- 4.3.2 Teaching experience
- 4.3.3 Assessment competence
- 4.3.4 Research profile
- 4.3.5 Staff development
- 4.3.6 Size and seniority
- 4.3.7 Full-time and part-time staff
- 4.3.8 Legislation and conditions of service
- 4.3.9 Procedures for selection, appointment, induction and payment
- 4.3.10 Contractual arrangements
- 4.3.11 Administrative and technical staff

(In addition to the above, complete the following table 4.3)

Table 4.3: Current Staff details (expand table as needed)

Name of staff member (Professor)	Part time	Full time	Permanently appointed (yes or no)	Educational qualifications (only give the highest qualification: e.g. PhD Dietetics OR MSc Diet, etc)	HPCSA registration number	Modules lectured for the last full academic year	Will staff members be re-allocated to different fields of expertise within the new qualification?
Example: A Kemp (retired)		x	Yes	PhD Dietetics	DT 0001234	ABCD111	
Name of staff member (Associate-professor)							
Name of staff member (Senior lecturer)							
Name of staff member (Lecturer)							
Name of staff member (Junior lecturer)							
Name of staff member (Support staff)							

The DNB is aware that this information will not have an influence on the application for the new qualification. It will, however, give an indication of the roles that staff members play in the presentation of the current registered qualification and the readiness for the new qualification.

4.4 TEACHING AND LEARNING STRATEGY

The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement. Applying institutions to provide detailed information for each of the points indicated below.

- 4.4.1 Importance of promotion of student learning
- 4.4.2 Institutional type, mode(s) of delivery and student composition
- 4.4.3 Appropriate teaching and learning methods
- 4.4.4 Upgrading of teaching methods
- 4.4.5 Targets, implementation plans, and ways to monitor, evaluate impact, and effect improvement
- 4.4.6 What is your Teaching and learning philosophy?

4.5 STUDENT ASSESSMENT POLICIES AND PROCEDURES

The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment. Applying institutions to provide detailed information for each point indicated below.

- 4.5.1 Internal assessment
- 4.5.2 Internal and external moderation
- 4.5.3 Monitoring of student progress
- 4.5.4 Validity and reliability of assessment
- 4.5.5 Recording of results
- 4.5.6 Security

4.6 PROGRAMME ADMINISTRATIVE SERVICES

The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme. Applying institutions to provide detailed information for each point indicated below.

- 4.6.1 Provision of information
- 4.6.2 Identifying non-active and at risk students
- 4.6.3 Dealing with the needs of a diverse student population
- 4.6.4 Ensuring the integrity of certification

4.7 WIL

“WIL is used as an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns. The integration of theory and practice in student learning can occur through a range of WIL approaches, apart from formal or informal work placements. WIL is primarily intended to enhance student learning, and to this end several innovative curricular, pedagogical and assessment forms have developed in response to concerns about graduateness, employability and civic responsibility; examples include: action-learning, apprenticeships, cooperative education, experiential learning, inquiry learning, inter-professional learning, practicum placements, problem-based learning, project-based learning, scenario learning, service-learning, team-based learning, virtual or simulated WIL learning, work-based learning, work experience, workplace learning, and so on. The term WIL, then, specifically describes an approach to career-focussed education that includes classroom-based and workplace-based forms of learning that are appropriate for the professional qualification. What distinguishes WIL from narrow conceptions of learning-for-work is the emphasis on the integrative aspects of such learning. WIL could thus be described as an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces; in this regard, WIL should demonstrably be appropriate for the qualification concerned” (Directly referenced from: Work-Integrated Learning: Good Practice Guide; HE monitor no 12; August 2011: p12).

*The following document were referenced to indicate the agreed upon number of credits allocated to WIL: *The Scope and Competencies of the Registered Dietitian Nutritionist In The Well-Being Of The South African Population With Associated Assessment Criteria For Entry-Level Dietitian Nutritionist* (28 May 2019) (p12).*

*All WIL programmes will include theoretical subjects or components. These should be aligned with the practical or practice-based components through teaching and learning activities that bring theory and practice together in meaningful ways. The theoretical components of WIL curricula need to take into account the dual nature of professional education’ (from *Work- Integrated Learning: Good Practice Guide. Council on Higher Education, Pretoria, 2011*).*

*The following figure in *Work-Integrated Learning: Good Practice Guide* (Council on Higher Education, Pretoria, 2011) on page 22 gives an indication of the credits that should be allocated to WIL in a professional 4-year degree (marked in red).*

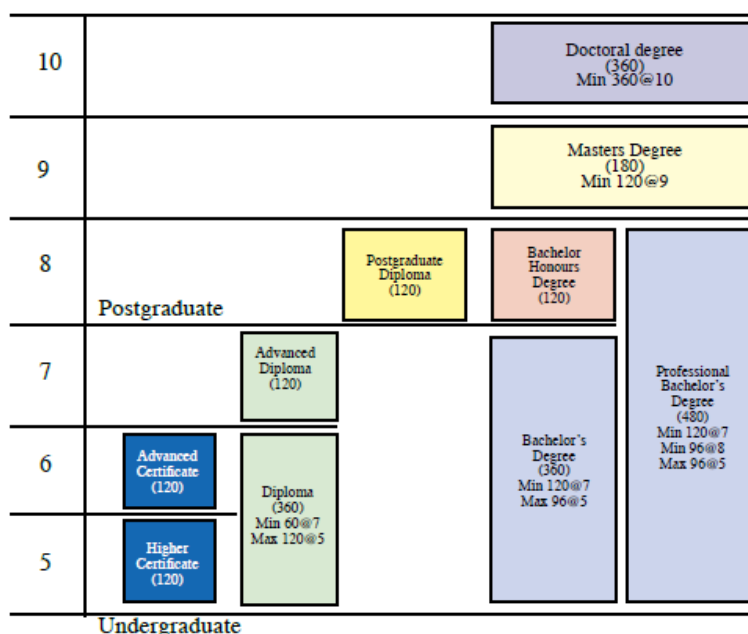


Figure 3.1: A schematic presentation of the HEQF

Based on this figure the training universities agreed to integrate WIL learning in their programmes from the first year:

- 1st year: 20 credits
- 2nd year: 40 credits
- 3rd year: 60 credits
- 4th year: 96 credits minimum

Table 4.4 and 4.5 can be used to plan to ensure the implementation of the WIL credits.

GUIDELINES FOR SUFFICIENT WIL IMPLEMENTATION

Table 4.4: HEQSF credit allocation prescriptions for programme design (MIN credits)

NQF level	Level 5	Level 6	Level 7	Level 8	*Total credits	% WIL
1 st year	*Max 96	24			120	17% (20 credits))
2 nd year		96	24		120	33% (40 credits)
3 rd year			*Min 96	24	120	50% (60 credits)
4 th year				*Min 96 + 24	120	80% (96 credits)
					*480	

*HEQSF: Minimum number of credits allowed for a professional qualification = **480 credits**

WIL credits:

- 1st year: 20 credits
- 2nd year: 40 credits
- 3rd year: 60 credits
- 4th year: 96 credits minimum

Total of WIL credits: 216 (45% of the total credits)

Table 4.5: HEQSF credit allocation prescriptions for programme design (MAX credits)

NQF evel	Level 5	Level 6	Level 7	Level 8	*Total credits	% WIL
1 st year	*Max 96	24			120	17% (20 credits))
2 nd year		96 + ?	24 + ?		150	26% (40 credits)
3 rd year			*Min 96 + ?	24 + ?	150	40% (60 credits)
4 th year				*Min 96 + ?	156	61% (96 credits)
					**576	

**Calculated as an example and may differ for each university for each year.*

***HEQSF: Maximum number of credits allowed for a professional qualification is 480 Cr + 20% = 576 credits*

WIL credits:

- 1st year: 20 credits
- 2nd year: 40 credits
- 3rd year: 60 credits
- 4th year: 96 credits minimum

Total of WIL credits: 216 (36% of the total credits)

- 4.7.1 Indicate where WIL for the different NQF levels, will be performed. Give the module codes as well as the number of credits allocated for WIL.
- 4.7.2 Indicate any similarities in current (old) and the new programme with regards to WIL. Also indicate, according to the new outcomes guidelines, what still needs to be addressed regarding WIL. Provide information regarding agreements/memorandums of understanding between the university and WIL platform that is already in place and what must still be negotiated.
- 4.7.3 Indicate if your WIL credits will be part of modules or be presented as individual modules. Give details.
- 4.7.4 How will you ensure the proper responsibility, relevant assessment, and guidance will be given during WIL?

4.8 PROGRAM OUTLINE

Complete Table 4.6 based on the information provided in Table 4.1 and the guideline of Addendum 1 to indicate the NQF level of all modules offered as part of the programme. If necessary, please provide supporting documentation or additional explanations that may assist the DNB with understanding the rationale for your allocation within the NQF levels.

Table 4.6: Competencies of the Entry Level Professional Dietitian-Nutritionist with NQF levels

Use Addendum 1 as guideline to complete this table by indicating the module code under the NQF level that address the applicable outcome as indicated in Addendum 1.

^a Includes: NQF level 5

^b Includes: NQF level 6

^c Includes: NQF level 7

^d Includes: NQF level 8

1 NUTRITIONAL AND OTHER BASIC SCIENCES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
1.1 Nutritional science <ul style="list-style-type: none"> Know and understand the science and principles of human nutrition, the relationship between nutrients found in food and their influence on human physiology, nutritional assessment and the application to health Know and understand other basic sciences (e.g. physiology, biochemistry, microbiology, pathophysiology, pharmacology) for a better understanding of the science of human nutrition and its relationship with growth, development, health and ill-health and recovery Know and understand the factors determining the nutrient requirements in different stages of the life cycle Know and understand the influence of different factors in promoting healthy eating during the life-cycle Know and understand how to conduct in-depth cause 	1. Demonstrate knowledge and understanding of basic human nutrition, human physiology, metabolism, biochemistry, microbiology, pathophysiology and pharmacology and how it relates to nutrition and health				
	2. Discuss, explain and describe the functions of the individual nutrients in growth, development and maintenance of good health				
	3. Describe and explain the development of nutrient deficiencies				
	4. Discuss the relationship between nutrients found in food and their effect on human physiology and metabolism and nutritional status				
	5. Recommend and justify appropriate food choices to ensure good health and prevent the onset of nutrition-related diseases				
	6. Assess and analyse the factors determining the nutrient requirements in the different stages of the life cycle				
	7. Describe and address nutrient requirements during the different stages of the life cycle				
	8. Promote healthy food choices				
	9. Identify foods that are rich sources of specific nutrients and classify foods in terms of nutrient contribution to the diet				
	10. Identify, assess and analyse the causes, symptoms and				

1 NUTRITIONAL AND OTHER BASIC SCIENCES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
analysis of nutrition- related health issues based on appropriate conceptual frameworks and scientific and contextual information • Know and understand factors contributing to nutritional well-being and the multi- causality of nutritional problems (causal processes and risk factors)	consequences of nutrient deficiencies and excess intake and discuss preventative measures in terms of food and nutrition				
	11. Use recognised conceptual frameworks and scientific sound and contextual information to comprehensively assess and analyse in-depth the causes of nutrition-related health issues				
	12. Assess and describe the effect of disease / ill-health on nutritional status by explaining the underlying mechanisms				
	13. Identify, assess and critically discuss the potential cause(s) of nutrition- related health issues in individuals and groups based on the nutritional assessment data				
	14. Critically identify, assess and analyse the contributing factors to nutritional well-being and the multi-causality of nutritional problems				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
1.2 Food science and food safety • Know and understand the science of food and the impact of food handling and preparation methods on the nutritional value, quality and sensory properties of food • Know and understand the principles of food technology, food preservation and other processes and its impact on the nutritional value, quality, food safety and sensory properties of food • Know and understand the role and optimal utilisation of organic foods and genetically modified foods • Know and understand the role and optimal utilisation of functional foods • Know and understand the role and optimal utilization of nutrient and food supplements • Know and understand the national and professional regulations that govern the practice of food science, food hygiene and food safety • Know and understand the compendium of additives used in food and as indicated on food labelling	1. Describe, discuss and give examples of the principles of food production technology and ethical issues				
	2. Describe, discuss and apply best practice in food hygiene and food safety protocols/ regulations/ recommendations				
	3. Formulate an evidence-based opinion on the role and optimal use of organic and genetically modified foods				
	4. Identify and discuss the role and use of food additives in food processing and the possible impact on nutrition and health				
	5. Describe and discuss the change in macro- and micronutrients in food during food processing				
	6. Discuss and describe the principles of a sensory evaluation of food products				
	7. Describe, discuss and implement the food quality standards and procedures to maintain or improve standards with reference to nutritional, sensory and microbiological aspects				
	8. Describe the process to monitor food quality standards and procedures with reference to nutritional, sensory and microbiological aspects				
	9. Describe, discuss and apply the Hazard analysis and critical control point (HACCP) food safety management systems				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<ul style="list-style-type: none"> • Know and understand the composition and role of carbohydrate, fat and protein as a food ingredient • Advanced knowledge and understanding of food quality standards and procedures to monitor food standards with reference to nutritional, sensory and microbiological aspects 					

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.3 Food systems (FAO definition) <ul style="list-style-type: none"> • Know and understand the globalization of food systems and the impact on developing countries • Know and understand the national regulations that govern food systems • Know and understand the factors that drive changes in food systems • Know and understand how development (in the broader context) relates to changes in food systems • Know and understand the effect of food systems on food and nutrition security • Know and understand the processes and infrastructure involved in feeding a population • Know and understand the growing processing, harvesting, packaging, transportation, marketing, consumption and disposal of food and food related items. • Know and understand indigenous knowledge in a food and nutrition context 	1. Explain and discuss the impact of the globalization of food systems on developing countries				
	2. Discuss, explain and apply best practice of global and national protocols/regulations in food systems				
	3. Identify, assess, and analyse the factors that drive changes in the food system in the local context				
	4. Discuss, assess and analyse how development impact on changes in the food systems				
	5. Assess, discuss and explain the impact of food systems on food and nutrition security				
	6. Assess, discuss and explain the processes and infrastructure involved in feeding a population				
	7. Explain and discuss the growing processing, harvesting, packaging, transportation, marketing, consumption and disposal of food and food related items.				
	8. Discuss, explain and describe the use of and contribution of indigenous knowledge in a food and nutrition context				
	9. Critically evaluate/assess environmental impact on food supply, nutrition and health				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.4 Social science, sociology, economic, and nutritional anthropology <ul style="list-style-type: none"> • Know and understand the concepts of a rights-based approach to human rights and the right to food • Know and understand the social and political context of nutrition • Know and understand the underlying economic and 	1. Describe, discuss and apply the principles of a rights-based approach, international and national declarations and what the right to food requires the government to do				
	2. Identify, assess and discuss the underlying economic and social conditions as related to food and nutrition security				
	3. Assess, analyse and describe and explain the impact of local conditions (ecological, social, political and economic) on the				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
social conditions as related to food and nutrition security <ul style="list-style-type: none"> • Know and understand the social and cultural, religious factors that affect/influence food preferences, food acceptance, food preparation and food habits and eating behaviour • Know and understand the effect / impact of local conditions (ecological, social, political and economic) on the adoption and effectiveness of various nutrition-related programmes • Know and understand the contribution of social determinants and social inequalities to nutrition and health 	adoption and effectiveness of various nutrition- related programmes				
	4. Reflect on own culture, values and beliefs and their influence on practice				
	5. Identify, assess and describe cultural and religious influences on food preferences, acceptance, preparation, eating behavior, etc, and apply this knowledge and understanding to develop healthy and appropriate meals and to recommend/facilitate healthy eating patterns				
	6. Assess and interpret patient/client/group food preferences using appropriate interviewing skills or valid questionnaires				
	7. Discuss the contribution of social determinants and social inequalities to nutrition and health				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
1.5 Communication <ul style="list-style-type: none"> • Know and understand the principles and basic theories of communication, the communication process, inclusive of listening, speaking, interpretation and reading skills, and the art and value of non-verbal communication • Know and understand the principles of how to communicate information, ideas and opinions in well-structured arguments in the field of health communication • Know and understand the factors that influence effective communication with individuals and groups in different contexts • Know and understand the impact of cultural diversity on communication skills • Know and understand the principles of appropriate basic writing style in academic discourse, including the skill to do basic report writing • Know and understand the key elements to develop good communication material • Know and understand how to effectively communicate using oral, written and electronic media 	1. Define and clarify, discuss and explain concepts, theory and elements of communication				
	2. Explain and display the communication process, including how people listen, talk and interpret messages				
	3. Explain and display effective listening, speaking and writing skills in different but specified contexts				
	4. Identify and discuss the determinants, value and rules of effective interpersonal communication				
	5. Differentiate (discuss and explain) between verbal and non – verbal communication and justify the role of each in the communication process				
	6. Discuss and explain the art and value of non-verbal communication				
	7. Describe, explain and demonstrate appropriate skills in using different communication techniques in nutrition				
	8. Prepare and submit a scientific report on a nutrition topic				
	9. Communicate clearly and concisely to a range of audiences using a range of media.				
	10. Deliver an informative presentation to the public on a nutrition related topic to different target group				
	11. Design and develop appropriate information, education and communication materials respectively on nutrition-related topics in different settings				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<ul style="list-style-type: none"> Know and understand the principles and concepts of different strategies and techniques in persuading, informing and educating the public on nutrition (communication for behaviour change) Know and understand the principles of ethical and responsible use of social media 	12. Constructive participation in a nutrition communication programme or campaign				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.6 Governance <ul style="list-style-type: none"> Know and understand the functioning and managing of the health system and development structures in South Africa Know and understand the goals and importance of nutrition policies 	1. Describe and discuss the functioning and managing of the health system and development structures in South Africa				
	2. Be formally exposed to the functioning of the health system and development structures in South Africa. Document the process				
	3. Identify and discuss where nutrition is covered in the different levels of government				
	4. Describe and discuss the goals and importance of nutrition policies				
	5. Describe and discuss the goals and importance of nutrition policies				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.7 Management <ul style="list-style-type: none"> Know and understand the processes needed for management using an appropriate system for: <ul style="list-style-type: none"> Development of a business plan Human resource development and management (including needs assessment) Financial management Time management Procurement (supply chain) management Operational management Programme management Project management Quality assurance 	1. Reflect in writing on the application of business management skills				
	2. Describe, interpret and apply human resource development and management principles in a nutrition relevant setting				
	3. Prepare a budget in a nutrition relevant setting				
	4. Discuss the factors that influence cost control in a nutrition relevant setting				
	5. Compile, implement, monitor, assess and document a business plan/project in a nutrition relevant setting				
	6. Describe and discuss applicable legislation and policy (internal and external) in management				
	7. Discuss, explain and interpret quality assurance principles and systems				
	8. Apply in writing quality assurance systems in a nutrition relevant setting				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.8 Health economics <ul style="list-style-type: none"> Know and understand economic concepts and theories as applied in the health care system Know and understand the principles to analyse economic problems Know and understand the economic decision-making process in health care 	1. Describe and discuss the concepts (scarcity, opportunity cost, choices and efficiency) of economics in health care				
	2. Describe, discuss and outline the determinants of demand and supply in health care				
	3. Describe, discuss and explain how resources are allocated				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.9 Epidemiology and basic research <ul style="list-style-type: none"> Know and understand the principles of epidemiology of nutrition Know and understand the principles of nutrition-related research Know and understand how to identify a research problem Understand how to critique a scientific and lay nutrition publication 	1. Describe, discuss, interpret and apply epidemiological nutrition information/data in the greater context of nutrition (i.e. nutrition-related diseases, policy, strategies, nutrition promotion, etc.				
	2. Compose a literature review (critically evaluating and integrating literature) on any nutrition-related topic, using an evidence-based approach				
	3. Describe, discuss and assess an oral/written scientific article/presentation and lay presentation/ article				
	4. Assess, review and apply relevant scientific information in order to identify research needs in the public health sector				

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
2.1 Nutrition assessment, evaluation and diagnosis <ul style="list-style-type: none"> Know and understand the nutrition-related diseases commonly found in South Africa (both over and under nutrition) Know and understand the procedures, methodologies/ techniques to assess nutritional status and the concomitant health risk of clients/patients and groups in communities/ institutions / schools by applying the following parameters (only one or a combination): (WHO definition of health) 	1. Suggestion: Use S, A, B, C, D & E (environment/extra) and F for food security as the full complement to assess nutritional status				
❖ Nutrition Screening (S)	2. Perform appropriate nutrition screening techniques/protocol				

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
	3. Interpret the outcome of the nutrition screening and make appropriate recommendations				
❖ Anthropometric and body composition (A) • Know and understand the use of standards and norms	4. Critically evaluate body composition analysis techniques by describing the theoretical principles, uses and limitations of the various techniques				
	5. Use the correct equipment, apply the correct techniques, and take accurate measurements (or correctly estimating) length, height, weight, head circumference, upper arm circumference, waist and hip circumference, calf circumference, elbow width, and nutritionally relevant skinfold thicknesses in children and adults				
	6. Interpret anthropometric measurements (in adults and children) against relevant standards / norms and propose interventions (if relevant)				
	7. Correctly apply techniques to measure body composition by means of various practical techniques and interpret the results				
	8. Assess physical fitness using a non-invasive method (i.e. questionnaires) and interpret the results				
❖ Biochemical (B)	9. Assess and interpret relevant biochemical measurements in relation to nutritional status across the life-span in health and disease states				
❖ Clinical (C)	10. Identify and describe the symptoms and signs of nutritional deficiencies				
	11. Describe, explain and apply the basic concepts employed in the clinical assessment of nutritional status				
	12. Establish, practise and demonstrate a holistic approach to the clinical assessment of nutritional status				
	13. Perform and interpret routine screening for blood pressure, urine (glucose, protein and minerals) and finger prick (haemoglobin, glucose and cholesterol)				
❖ Dietary (D)	14. Discuss and describe the concept of quality assurance in the development of dietary intake instruments (validity and reproducibility) as applied in the development of such instruments				
	15. Identify and describe the most important sources of error in assessment of dietary intake in terms of sampling bias, response bias, coding errors, food composition data base, portion size, memory, variation in intake, effect of survey method				
	16. Know and understand techniques in assessing dietary intake of individuals and groups				
	17. Select and apply the most appropriate instrument for assessing dietary intake in individuals and groups, taking into consideration age,				

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
	gender, literacy level, purpose, sample size, logistical matters				
	18. Assemble own dietary assessment kit				
	19. Discuss the value of various standard techniques used for assessment of dietary intake by describing the characteristics, uses and limitations of the different instruments				
	20. Convert household quantities to gram of food				
	21. Perform dietary analysis by utilising the SA food composition tables and computer software programme				
	22. Analyse and interpret dietary intake data using appropriate standards/ reference intakes/ exchange lists/ guidelines and scores				
	23. Make justifiable recommendations to improve dietary intake for individuals, clients/patients and groups in communities/ institutions / schools				
❖ Psycho-socio-demographic / Extra / Environment (E)	24. Assess the psycho-socio-demographic status of individuals and groups by identification and analysis of the indicators of health, demographic and socio- economic status				
	25. Compile a community profile by collecting and incorporating all indicators of health, demographic, governance and development structures and socio- economic status				
• Know and understand how to assess, analyse, interpret, integrate, and classify (where appropriate) nutritional assessment data to identify nutrition and related health risks and problems	26. Summarise the nutritional status of patients/clients in health and disease by integration and interpretation of all the relevant data from the dietary, anthropometric, clinical, biochemical, socio-economic and food environment assessments				
• Know and understand how to assess, interpret and predict types and severity of nutrition-related health issues, based on the appropriate methods and techniques of nutritional assessment, that may occur in individuals	27. Assess and interpret the type and severity of nutrition-related health issues in individuals and communities for nutrition intervention				
• Know and understand how to integrate and diagnose, based on the appropriate methods and techniques of nutritional assessment, the type and severity of the nutritional disorder or special nutritional needs of individual patients/clients	28. Formulate and interpret a nutritional diagnosis based on the integration of nutritional assessment data				
• Know and understand how to assess food availability and preferences of patient/client/group	29. Describe and apply appropriate assessment of social and cultural factors that affect food preferences and eating behaviour by using appropriate interviewing skills and or appropriate questionnaires				
	30. Analyse and interpret food preferences of patient/client/group food				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
2.2 Community/population assessment, evaluation and diagnosis <ul style="list-style-type: none"> Know and understand the principles and components of a comprehensive nutrition situation analysis or community diagnosis Know and understand how to identify, characterize and prioritize nutrition-related problems in different socio-economic, occupational, age, cultural and religious groups in communities and populations Know and understand why risk groups are vulnerable to malnutrition Know and understand nutrition indicators relevant to health and development Know and understand how the management and information systems are used for monitoring and evaluation 	1. Plan, conduct, compile, assess, interpret and document a community situation analysis and diagnosis				
	2. Assess and analyse the demographics, socioeconomic features and services, e.g. water & sanitation, PHC services etc. and the impact thereof on nutritional status, and on the processes of improving the nutritional status of the community				
	3. Apply appropriate nutritional assessment techniques (A, B, C, D, E & F)				
	4. Analyse and interpret the interrelationships between food, nutrition, food systems and sociocultural determinants and health				
	5. Assess and interpret nutrition indicators relevant to health and development				
	6. Use management and information systems in assessment, evaluation and diagnosis				
	7. Assess and interpret dietary intake as it applies to a community setting				
	8. Assess the type and severity of nutrition-related health issues in communities for nutrition intervention, based on the application of standard screening tools				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
2.3 Food and nutrition security <ul style="list-style-type: none"> Know and understand the concepts of food and nutrition security Know and understand the pillars of food security namely availability, accessibility, utilization and stability; the factors affecting them and the consequences on communities and the population Know and understand the national multi-sectoral policies on Food and Nutrition Security (e.g. Department of Social Development and the Department of Agriculture, Forestry and Fisheries) Know and understand how to use appropriate tools to assess food and nutrition security on a household and community level Know and understand how to identify food and nutrition problems and factors influencing food and nutrition security Know and understand the causes of 	1. Define and discuss the concepts of food and nutrition security of individuals, groups, community and population				
	2. Identify and apply appropriate tools to measure food and nutrition security on an individual, groups, community and population level e.g. food balance sheets				
	3. Plan, conduct and document a food and nutrition security survey on individual, household and community level				
	4. Discuss, assess and analyse the implications of food and nutrition security on the nutritional status of an individual, household, group and community				
	5. Describe and discuss the response mechanisms to food and nutrition insecurity				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
<p>food and nutrition insecurity at household, community and national level</p> <ul style="list-style-type: none"> • Know and understand the consequences of food and nutrition insecurity at household, community and national level • Know and understand the principles and concepts of multi-sectoral approaches (i.e. agriculture, water, sanitation, social development, etc.) in addressing food and nutrition insecurity • Know and understand the systems required as response mechanism to food security, e.g. information management system, a centralized food safety control system, food and nutrition risk management system, agricultural research and technology development, etc. 					

3. NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
<p>3.1 Nutritional care for individuals</p> <ul style="list-style-type: none"> • Know and understand how to select, plan, implement, monitor, evaluate and document appropriate nutrition care and education for individual patients/clients with specific disease conditions or special nutritional needs in different settings. • Know and understand that the patient/client should be motivated to comply with the nutrition care plan and take appropriate action after monitoring and evaluation, if needed • Know and understand that a holistic approach is needed to optimally care for the patient/client • Know and understand that some patients could need home nutrition support / supplementary feedings • Know and understand the concepts and principles of normal and therapeutic menus for a specific disease • Know and understand the difference of enteral 	<p>1. Select, plan, implement, monitor, assess and document an appropriate nutrition care and education plan for individual patients/clients with specific disease conditions or special nutritional needs in different settings</p>				
	<p>2. Identify and describe the enteral and parenteral products available in South Africa</p>				
	<p>3. Prescribe and plan appropriate enteral nutrition for patients / clients</p>				
	<p>4. Prescribe appropriate total parenteral nutrition for patients</p>				
	<p>5. Collaborate with the different members of the health care team to select, plan, implement and assess the nutrition care and education plan of individual patients/clients with specific disease conditions or special nutritional needs</p>				
	<p>6. Provide evidence of participating in multidisciplinary / interdisciplinary ward rounds / discussions and provide nutritional recommendations for managing the patient nutritionally</p>				
	<p>7. Promote and monitor patient/client compliance with the nutrition care plan</p>				

3. NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
nutrition vs. total parenteral nutrition • Know and understand the compilation (unique features) of enteral feeds • Know and understand drug-nutrient interactions	8. Identify relevant patients and plan and monitor home nutrition support / supplementary feeding				
	9. Provide home-based nutrition support (tube feeds and targeted supplementary feeding for patients) by educating the patients and monitoring the progress				
	10. Compile and analyse normal and therapeutic menus to comply with nutritional needs and food preferences of patient / client and/or group				
	11. Apply evidence-based dietary measures as part of managing patients nutritionally, including critically ill patients and patients with multiple diagnosis requiring complex medical care				
	12. Take drug-nutrient interaction into consideration when planning the nutritional plan of a patient/client				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
3.2 Nutritional care at community / population levels • Know and understand the principles and concepts underlying the process to conceptualise, plan, implement, monitor, assess and document appropriate intervention strategies/ interventions to address nutrition and related health issues of groups in communities and/or the population and to improve wellness • Know and understand the concept, theory and end goals of community nutrition programmes within national and international contexts • Understand the factors for the success of nutrition programmes • Understand how to engage and collaborate with relevant stakeholders (multidisciplinary/ interdisciplinary/ inter- and multi-sectoral) in the process to address nutrition and related health problems of groups in communities and/or the population • Understand how to facilitate and monitor community	1. Define, clarify and analyse the underlying principles and concepts of a nutrition strategy / intervention plan to address nutrition problems and improve wellness				
	2. Conceptualize, design, implement, monitor, assess and document appropriate intervention strategies to address nutrition and related health issues of groups in communities and/or the public				
	3. Apply critical analytical thinking skills in the assessment of demographic and socioeconomic features of a particular community				
	4. Measure and document the effectiveness of programmes in improving nutrition of individuals (for example, by checking the anthropometric measurements of beneficiaries before enrolment to the programme and continued monitoring progress)				
	5. Reflect in writing on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations				
	6. Monitor, interpret and document nutritional indices in the community and other levels of governance				
	7. Collaborate with relevant stakeholders (multidisciplinary (and reflect in writing, document the process)/ interdisciplinary/ inter- and multi-sectoral) to address nutrition and related health problems of groups in communities and/or the public				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<p>or public participation in the selection, planning, implementation and assessment of appropriate intervention strategies</p> <ul style="list-style-type: none"> • Understand how to adapt the intervention strategy/nutrition care plan / food service based on feedback from continuous monitoring of the quality of nutrition service delivery • Understand nutrition indicators relevant to health, development and management systems and understand the operation of information systems • Understand the referral system within the public health system • Understand the principles of providing support in a community • Have knowledge of support and developmental support programmes in the community • Develop skills to reflect on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations 	8. Facilitate and monitor, describe and explain, assess and document community or public participation in the selection, planning, implementation and evaluation of appropriate intervention strategies				
	9. Operationalize and document plans for nutrition and integrate within the provincial, district and local authority contexts				
	10. Identify, recommend and interpret nutrition indicators to measure nutrition performance and outcomes				
	11. Assess, analyse, interpret and act upon appropriate nutrition indicators				
	12. Analysis of the impact of nutrition intervention strategies on the community's health				
	13. Establish and document links and a referral system to community support groups and health facilities				
	14. Provide, assess and document technical support to support groups focusing on diseases of lifestyle, breastfeeding, etc.				
	15. Identify (assess and document) vulnerable individuals (children, orphans, women and /or elderly) and enroll them to appropriate programmes				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<p>3.3 Nutrition service delivery</p> <ul style="list-style-type: none"> • Know and understand how to assess the need(s) for nutrition services of patients/clients/groups/institutions • Know and understand how to develop and implement nutrition services (both at facility and community settings) • Know and understand how to monitor patient / client/ group/ institution satisfaction with nutrition service delivery • Know and understand how to act upon dissatisfaction of patients / clients/ group / institution 	1. Identify, describe and explain the nutrition service needs of patients/ clients/ groups /institutions				
	2. Monitor patient/client/group satisfaction with nutrition service delivery and assess and describe the process				
	3. Support the implementation of nutrition services in institutionalized patients/ clients/ groups and assess and describe the process				
	4. Act upon dissatisfaction of clients / patients/ groups and institution and assess and describe the process				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
3.4 Inter- and intra-sectorial support, co-ordination and collaboration <ul style="list-style-type: none"> Know and understand the composition, protocols and working relationships of the different sectors involved in nutrition Know and understand the value of a good rapport with the different sectors involved in /dealing with nutrition Know and understand the principles and concepts of Private Public Partnership (PPP) 	1. Assess and describe the process to liaise with and provide technical support to relevant stakeholders at various levels and sectors in the implementation of nutrition programmes				
	2. Assess and describe the process of initiating and strengthening Private Public Partnership, e.g. to create demand and supply for nutritious foods				
	3. Assess and describe how to provide technical support and monitor and evaluate nutritional services provided in community centres (e.g. ECD centres, community nutrition centres, old age homes)				

4. FOOD SERVICE DELIVERY		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
<ul style="list-style-type: none"> Know and understand the principles and concepts to plan, execute and control food procurement, storage, production, distribution, and consumption of the final food product Know and understand the principles and procedures to develop and analyse normal and therapeutic menus to comply with patient / client and/or group nutritional needs and food and cultural preferences Know and understand the principles and concepts to develop and standardise normal and therapeutic recipes for specific needs of patients/clients and/or groups in communities Know and understand the production and management principles and practices of large scale food production Know and understand the underlying principles, regulations and legislations regarding food quality standards as well as procedures to monitor food standards with reference to nutritional, sensory and microbiological aspects Know and understand the specifications for food preparation areas, space and equipment needed for optimal work flow and production based on the menu 	1. Discuss and explain the principles and concepts of food service system management				
	2. Compile and analyse normal and therapeutic menus to comply with patient/client and/or group needs and preferences				
	3. Plan, execute, document control over food procurement, storage, production, distribution, and consumption of the final food product				
	4. Develop, standardise and document normal and therapeutic recipes for specific needs of patients/clients and/or groups in institutions and communities				
	5. Assess, establish and document food quality standards and procedures to monitor quality assurance with reference to nutritional, sensory and microbiological aspects				
	6. Compile and document food and nutritional product specifications				
	7. Assess, interpret and apply specifications for food preparation areas, space and equipment needed for optimal work flow and production based on the menu and purchasing and production policies				
	8. Plan, integrate and document the food service system with nutrition service delivery in the private and public sectors, as well as community settings				
	9. Assess, integrate and document management principles and quality assurance in the food service system				

4. FOOD SERVICE DELIVERY		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
and purchasing and production policies <ul style="list-style-type: none"> • Know and understand the factors / specifications influencing food and nutritional product specifications • Know and understand the integration of the food service system in nutrition service delivery in the private and public sectors, as well as community settings • Know and understand to change the food service based on feedback from continuous monitoring of the quality of nutrition service delivery • Know and understand the specifications for poverty relief and emergency feeding programmes, e.g. food parcels • Know and understand food safety principles, National and International standards on food safety 	10. Monitor and document patient/client/group satisfaction with food service system delivery				
	11. Plan, perform and document a plate waste study in an institutional setting				
	12. Plan, adapt and document the intervention strategy/nutrition care plan/food service based on feedback from continuous monitoring of the quality of nutrition service delivery				
	13. Plan, implement and assess drop-in centres /soup kitchens: select food items and plan the menu, purchasing of products and overseeing the programme				
	14. Design poverty relief programmes such as food parcel distributions to poor households and for emergency situations				
	15. Assess poverty relief programmes such as food parcel distributions to poor households and for emergency situations				

5 COMMUNICATION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.1 Health and nutrition promotion <ul style="list-style-type: none"> • Know and understand the principles of health promotion • Know and understand relevant concepts, recognized theories/approaches and developments related to the field of health promotion • Know and understand strategies for health promotion in the private and public sector, factors that influence the nature of, access to, and effectiveness of health promotion • Know and understand the critical elements that underpin health promotion Know and understand the global and national policies on health promotion	1. Define and describe health promotion as a field of study				
	2. Discuss recognized scientific sound theories/approaches and concepts, in the field of health promotion				
	3. Identify, explain and evaluate different intervention strategies and approaches to health promotion in different health contexts				
	4. Explain and describe the necessity of and the strategies for health promotion in a South African context				
	5. Explain and discuss the global and national policies on health promotion				
	6. Identify and discuss factors that influence the nature of, access to, and effectiveness of health promotion				
	7. Discuss and explain the role of community profiles and mapping to inform health promotion strategies				
	8. Develop, assess and describe a health promotion strategy based on the community needs assessment/profile				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.2 Advocacy <ul style="list-style-type: none"> Know and understand the definition, theories, elements and process of advocacy Know and understand the difference between advocacy and lobbying Know and understand what social mobilization is and how to bring together all feasible and practical inter-sectoral social partners and allies and across the food system Know and understand the challenges and opportunities of advocacy Understand the process of using advocacy in effecting policy formulation Know and understand nutrition programmes that were developed based on advocacy, for example SUN movement; 1000 days movement 	1. Define and critically analyse the theories, elements and process of advocacy				
	2. Differentiate (distinguish) between advocacy and lobbying				
	3. Analyse a relevant advocacy programme/plan/movements and identify the basic elements and process				
	4. Plan, describe, explain an advocacy programme to incorporate nutrition objectives into development projects				
	5. Plan, implement and assess nutrition-related campaigns				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.3 Behaviour change <ul style="list-style-type: none"> Know and understand the concepts and different theories of behaviour change communication (BCC) Know and understand how to apply behaviour change communication in nutrition Know and understand the recognized theories and elements of a successful public/mass communication strategy for nutrition Know and understand the techniques used in effective counselling 	1. Define and describe the concepts and recognized theories of BCC				
	2. Identify, assess and explain different intervention strategies and approaches to BCC in different health contexts				
	3. Plan a mass communication strategy on a selected topic				
	4. Identify and apply appropriate counselling skills to negotiate, and facilitate nutrition behaviour and lifestyle change(s) and empower patients/ clients with self-efficacy skills				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.4 Nutrition Education <ul style="list-style-type: none"> Know and understand the basic principles, techniques and elements of teaching and learning e.g. age and gender sensitive and specific Know and understand how to assess the training needs and goals of individuals and/or groups in 	1. Assess and describe the needs for education and training in nutrition for individuals/groups				
	2. Provide (plan, organise, implement and assess) nutrition education/ training to individuals and or groups / other health professionals & stakeholders using appropriate techniques in different settings				
	3. Translate (plan, design and produce) key nutrition				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
nutrition (see also Management) <ul style="list-style-type: none"> • Know and understand how to provide (plan, organise, implement and assess) nutrition education to individuals/groups in different settings • Know and understand the elements and process of facilitation 	information/concepts in appropriate education materials for nutrition counselling and education in different settings				
	4. Use and disseminate developed information, education and communication materials for nutrition in different settings (newsletters, pamphlets, publications, public relations and audio-visual material)				
	5. Plan, conduct, assess and document a training session on a nutrition topic in different settings e.g. Training personnel on Growth Monitoring				
	6. Plan, demonstrate, assess and document facilitation in a group setting on a nutrition topic				
	7. Use (plan, demonstrate, assess and document) the FBDGs to educate an individual/ group/ community on healthy eating practices and adapt within socio-economic-cultural contexts				

6 POLICIES, STRATEGIES AND GUIDELINES RELATED TO FOOD AND NUTRITION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.1 Policies <ul style="list-style-type: none"> • Know and understand local, national and international policies relevant to food and nutrition • Know and understand that policy in food and nutrition is a multi-sectoral and multi-level process and outcome • Know and understand the process of policy development • Know and understand the process for policy legislation • Know and understand the difference between a legislated and non-legislated policy • Know and understand how to apply and interpret food nutrition policy and/or regulations in different settings • Know and understand the role of the nutrition professional in a multi- stakeholder engagement process 	1. Describe and discuss local, national and international policies relevant to food and nutrition				
	2. Describe and discuss South African regulations regarding to food and nutrition for example regulations regarding the marketing of breast milk substitutes				
	3. Describe and discuss the multi-sectoral and multi-level process of policy development				
	4. Describe the process of policy development and legislation				
	5. Differentiate (distinguish) between a legislated and non-legislated policy				
	6. Critically analyse and assess materials e.g. labels, adverts, etc. against policies and regulations				
	7. Describe and discuss the role of the nutrition professional in a multi-stakeholder engagement process				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.2 Strategies <ul style="list-style-type: none"> Know and understand strategies relevant to food and nutrition (local, national and international) Know and understand how to translate food and nutrition strategies into implementation guidelines 	1. Critically analyse and select an appropriate food and nutrition strategy on different levels				
	2. Develop implementation guides/guidelines for food and nutrition strategies				
	3. Discuss/explain the implementation of a selected strategy using the developed guide/guidelines				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.3 Protocols, guidelines and standard operating procedures (SOPs) <ul style="list-style-type: none"> Know and understand the aim, content and elements of protocols, guidelines and SOPs Know and understand how to adapt policies for local application 	1. Develop and/or assess a nutrition protocol				
	2. Develop and/or assess implementation guidelines based on a nutrition policy/strategy				
	3. Develop and/or assess a SOP for a selected protocol				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.4 Food Standards and Tenders specifications <ul style="list-style-type: none"> Know and understand food related tender specifications Know and understand compliance monitoring of tender specifications 	1. Develop tender specifications and assess alignment thereof with latest literature				
	2. Describe in writing the process to facilitate and conduct compliance monitoring				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.5 Food labelling <ul style="list-style-type: none"> Know and understand regulations that relate to the labelling and advertising of foods Know and understand the marketing of food-stuffs and the laws and legislation thereof and nutrition-related claims and the restrictions around these areas 	1. Design and construct a food label meeting all the appropriate regulations				
	2. Critically assess a food label in terms of nutritional information and health and/or nutrition claims				
	3. Describe, discuss and assess an advertisement of a food/nutritional product aimed at children and adults				
	4. Formulate/Compile a complaint about an unacceptable food/nutritional advertisement and food label to appropriate stakeholders and authorities				

7 RESEARCH		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<ul style="list-style-type: none"> • Know and understand the research process (in the qualitative and quantitative research domains), including the following ❖ A literature survey/review to identify the research problem ❖ A systematic review ❖ A meta-analysis ❖ The research question ❖ Aim(s) and objective(s) ❖ A hypothesis ❖ Relevant methodologies i.e. quantitative and/or qualitative ❖ Study design ❖ Study population and sampling approach ❖ Research tools and/or questionnaires – particularly dietary/food intake ❖ Quality control issues i.e. validity, reliability, trustworthiness ❖ Data collection ❖ Data coding and data capturing ❖ Data analysis ❖ Basic statistical analysis using statistical software packages ❖ Presentation of and dissemination of the results ❖ Writing of a research report • Know and understand research ethics and ethical issues 	1. Describe, discuss and implement the research process (using quantitative and/or qualitative methodology) in writing up a research report				
	2. Translate the findings of a research report into appropriate and feasible recommendations				
	3. Describe and interpret a systematic review and meta-analysis				
	<i>NOTE: Exposure to and/or participation in all aspects of the research process using an evidence-based approach - Document the process</i>				
	Note to universities: Please align with NQF level 8 for professional degree				

8 CRITICAL CROSS-FIELD OUTCOMES / GRADUATE ATTRIBUTES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
8.1 General/Graduate attributes <ul style="list-style-type: none"> • Know and understand how to identify and solve problems using responsible decision-making processes, based on critical and creative thinking • Know and understand team dynamics and how to work effectively with others as a member of a team (composed of the social, behavioural and health sciences/ professions), group, organisation and 	1. Discuss and explain the scope of the dietetics, nutritionist and dietitian-nutritionist professions, their practices, and their regulatory bodies				
	2. Participate and work effectively in a team, group, organisation and community. Assess own conduct.				
	3. Provide evidence of self-management and organisation of his/her activities, in a responsible and effectively manner				

8 CRITICAL CROSS-FIELD OUTCOMES / GRADUATE ATTRIBUTES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
community <ul style="list-style-type: none"> Know and understand how to organise and manage oneself and one's activities demonstrating accountability and responsibility Know and understand how to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion Know and understand how to use science and technology appropriately and effectively, showing responsibility towards the environment and health of others Know and understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation Know and understand the importance of self-evaluation and how to perform and maintain and expand professional competence Know and understand what a sound value system for nutrition competence (tolerance and sensitivity for different attitudes and values and diversity) implies and how to apply it Value the principle life-long learning and on-going competency 	4. Provide evidence of effective communication using visual, mathematical and/or language skills in the modes of oral and/or written presentation.				
	5. Provide evidence of being culturally and aesthetically sensitivity in interaction with clients, patients, colleagues and communities.				
	6. Provide evidence of problem solving skills in various contexts.				
	7. Provide evidence of ethical and professional behaviour in the clinical and community settings, as well as in food service units and in research				
	8. Evidence collected to demonstrate graduate attributes				
	9. Perform self-evaluation				
	10. Develop a professional value system (tolerance and sensitivity for different attitudes and values; embracing diversity).				
	11. Provide evidence of working effectively within organisational structure				
	12. Provide evidence of contributing to personal development and social responsibility				
	13. Compile a learning portfolio on outcomes achieved				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
8.2 Leadership					
<ul style="list-style-type: none"> Know and understand the theories and principles underpinning various leadership styles and identify how particular styles can be chosen as an effective approach to suit the situation Know and understand how to engage with stakeholders Know and understand the principles and value of networking and the value of networking Know and understand the problem solving and decision-making process/approach Know and understand the 	1. Develop and maintain a credible professional role by commitment to excellence in all areas of practice				
	2. Provide leadership at all levels of the health care system, coupled with a strong sense of responsibility and accountability for the development and improvement of nutrition services as an integral component of the health system				
	3. Be proactive and focus on development of solutions to problems				
	4. Establish effective networks and strong alliances				
	5. List and discuss the benefits of leadership and management skills and appreciate when each is more important than the other				
	6. Identify what is delegation and delegate using a case study				

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
principles/approaches/techniques of building a team to function optimally <ul style="list-style-type: none"> • Know and understand the principles and value of emotional intelligence • Know and understand the difference between the three negotiating strategies: win-lose strategy, win-win strategy, and lose-lose strategy • Know and understand the dispute process • Know and understand how to negotiate resources and prioritize nutrition actions Source: Burke R & Barron S. 2007. Project management leadership. Building creative teams. Burke Publishing	7. Realise that motivation comes from within				
	8. Explain some of the theories that inform our current understanding of motivation				
	9. Link motivation to leadership style				
	10. Develop a negotiation tactic plan of action				
	11. Identify why people resist to change				
	12. Identify what can a leader do to engage people with change				
	13. Identify, discuss and reflect ideas about how change happens				
	14. Assess what constitutes a conflict situation at the workplace and explain why conflict in the workplace can be a good thing				
	15. Identify and justify in writing strategies to deal with workplace conflict				
	16. Identify and justify in writing the key features of coaching and mentoring				
17. Identify a mentor for yourself and plan a simple coaching or mentoring session including feedback. Describe the learning experience					
18. Describe behaviour in accordance with professional and ethical requirements					

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a ⁵	b ⁶	c ⁷	d ⁸
8.3 Human Rights, Bio-ethics and medical law <ul style="list-style-type: none"> • Know and understand your own value system and the responsibility towards the society at large • Know and understand the concepts and principles of ethical and professional behaviour and conduct • Know and understand the principles of a human rights framework (embracing processes that lead to community capacity development) principles of and ethical and professional conduct to ensure ethical and professional conduct 	1. Apply standards of practice and ethics , as well as professional conduct in the clinical and community set-up as well as in food service systems				
	2. Reflect on own behaviour in writing				
	3. Apply and reflect in writing the principles of human rights in a nutrition context, in the clinical and community set-up as well as in food service systems				
	4. Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct				
	5. Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct				

ADDENDUM 1: COMPETENCIES OF THE ENTRY LEVEL REGISTERED DIETITIAN NUTRITIONIST WITH RECOMMENDED NQF LEVELS AS A GUIDELINE

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies: *(Please do not include Addendum 1 as part of your application for approval to offer for the program)*

^a Includes: NQF level 5

^b Includes: NQF level 6

^c Includes: NQF level 7

^d Includes: NQF level 8

1 NUTRITIONAL AND OTHER BASIC SCIENCES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
1.1 Nutritional science <ul style="list-style-type: none"> • Know and understand the science and principles of human nutrition, the relationship between nutrients found in food and their influence on human physiology, nutritional assessment and the application to health • Know and understand other basic sciences (e.g. physiology, biochemistry, microbiology, pathophysiology, pharmacology) for a better understanding of the science of human nutrition and its relationship with growth, development, health and ill-health and recovery • Know and understand the factors determining the nutrient requirements in different stages of the life cycle • Know and understand the influence of different factors in promoting healthy eating during the life-cycle • Know and understand how to conduct in-depth cause analysis of nutrition-related health issues based on appropriate conceptual frameworks and scientific and contextual information • Know and understand factors contributing to nutritional well-being and the multi-causality of nutritional problems (causal processes and risk factors) 	1. Demonstrate knowledge and understanding of basic human nutrition, human physiology, metabolism, biochemistry, microbiology, pathophysiology and pharmacology and how it relates to nutrition and health	X	X	X	X
	2. Discuss, explain and describe the functions of the individual nutrients in growth, development and maintenance of good health	X	X		
	3. Describe and explain the development of nutrient deficiencies	X	X		
	4. Discuss the relationship between nutrients found in food and their effect on human physiology and metabolism and nutritional status	X	X	X	X
	5. Recommend and justify appropriate food choices to ensure good health and prevent the onset of nutrition-related diseases	X	X	X	X
	6. Assess and analyse the factors determining the nutrient requirements in the different stages of the life cycle	X	X		
	7. Describe and address nutrient requirements during the different stages of the life cycle	X	X		
	8. Promote healthy food choices	X	X		
	9. Identify foods that are rich sources of specific nutrients and classify foods in terms of nutrient contribution to the diet	X	X		
	10. Identify, assess and analyse the causes, symptoms and consequences of nutrient deficiencies and excess intake and discuss preventative measures in terms of food and nutrition	X	X	X	X
	11. Use recognised conceptual frameworks and scientific sound and contextual information to comprehensively assess and analyse in-depth the causes of nutrition-related health issues	X	X	X	X
	12. Assess and describe the effect of disease / ill-health on nutritional status by explaining	X	X	X	X

1 NUTRITIONAL AND OTHER BASIC SCIENCES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
	the underlying mechanisms				
	13. Identify, assess and critically discuss the potential cause(s) of nutrition- related health issues in individuals and groups based on the nutritional assessment data	X	X	X	X
	14. Critically identify, assess and analyse the contributing factors to nutritional well-being and the multi-causality of nutritional problems	X	X	X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
1.2 Food science and food safety	1. Describe, discuss and give examples of the principles of food production technology and ethical issues	X	X		
<ul style="list-style-type: none"> Know and understand the science of food and the impact of food handling and preparation methods on the nutritional value, quality and sensory properties of food Know and understand the principles of food technology, food preservation and other processes and its impact on the nutritional value, quality, food safety and sensory properties of food Know and understand the role and optimal utilisation of organic foods and genetically modified foods Know and understand the role and optimal utilisation of functional foods Know and understand the role and optimal utilization of nutrient and food supplements Know and understand the national and professional regulations that govern the practice of food science, food hygiene and food safety Know and understand the compendium of additives used in food and as indicated on food labelling Know and understand the composition and role of carbohydrate, fat and protein as a food ingredient Advanced knowledge and understanding of food quality standards and procedures to monitor food standards with reference to nutritional, sensory and microbiological aspects 	2. Describe, discuss and apply best practice in food hygiene and food safety protocols/ regulations/ recommendations	X	X	X	
	3. Formulate an evidence-based opinion on the role and optimal use of organic and genetically modified foods	X	X		
	4. Identify and discuss the role and use of food additives in food processing and the possible impact on nutrition and health	X	X		
	5. Describe and discuss the change in macro- and micronutrients in food during food processing	X	X		
	6. Discuss and describe the principles of a sensory evaluation of food products	X	X		
	7. Describe, discuss and implement the food quality standards and procedures to maintain or improve standards with reference to nutritional, sensory and microbiological aspects	X	X		
	8. Describe the process to monitor food quality standards and procedures with reference to nutritional, sensory and microbiological aspects	X	X		
	9. Describe, discuss and apply the Hazard analysis and critical control point (HACCP) food safety management systems	X	X	X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.3 Food systems (FAO definition) <ul style="list-style-type: none"> • Know and understand the globalization of food systems and the impact on developing countries • Know and understand the national regulations that govern food systems • Know and understand the factors that drive changes in food systems • Know and understand how development (in the broader context) relates to changes in food systems • Know and understand the effect of food systems on food and nutrition security • Know and understand the processes and infrastructure involved in feeding a population • Know and understand the growing processing, harvesting, packaging, transportation, marketing, consumption and disposal of food and food related items. • Know and understand indigenous knowledge in a food and nutrition context 	1. Explain and discuss the impact of the globalization of food systems on developing countries	X	X	X	
	2. Discuss, explain and apply best practice of global and national protocols/regulations in food systems	X	X	X	
	3. Identify, assess, and analyse the factors that drive changes in the food system in the local context	X	X	X	X
	4. Discuss, assess and analyse how development impact on changes in the food systems	X	X	X	
	5. Assess, discuss and explain the impact of food systems on food and nutrition security	X	X	X	
	6. Assess, discuss and explain the processes and infrastructure involved in feeding a population	X	X	X	
	7. Explain and discuss the growing processing, harvesting, packaging, transportation, marketing, consumption and disposal of food and food related items.	X	X	X	X
	8. Discuss, explain and describe the use of and contribution of indigenous knowledge in a food and nutrition context	X	X	X	X
	9. Critically evaluate/assess environmental impact on food supply, nutrition and health	X	X	X	

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.4 Social science, sociology, economic, and nutritional anthropology <ul style="list-style-type: none"> • Know and understand the concepts of a rights-based approach to human rights and the right to food • Know and understand the social and political context of nutrition • Know and understand the underlying economic and social conditions as related to food and nutrition security • Know and understand the social and cultural, religious factors that affect/influence food preferences, food acceptance, food preparation and food habits and eating behaviour • Know and understand the effect / impact of local conditions (ecological, social, political and economic) on the adoption and effectiveness of various nutrition-related programmes • Know and understand the contribution of social determinants and social inequalities to nutrition and health 	1. Describe, discuss and apply the principles of a rights-based approach, international and national declarations and what the right to food requires the government to do	X	X	X	
	2. Identify, assess and discuss the underlying economic and social conditions as related to food and nutrition security	X	X	X	
	3. Assess, analyse and describe and explain the impact of local conditions (ecological, social, political and economic) on the adoption and effectiveness of various nutrition- related programmes	X	X	X	X
	4. Reflect on own culture, values and beliefs and their influence on practice	X	X	X	X
	5. Identify, assess and describe cultural and religious influences on food preferences, acceptance, preparation, eating behavior, etc, and apply this knowledge and understanding to develop healthy and appropriate meals and to recommend/facilitate healthy eating patterns	X	X	X	X
	6. Assess and interpret patient/client/group food preferences using appropriate interviewing skills or valid questionnaires	X	X	X	X
	7. Discuss the contribution of social determinants and social inequalities to nutrition and health	X	X	X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.5 Communication <ul style="list-style-type: none"> Know and understand the principles and basic theories of communication, the communication process, inclusive of listening, speaking, interpretation and reading skills, and the art and value of non-verbal communication Know and understand the principles of how to communicate information, ideas and opinions in well-structured arguments in the field of health communication Know and understand the factors that influence effective communication with individuals and groups in different contexts Know and understand the impact of cultural diversity on communication skills Know and understand the principles of appropriate basic writing style in academic discourse, including the skill to do basic report writing Know and understand the key elements to develop good communication material Know and understand how to effectively communicate using oral, written and electronic media Know and understand the principles and concepts of different strategies and techniques in persuading, informing and educating the public on nutrition (communication for behaviour change) Know and understand the principles of ethical and responsible use of social media 	1. Define and clarify, discuss and explain concepts, theory and elements of communication	X			
	2. Explain and display the communication process, including how people listen, talk and interpret messages	X			
	3. Explain and display effective listening, speaking and writing skills in different but specified contexts	X			
	4. Identify and discuss the determinants, value and rules of effective interpersonal communication	X	X		
	5. Differentiate (discuss and explain) between verbal and non –verbal communication and justify the role of each in the communication process	X			
	6. Discuss and explain the art and value of non-verbal communication	X			
	7. Describe, explain and demonstrate appropriate skills in using different communication techniques in nutrition	X	X	X	X
	8. Prepare and submit a scientific report on a nutrition topic			X	X
	9. Communicate clearly and concisely to a range of audiences using a range of media.	X	X	X	X
	10. Deliver an informative presentation to the public on a nutrition related topic to different target group	X	X	X	X
	11. Design and develop appropriate information, education and communication materials respectively on nutrition-related topics in different settings			X	X
	12. Constructive participation in a nutrition communication programme or campaign			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.6 Governance <ul style="list-style-type: none"> Know and understand the functioning and managing of the health system and development structures in South Africa Know and understand the goals and importance of nutrition policies 	1. Describe and discuss the functioning and managing of the health system and development structures in South Africa	X	X		
	2. Be formally exposed to the functioning of the health system and development structures in South Africa. Document the process	X			
	3. Identify and discuss where nutrition is covered in the different levels of government	X			
	4. Describe and discuss the goals and importance of nutrition policies	X			
	5. Describe and discuss the goals and importance of nutrition policies		X	X	

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.7 Management <ul style="list-style-type: none"> • Know and understand the processes needed for management using an appropriate system for: <ul style="list-style-type: none"> ➤ Development of a business plan ➤ Human resource development and management (including needs assessment) ➤ Financial management ➤ Time management ➤ Procurement (supply chain) management ➤ Operational management ➤ Programme management ➤ Project management ➤ Quality assurance 	1. Reflect in writing on the application of business management skills			X	X
	2. Describe, interpret and apply human resource development and management principles in a nutrition relevant setting			X	X
	3. Prepare a budget in a nutrition relevant setting			X	X
	4. Discuss the factors that influence cost control in a nutrition relevant setting			X	X
	5. Compile, implement, monitor, assess and document a business plan/project in a nutrition relevant setting			X	X
	6. Describe and discuss applicable legislation and policy (internal and external) in management			X	
	7. Discuss, explain and interpret quality assurance principles and systems			X	X
	8. Apply in writing quality assurance systems in a nutrition relevant setting			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.8 Health economics <ul style="list-style-type: none"> • Know and understand economic concepts and theories as applied in the health care system • Know and understand the principles to analyse economic problems • Know and understand the economic decision-making process in health care 	1. Describe and discuss the concepts (scarcity, opportunity cost, choices and efficiency) of economics in health care		X		
	2. Describe, discuss and outline the determinants of demand and supply in health care		X		
	3. Describe, discuss and explain how resources are allocated		X		

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
1.9 Epidemiology and basic research <ul style="list-style-type: none"> • Know and understand the principles of epidemiology of nutrition • Know and understand the principles of nutrition-related research • Know and understand how to identify a research problem • Understand how to critique a scientific and lay nutrition publication 	1. Describe, discuss, interpret and apply epidemiological nutrition information/data in the greater context of nutrition (i.e. nutrition-related diseases, policy, strategies, nutrition promotion, etc.	X	X	X	X
	2. Compose a literature review (critically evaluating and integrating literature) on any nutrition-related topic, using an evidence-based approach	X	X	X	X
	3. Describe, discuss and assess an oral/written scientific article/presentation and lay presentation/ article	X	X	X	X
	4. Assess, review and apply relevant scientific information in order to identify research needs in the public health sector	X	X	X	X

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
2.1 Nutrition assessment, evaluation and diagnosis <ul style="list-style-type: none"> Know and understand the nutrition-related diseases commonly found in South Africa (both over and under nutrition) Know and understand the procedures, methodologies/ techniques to assess nutritional status and the concomitant health risk of clients/patients and groups in communities/ institutions / schools by applying the following parameters (only one or a combination): (WHO definition of health) 	1. Suggestion: Use S, A, B, C, D & E (environment/extra) and F for food security as the full complement to assess nutritional status	X	X	X	X
❖ Nutrition Screening (S)	2. Perform appropriate nutrition screening techniques/protocol		X	X	
	3. Interpret the outcome of the nutrition screening and make appropriate recommendations		X	X	X
❖ Anthropometric and body composition (A) <ul style="list-style-type: none"> Know and understand the use of standards and norms 	4. Critically evaluate body composition analysis techniques by describing the theoretical principles, uses and limitations of the various techniques	X	X		
	5. Use the correct equipment, apply the correct techniques, and take accurate measurements (or correctly estimating) length, height, weight, head circumference, upper arm circumference, waist and hip circumference, calf circumference, elbow width, and nutritionally relevant skinfold thicknesses in children and adults	X	X		
	6. Interpret anthropometric measurements (in adults and children) against relevant standards / norms and propose interventions (if relevant)	X	X	X	X
	7. Correctly apply techniques to measure body composition by means of various practical techniques and interpret the results		X	X	
	8. Assess physical fitness using a non-invasive method (i.e. questionnaires) and interpret the results		X	X	
❖ Biochemical (B)	9. Assess and interpret relevant biochemical measurements in relation to nutritional status across the life-span in health and disease states			X	X
❖ Clinical (C)	10. Identify and describe the symptoms and signs of nutritional deficiencies	X	X		
	11. Describe, explain and apply the basic concepts employed in the clinical assessment of nutritional status	X	X	X	
	12. Establish, practise and demonstrate a holistic approach to the clinical assessment of nutritional status				X
	13. Perform and interpret routine screening for blood pressure, urine (glucose, protein and minerals) and finger prick (haemoglobin, glucose and cholesterol)			X	X
❖ Dietary (D)	14. Discuss and describe the concept of quality assurance in the development of dietary intake instruments (validity and reproducibility) as applied in the development of such instruments		X	X	X
	15. Identify and describe the most important sources of error in assessment of dietary		X	X	X

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
	intake in terms of sampling bias, response bias, coding errors, food composition data base, portion size, memory, variation in intake, effect of survey method				
	16. Know and understand techniques in assessing dietary intake of individuals and groups	X	X		
	17. Select and apply the most appropriate instrument for assessing dietary intake in individuals and groups, taking into consideration age, gender, literacy level, purpose, sample size, logistical matters			X	X
	18. Assemble own dietary assessment kit			X	X
	19. Discuss the value of various standard techniques used for assessment of dietary intake by describing the characteristics, uses and limitations of the different instruments			X	X
	20. Convert household quantities to gram of food		X	X	
	21. Perform dietary analysis by utilising the SA food composition tables and computer software programme		X	X	X
	22. Analyse and interpret dietary intake data using appropriate standards/ reference intakes/ exchange lists/ guidelines and scores		X	X	X
	23. Make justifiable recommendations to improve dietary intake for individuals, clients/patients and groups in communities/ institutions / schools			X	X
❖ Psycho-socio-demographic / Extra / Environment (E)	24. Assess the psycho-socio-demographic status of individuals and groups by identification and analysis of the indicators of health, demographic and socio-economic status		X	X	
	25. Compile a community profile by collecting and incorporating all indicators of health, demographic, governance and development structures and socio- economic status	X	X	X	
• Know and understand how to assess, analyse, interpret, integrate, and classify (where appropriate) nutritional assessment data to identify nutrition and related health risks and problems	26. Summarise the nutritional status of patients/clients in health and disease by integration and interpretation of all the relevant data from the dietary, anthropometric, clinical, biochemical, socio-economic and food environment assessments	X	X	X	X
• Know and understand how to assess, interpret and predict types and severity of nutrition-related health issues, based on the appropriate methods and techniques of nutritional assessment, that may occur in individuals	27. Assess and interpret the type and severity of nutrition-related health issues in individuals and communities for nutrition intervention	X	X	X	X
• Know and understand how to integrate and diagnose, based on the appropriate methods and techniques of nutritional assessment, the type and severity of the nutritional disorder or special nutritional needs of individual patients/clients	28. Formulate and interpret a nutritional diagnosis based on the integration of nutritional assessment data	X	X	X	X
• Know and understand how to assess food availability and preferences of patient/client/group	29. Describe and apply appropriate assessment of social and cultural factors that affect food preferences and eating behaviour by using appropriate interviewing skills and or appropriate questionnaires	X	X	X	X

2. SCREENING / NEEDS ASSESSMENT /SITUATION ANALYSIS		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
	30. Analyse and interpret food preferences of patient/client/group food	X	X	X	

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8	
2.2 Community/population assessment, evaluation and diagnosis <ul style="list-style-type: none"> Know and understand the principles and components of a comprehensive nutrition situation analysis or community diagnosis Know and understand how to identify, characterize and prioritize nutrition- related problems in different socio-economic, occupational, age, cultural and religious groups in communities and populations Know and understand why risk groups are vulnerable to malnutrition Know and understand nutrition indicators relevant to health and development Know and understand how the management and information systems are used for monitoring and evaluation 	1. Plan, conduct, compile, assess, interpret and document a community situation analysis and diagnosis		X	X	X	
	2. Assess and analyse the demographics, socioeconomic features and services, e.g. water & sanitation, PHC services etc. and the impact thereof on nutritional status, and on the processes of improving the nutritional status of the community				X	X
	3. Apply appropriate nutritional assessment techniques (A, B, C, D, E & F)				X	X
	4. Analyse and interpret the interrelationships between food, nutrition, food systems and sociocultural determinants and health			X	X	
	5. Assess and interpret nutrition indicators relevant to health and development				X	X
	6. Use management and information systems in assessment, evaluation and diagnosis					
	7. Assess and interpret dietary intake as it applies to a community setting			X	X	
	8. Assess the type and severity of nutrition-related health issues in communities for nutrition intervention, based on the application of standard screening tools				X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8	
2.3 Food and nutrition security <ul style="list-style-type: none"> Know and understand the concepts of food and nutrition security Know and understand the pillars of food security namely availability, accessibility, utilization and stability; the factors affecting them and the consequences on communities and the population Know and understand the national multi-sectoral policies on Food and Nutrition Security (e.g. Department of Social Development and the Department of Agriculture, Forestry and Fisheries) Know and understand how to use appropriate tools to assess food and nutrition security on a household and community level Know and understand how to identify food and nutrition problems and factors influencing food and nutrition security Know and understand the causes of food and 	1. Define and discuss the concepts of food and nutrition security of individuals, groups, community and population	X	X			
	2. Identify and apply appropriate tools to measure food and nutrition security on an individual, groups, community and population level e.g. food balance sheets				X	
	3. Plan, conduct and document a food and nutrition security survey on individual, household and community level				X	X
	4. Discuss, assess and analyse the implications of food and nutrition security on the nutritional status of an individual, household, group and community.				X	X
	5. Describe and discuss the response mechanisms to food and nutrition insecurity				X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
nutrition insecurity at household, community and national level <ul style="list-style-type: none"> • Know and understand the consequences of food and nutrition insecurity at household, community and national level • Know and understand the principles and concepts of multi-sectoral approaches (i.e. agriculture, water, sanitation, social development, etc.) in addressing food and nutrition insecurity • Know and understand the systems required as response mechanism to food security, e.g. information management system, a centralized food safety control system, food and nutrition risk management system, agricultural research and technology development, etc. 					

3. NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
3.1 Nutritional care for individuals <ul style="list-style-type: none"> • Know and understand how to select, plan, implement, monitor, evaluate and document appropriate nutrition care and education for individual patients/clients with specific disease conditions or special nutritional needs in different settings. • Know and understand that the patient/client should be motivated to comply with the nutrition care plan and take appropriate action after monitoring and evaluation, if needed • Know and understand that a holistic approach is needed to optimally care for the patient/client • Know and understand that some patients could need home nutrition support / supplementary feedings • Know and understand the concepts and principles of normal and therapeutic menus for a specific disease • Know and understand the difference of enteral nutrition vs. total parenteral nutrition • Know and understand the compilation (unique features) of enteral feeds • Know and understand drug-nutrient interactions 	1. Select, plan, implement, monitor, assess and document an appropriate nutrition care and education plan for individual patients/clients with specific disease conditions or special nutritional needs in different settings				X
	2. Identify and describe the enteral and parenteral products available in South Africa			X	
	3. Prescribe and plan appropriate enteral nutrition for patients / clients			X	X
	4. Prescribe appropriate total parenteral nutrition for patients			X	
	5. Collaborate with the different members of the health care team to select, plan, implement and assess the nutrition care and education plan of individual patients/clients with specific disease conditions or special nutritional needs			X	X
	6. Provide evidence of participating in multidisciplinary / interdisciplinary ward rounds / discussions and provide nutritional recommendations for managing the patient nutritionally				X
	7. Promote and monitor patient/client compliance with the nutrition care plan				X
	8. Identify relevant patients and plan and monitor home nutrition support / supplementary feeding			X	X
	9. Provide home-based nutrition support (tube feeds and targeted supplementary feeding for patients) by educating the patients and			X	X

3. NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
	monitoring the progress				
	10. Compile and analyse normal and therapeutic menus to comply with nutritional needs and food preferences of patient / client and/or group				X
	11. Apply evidence-based dietary measures as part of managing patients nutritionally, including critically ill patients and patients with multiple diagnosis requiring complex medical care				X
	12. Take drug-nutrient interaction into consideration when planning the nutritional plan of a patient/client				X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
3.2 Nutritional care at community / population levels <ul style="list-style-type: none"> Know and understand the principles and concepts underlying the process to conceptualise, plan, implement, monitor, assess and document appropriate intervention strategies/ interventions to address nutrition and related health issues of groups in communities and/or the population and to improve wellness Know and understand the concept, theory and end goals of community nutrition programmes within national and international contexts Understand the factors for the success of nutrition programmes Understand how to engage and collaborate with relevant stakeholders (multidisciplinary/ interdisciplinary/ inter- and multi-sectoral) in the process to address nutrition and related health problems of groups in communities and/or the population Understand how to facilitate and monitor community or public participation in the selection, planning, implementation and assessment of appropriate intervention strategies Understand how to adapt the intervention strategy/nutrition care plan / food service based on feedback from continuous monitoring of the quality of nutrition service delivery Understand nutrition indicators relevant to health, development and management systems and understand the operation of information systems Understand the referral system within the public health system 	1. Define, clarify and analyse the underlying principles and concepts of a nutrition strategy / intervention plan to address nutrition problems and improve wellness			X	X
	2. Conceptualize, design, implement, monitor, assess and document appropriate intervention strategies to address nutrition and related health issues of groups in communities and/or the public				X
	3. Apply critical analytical thinking skills in the assessment of demographic and socioeconomic features of a particular community				X
	4. Measure and document the effectiveness of programmes in improving nutrition of individuals (for example, by checking the anthropometric measurements of beneficiaries before enrolment to the programme and continued monitoring progress)				X
	5. Reflect in writing on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations				X
	6. Monitor, interpret and document nutritional indices in the community and other levels of governance			X	
	7. Collaborate with relevant stakeholders (multidisciplinary (and reflect in writing, document the process)/ interdisciplinary/ inter- and multi-sectoral) to address nutrition and related health problems of groups in communities and/or the public			X	
	8. Facilitate and monitor, describe and explain, assess and document community or public participation in the selection, planning, implementation and evaluation of appropriate intervention strategies				X
	9. Operationalize and document plans for nutrition and integrate within the provincial, district and local authority contexts		X		

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<ul style="list-style-type: none"> Understand the principles of providing support in a community Have knowledge of support and developmental support programmes in the community Develop skills to reflect on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations 	1. Identify, recommend and interpret nutrition indicators to measure nutrition performance and outcomes			X	X
	2. Assess, analyse, interpret and act upon appropriate nutrition indicators				X
	3. Analysis of the impact of nutrition intervention strategies on the community's health			X	
	4. Establish and document links and a referral system to community support groups and health facilities	X			
	5. Provide, assess and document technical support to support groups focusing on diseases of lifestyle, breastfeeding, etc.	X			
	6. Identify (assess and document) vulnerable individuals (children, orphans, women and /or elderly) and enroll them to appropriate programmes	X			

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
3.3 Nutrition service delivery <ul style="list-style-type: none"> Know and understand how to assess the need(s) for nutrition services of patients/clients/groups/institutions Know and understand how to develop and implement nutrition services (both at facility and community settings) Know and understand how to monitor patient / client/ group/ institution satisfaction with nutrition service delivery Know and understand how to act upon dissatisfaction of patients / clients/ group / institution 	1. Identify, describe and explain the nutrition service needs of patients/ clients/ groups /institutions			X	
	2. Monitor patient/client/group satisfaction with nutrition service delivery and assess and describe the process			X	
	3. Support the implementation of nutrition services in institutionalized patients/ clients/ groups and assess and describe the process				X
	4. Act upon dissatisfaction of clients / patients/ groups and institution and assess and describe the process	X			

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
3.4 Inter- and intra-sectorial support, co-ordination and collaboration <ul style="list-style-type: none"> Know and understand the composition, protocols and working relationships of the different sectors involved in nutrition Know and understand the value of a good rapport with the different sectors involved in /dealing with nutrition Know and understand the principles and concepts of Private Public Partnership (PPP) 	1. Assess and describe the process to liaise with and provide technical support to relevant stakeholders at various levels and sectors in the implementation of nutrition programmes			X	X
	2. Assess and describe the process of initiating and strengthening Private Public Partnership, e.g. to create demand and supply for nutritious foods				X
	3. Assess and describe how to provide technical support and monitor and evaluate nutritional services provided in community centres (e.g. ECD centres, community nutrition centres, old age homes)				

4. FOOD SERVICE DELIVERY		NQF Level				
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8	
<ul style="list-style-type: none"> • Know and understand the principles and concepts to plan, execute and control food procurement, storage, production, distribution, and consumption of the final food product • Know and understand the principles and procedures to develop and analyse normal and therapeutic menus to comply with patient/ client and/or group nutritional needs and food and cultural preferences • Know and understand the principles and concepts to develop and standardise normal and therapeutic recipes for specific needs of patients/clients and/or groups in communities • Know and understand the production and management principles and practices of large scale food production • Know and understand the underlying principles, regulations and legislations regarding food quality standards as well as procedures to monitor food standards with reference to nutritional, sensory and microbiological aspects • Know and understand the specifications for food preparation areas, space and equipment needed for optimal work flow and production based on the menu and purchasing and production policies • Know and understand the factors / specifications influencing food and nutritional product specifications • Know and understand the integration of the food service system in nutrition service delivery in the private and public sectors, as well as community settings • Know and understand to change the food service based on feedback from continuous monitoring of the quality of nutrition service delivery • Know and understand the specifications for poverty relief and emergency feeding programmes, e.g. food parcels • Know and understand food safety principles, National and International standards on food safety 	1. Discuss and explain the principles and concepts of food service system management	X				
	2. Compile and analyse normal and therapeutic menus to comply with patient/client and/or group needs and preferences			X	X	
	3. Plan, execute, document control over food procurement, storage, production, distribution, and consumption of the final food product				X	X
	4. Develop, standardise and document normal and therapeutic recipes for specific needs of patients/clients and/or groups in institutions and communities				X	X
	5. Assess, establish and document food quality standards and procedures to monitor quality assurance with reference to nutritional, sensory and microbiological aspects				X	X
	6. Compile and document food and nutritional product specifications			X	X	X
	7. Assess, interpret and apply specifications for food preparation areas, space and equipment needed for optimal work flow and production based on the menu and purchasing and production policies			X	X	X
	8. Plan, integrate and document the food service system with nutrition service delivery in the private and public sectors, as well as community settings				X	X
	9. Assess, integrate and document management principles and quality assurance in the food service system			X	X	X
	10. Monitor and document patient/client/group satisfaction with food service system delivery				X	
	11. Plan, perform and document a plate waste study in an institutional setting				X	X
	12. Plan, adapt and document the intervention strategy/nutrition care plan/food service based on feedback from continuous monitoring of the quality of nutrition service delivery				X	X
	13. Plan, implement and assess drop-in centres /soup kitchens: select food items and plan the menu, purchasing of products and overseeing the programme				X	X
	14. Design poverty relief programmes such as food parcel distributions to poor households and for emergency situations				X	X
	15. Assess poverty relief programmes such as food parcel distributions to poor households and for emergency situations				X	X

5 COMMUNICATION		NQF Level				
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8	
5.1 Health and nutrition promotion <ul style="list-style-type: none"> Know and understand the principles of health promotion Know and understand relevant concepts, recognized theories/approaches and developments related to the field of health promotion Know and understand strategies for health promotion in the private and public sector, factors that influence the nature of, access to, and effectiveness of health promotion Know and understand the critical elements that underpin health promotion Know and understand the global and national policies on health promotion	1. Define and describe health promotion as a field of study	X	X			
	2. Discuss recognized scientific sound theories/approaches and concepts, in the field of health promotion		X			
	3. Identify, explain and evaluate different intervention strategies and approaches to health promotion in different health contexts			X		
	4. Explain and describe the necessity of and the strategies for health promotion in a South African context			X		
	5. Explain and discuss the global and national policies on health promotion			X		
	6. Identify and discuss factors that influence the nature of, access to, and effectiveness of health promotion			X		
	7. Discuss and explain the role of community profiles and mapping to inform health promotion strategies			X		
	8. Develop, assess and describe a health promotion strategy based on the community needs assessment/profile			X	X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.2 Advocacy <ul style="list-style-type: none"> Know and understand the definition, theories, elements and process of advocacy Know and understand the difference between advocacy and lobbying Know and understand what social mobilization is and how to bring together all feasible and practical inter-sectoral social partners and allies and across the food system Know and understand the challenges and opportunities of advocacy Understand the process of using advocacy in effecting policy formulation Know and understand nutrition programmes that were developed based on advocacy, for example SUN movement; 1000 days movement 	1. Define and critically analyse the theories, elements and process of advocacy		X		
	2. Differentiate (distinguish) between advocacy and lobbying			X	
	3. Analyse a relevant advocacy programme/plan/movements and identify the basic elements and process			X	
	4. Plan, describe, explain an advocacy programme to incorporate nutrition objectives into development projects			X	X
	5. Plan, implement and assess nutrition-related campaigns			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
5.3 Behaviour change <ul style="list-style-type: none"> Know and understand the concepts and different theories of behaviour change communication (BCC) Know and understand how to apply behaviour change communication in nutrition Know and understand the recognized theories and elements of a successful public/mass communication strategy for nutrition Know and understand the techniques used in effective counselling 	1. Define and describe the concepts and recognized theories of BCC		X		
	2. Identify, assess and explain different intervention strategies and approaches to BCC in different health contexts		X		
	3. Plan a mass communication strategy on a selected topic		X	X	
	4. Identify and apply appropriate counselling skills to negotiate, and facilitate nutrition behaviour and lifestyle change(s) and empower patients/ clients with self-efficacy skills		X	X	

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8	
5.4 Nutrition Education <ul style="list-style-type: none"> Know and understand the basic principles, techniques and elements of teaching and learning e.g. age and gender sensitive and specific Know and understand how to assess the training needs and goals of individuals and/or groups in nutrition (see also Management) Know and understand how to provide (plan, organise, implement and assess) nutrition education to individuals/groups in different settings Know and understand the elements and process of facilitation 	1. Assess and describe the needs for education and training in nutrition for individuals/groups		X	X		
	2. Provide (plan, organise, implement and assess) nutrition education/ training to individuals and or groups / other health professionals & stakeholders using appropriate techniques in different settings		X	X	X	
	3. Translate (plan, design and produce) key nutrition information/concepts in appropriate education materials for nutrition counselling and education in different settings				X	X
	4. Use and disseminate developed information, education and communication materials for nutrition in different settings (newsletters, pamphlets, publications, public relations and audio-visual material)			X		
	5. Plan, conduct, assess and document a training session on a nutrition topic in different settings e.g. Training personnel on Growth Monitoring					X
	6. Plan, demonstrate, assess and document facilitation in a group setting on a nutrition topic					X
	7. Use (plan, demonstrate, assess and document) the FBDGs to educate an individual/ group/ community on healthy eating practices and adapt within socio-economic-cultural contexts	X				

6 POLICIES, STRATEGIES AND GUIDELINES RELATED TO FOOD AND NUTRITION		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
6.1 Policies <ul style="list-style-type: none"> Know and understand local, national and international policies relevant to food and nutrition Know and understand that policy in food and nutrition is a multi-sectoral and multi-level process and outcome Know and understand the process of policy development Know and understand the process for policy legislation Know and understand the difference between a legislated and non-legislated policy Know and understand how to apply and interpret food nutrition policy and/or regulations in different settings Know and understand the role of the nutrition professional in a multi-stakeholder engagement process 	1. Describe and discuss local, national and international policies relevant to food and nutrition		X	X	
	2. Describe and discuss South African regulations regarding to food and nutrition for example regulations regarding the marketing of breast milk substitutes		X	X	
	3. Describe and discuss the multi-sectoral and multi-level process of policy development		X	X	
	4. Describe the process of policy development and legislation			X	
	5. Differentiate (distinguish) between a legislated and non-legislated policy			X	
	6. Critically analyse and assess materials e.g. labels, adverts, etc. against policies and regulations			X	
	7. Describe and discuss the role of the nutrition professional in a multi-stakeholder engagement process			X	

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
6.2 Strategies <ul style="list-style-type: none"> Know and understand strategies relevant to food and nutrition (local, national and international) Know and understand how to translate food and nutrition strategies into implementation guidelines 	1. Critically analyse and select an appropriate food and nutrition strategy on different levels			X	
	2. Develop implementation guides/guidelines for food and nutrition strategies			X	
	3. Discuss/explain the implementation of a selected strategy using the developed guide/guidelines				X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
6.3 Protocols, guidelines and standard operating procedures (SOPs) <ul style="list-style-type: none"> Know and understand the aim, content and elements of protocols, guidelines and SOPs Know and understand how to adapt policies for local application 	1. Develop and/or assess a nutrition protocol			X	
	2. Develop and/or assess implementation guidelines based on a nutrition policy/strategy			X	
	3. Develop and/or assess a SOP for a selected protocol				X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.4 Food Standards and Tenders specifications <ul style="list-style-type: none"> Know and understand food related tender specifications Know and understand compliance monitoring of tender specifications 	1. Develop tender specifications and assess alignment thereof with latest literature			X	
	2. Describe in writing the process to facilitate and conduct compliance monitoring		X		

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
6.5 Food labelling <ul style="list-style-type: none"> Know and understand regulations that relate to the labelling and advertising of foods Know and understand the marketing of food-stuffs and the laws and legislation thereof and nutrition-related claims and the restrictions around these areas 	1. Design and construct a food label meeting all the appropriate regulations		X		
	2. Critically assess a food label in terms of nutritional information and health and/or nutrition claims		X		
	3. Describe, discuss and assess an advertisement of a food/nutritional product aimed at children and adults		X		
	4. Formulate/Compile a complaint about an unacceptable food/nutritional advertisement and food label to appropriate stakeholders and authorities		X		

7 RESEARCH		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
<ul style="list-style-type: none"> Know and understand the research process (in the qualitative and quantitative research domains), including the following <ul style="list-style-type: none"> A literature survey/review to identify the research problem A systematic review A meta-analysis The research question Aim(s) and objective(s) A hypothesis Relevant methodologies i.e. quantitative and/or qualitative Study design Study population and sampling approach Research tools and/or questionnaires – particularly dietary/food intake Quality control issues i.e. validity, reliability, trustworthiness Data collection Data coding and data capturing Data analysis Basic statistical analysis using statistical software packages Presentation of and dissemination of the results Writing of a research report Know and understand research ethics and ethical issues 	1. Describe, discuss and implement the research process (using quantitative and/or qualitative methodology) in writing up a research report			X	
	2. Translate the findings of a research report into appropriate and feasible recommendations			X	
	3. Describe and interpret a systematic review and meta-analysis			X	
	<i>NOTE: Exposure to and/or participation in all aspects of the research process using an evidence-based approach - Document the process</i>				
	Note to universities: Please align with NQF level 8 for professional degree				

8 CRITICAL CROSS-FIELD OUTCOMES / GRADUATE ATTRIBUTES		NQF Level			
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
8.1 General/Graduate attributes <ul style="list-style-type: none"> Know and understand how to identify and solve problems using responsible decision-making processes, based on critical and creative thinking Know and understand team dynamics and how to work effectively with others as a member of a team (composed of the social, behavioural and health sciences/ professions), group, organisation and community Know and understand how to organise and manage oneself and one's activities demonstrating accountability and responsibility Know and understand how to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion Know and understand how to use science and technology appropriately and effectively, showing responsibility towards the environment and health of others Know and understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation Know and understand the importance of self-evaluation and how to perform and maintain and expand professional competence Know and understand what a sound value system for nutrition competence (tolerance and sensitivity for different attitudes and values and diversity) implies and how to apply it Value the principle life-long learning and on-going competency 	1. Discuss and explain the scope of the dietetics, nutritionist and dietitian-nutritionist professions, their practices, and their regulatory bodies	X			
	2. Participate and work effectively in a team, group, organisation and community. Assess own conduct.	X	X	X	X
	3. Provide evidence of self-management and organisation of his/her activities, in a responsible and effectively manner		X	X	X
	4. Provide evidence of effective communication using visual, mathematical and/or language skills in the modes of oral and/or written presentation .	X	X	X	
	5. Provide evidence of being culturally and aesthetically sensitivity in interaction with clients, patients, colleagues and communities.			X	X
	6. Provide evidence of problem solving skills in various contexts.		X	X	X
	7. Provide evidence of ethical and professional behaviour in the clinical and community settings, as well as in food service units and in research			X	X
	8. Evidence collected to demonstrate graduate attributes			X	X
	9. Perform self-evaluation		X	X	X
	10. Develop a professional value system (tolerance and sensitivity for different attitudes and values; embracing diversity).		X	X	X
	11. Provide evidence of working effectively within organisational structure			X	X
	12. Provide evidence of contributing to personal development and social responsibility	X	X	X	X
	13. Compile a learning portfolio on outcomes achieved			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	^a 5	^b 6	^c 7	^d 8
8.2 Leadership <ul style="list-style-type: none"> Know and understand the theories and principles underpinning various leadership styles and identify how particular styles can be chosen as an effective approach to suit the situation Know and understand how to engage with stakeholders Know and understand the principles and value of networking and the value of networking Know and understand the problem solving and decision-making 	1. Develop and maintain a credible professional role by commitment to excellence in all areas of practice			X	X
	2. Provide leadership at all levels of the health care system, coupled with a strong sense of responsibility and accountability for the development and improvement of nutrition services as an integral component of the health system			X	X
	3. Be proactive and focus on development of solutions to problems			X	X
	4. Establish effective networks and strong alliances			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
process/approach • Know and understand the principles/approaches/techniques of building a team to function optimally • Know and understand the principles and value of emotional intelligence • Know and understand the difference between the three negotiating strategies: win-lose strategy, win-win strategy, and lose-lose strategy • Know and understand the dispute process • Know and understand how to negotiate resources and prioritize nutrition actions Source: Burke R & Barron S. 2007. Project management leadership. Building creative teams. Burke Publishing	1. List and discuss the benefits of leadership and management skills and appreciate when each is more important than the other	X	X		
	2. Identify what is delegation and delegate using a case study	X	X	X	X
	3. Realise that motivation comes from within	X			
	4. Explain some of the theories that inform our current understanding of motivation	X			
	5. Link motivation to leadership style	X			
	6. Develop a negotiation tactic plan of action			X	X
	7. Identify why people resist to change	X			
	8. Identify what can a leader do to engage people with change	X			
	9. Identify, discuss and reflect ideas about how change happens	X	X	X	X
	10. Assess what constitutes a conflict situation at the workplace and explain why conflict in the workplace can be a good thing			X	X
	11. Identify and justify in writing strategies to deal with workplace conflict		X	X	X
	12. Identify and justify in writing the key features of coaching and mentoring			X	X
	13. Identify a mentor for yourself and plan a simple coaching or mentoring session including feedback. Describe the learning experience	X	X		
	14. Describe behaviour in accordance with professional and ethical requirements			X	X

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA	a5	b6	c7	d8
8.3 Human Rights, Bio-ethics and medical law • Know and understand your own value system and the responsibility towards the society at large • Know and understand the concepts and principles of ethical and professional behaviour and conduct • Know and understand the principles of a human rights framework (embracing processes that lead to community capacity development) principles of and ethical and professional conduct to ensure ethical and professional conduct	1. Apply standards of practice and ethics , as well as professional conduct in the clinical and community set-up as well as in food service systems			X	X
	2. Reflect on own behaviour in writing			X	X
	3. Apply and reflect in writing the principles of human rights in a nutrition context, in the clinical and community set-up as well as in food service systems			X	X
	4. Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct			X	X
	5. Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct			X	X

ADDENDUM 2: REFERENCES

1. Council on Higher Education (CHE), Higher Education Quality Committee, Criteria for Programme Accreditation (November 2004)
2. Higher Education Qualifications Sub-Framework; CHE 2013
3. Work-Integrated Learning: Good Practice Guide; HE monitor no 12; August 2011
4. The Scope and Competencies of the Registered Dietitian Nutritionist In The Well-Being Of The South African Population With Associated Assessment Criteria For Entry-Level Dietitian Nutritionist (28 May 2019) (p12)