



## **Professional Board for Dietetics and Nutrition**

**THE SCOPE AND COMPETENCIES OF THE NEW DIETITIAN-  
NUTRITIONIST<sup>1</sup> IN THE WELL-BEING OF THE SOUTH AFRICAN  
POPULATION with  
ASSOCIATED ASSESSMENT CRITERIA for  
ENTRY-LEVEL DIETITIAN-NUTRITIONIST**

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on behalf of the Professional Board for Dietetics and Nutrition in collaboration with the Task Team, Universities, National and Provincial Departments of Health, other stakeholders;

Document based on previous Reports of the Task Teams and Professional Board

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<sup>1</sup>For the purpose of this document the term Dietitian-Nutritionist will be used for the new nutrition professional

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## 1 THE NEW DIETITIAN-NUTRITIONIST

This document has been updated after the meetings of 22 (Board with representatives of all training universities) and 23 (Stakeholder meeting) February 2017.

### 1.1 INTRODUCTION

The Professional Board approved the concept of training a single general nutrition professional cadre at entry level – starting from the needs of the population i.e. primary health care perspective – and allows for advanced qualification(s) and accompanied registration to address the tertiary level needs of the population.

**The meetings recommended to the Board that the term ‘dietitian-nutritionist’ is used for the new nutrition professional**

The following definition of a ‘dietitian-nutritionist’ was published by the International Confederation of Dietetic Associations in 2014:

**“A dietitian-nutritionist is a professional who applies the science of food and nutrition to promote health, prevent and treat disease to optimise the health of individuals, groups, communities and populations”**

This document contains the following: Scope of the dietitian-nutritionist and the outcomes and associated assessment criteria for entry-level dietitian-nutritionists.

### 1.2 PROCESS FOLLOWED

Please refer to previous documentation regarding the full process followed to develop the scope, outcomes and associated assessment criteria for the training of entry-level dietitian-nutritionists as contained in this document.

## 2 THE QUALIFICATION

This will be updated and corrected in due time.

SAQA QUAL ID	QUALIFICATION TITLE		
16867	Bachelor of Science: Dietetics-Nutrition (suggestion)		
SGB NAME	NSB	PROVIDER NAMES	
Professional Board for Dietetics and Nutrition	09 Health Sciences and Social Services	Nelson Mandela Metropolitan University North-West University Sefako Makgatho Health Sciences University University of Cape Town University of the Free State University of KwaZulu/Natal University of Limpopo University of Pretoria University of Stellenbosch University of Venda University of the Western Cape	
QUALIFICATION TYPE	FIELD	SUBFIELD	
Professional Qualification (4 years)	Health Sciences and Social Services	Preventive Health Services / Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
HET	480	Level 8	Regular-Provider-ELOAC
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
	SAQA		

## 3 PURPOSE AND RATIONALE OF THE QUALIFICATION

The **purpose** of the four-year professional qualification is to:

1. Train a dietitian-nutritionist who will be able to register with the Health Professions Council of South Africa (HPCSA), and who is in possession of graduate-level scientific knowledge, skills and attitudes necessary to practice independently in any of the areas as indicated in the scope of the dietitian-nutritionist, in line with national and international trends. The dietitian-nutritionist use appropriate policies, programmes and nutrition principles to prevent, treat and manage nutrition related diseases and promote the nutritional well-being of the individual, groups, community and population;
2. Equip students with the necessary knowledge, skills and insight to function independently within the public as well as the private sector;

3. Equip students in the various steps of research methodology, in order to prepare them for postgraduate studies in the field of nutrition and dietetics;
4. Produce a professional who is focused on self-development through life-long learning, and who will uphold professional and ethical standards of practice.

#### **4 SCOPE OF THE DIETITIAN-NUTRITIONIST**

The **scope** of the dietitian-nutritionist is formulated as:

Optimizing the nutritional well-being of individuals, groups, communities and the population in different settings by:

- Utilizing (critically appraise and apply) a comprehensive body of evidence-based food and nutrition theory and principles
- Assessing the nutritional status, food and nutrition situation(s) and concomitant health risks of clients/patients, groups, communities and the population using relevant methodologies
- Advocating for nutrition professionals, services and programmes
- Conceptualizing, planning, prescribing, implementing, managing, monitoring, evaluating and documenting appropriate nutritional care for patients/clients with specific nutritional needs
- Conceptualizing, planning, implementing, managing, monitoring, evaluating and documenting appropriate nutrition intervention programmes, nutrition policies, strategies and guidelines for individuals, groups, communities and the population with specific needs
- Taking responsibility for using/applying/implementing appropriate nutrition policies, strategies and guidelines
- Influencing the national food systems/environments to enable all individuals to have access to affordable, nutritious and safe food
- Applying information, communication, education and counselling skills and social mobilizing to empower individuals/groups/communities/populations to change their food/nutrition behaviour to make safe, healthy food choices to prevent nutrition-related diseases and to improve quality of life
- Planning and executing an effective food service system based on the specific food and nutritional needs of the healthy and ill
- Planning, implementing, managing, evaluating, monitoring and documenting procedures and policies relating to human, financial, operational and other resources
- Managing human, financial and other resources to ensure optimal and equitable delivery of nutrition services at all levels of service delivery including PHC and population level
- Conceptualizing, formulating, implementing and communicating nutrition related research
- Applying critical and creative thinking in working effectively within a multidisciplinary team and multi-sectoral environment, the community and stakeholders in contributing to the personal, social and economic development of society in an ethical and professional manner.

## 5 ACCESS TO THE QUALIFICATION

A senior certificate with matriculation exemption or an equivalent university admission qualification is required and the student should also meet the following access criteria:

- A pass in mathematics, together with at least one other natural and/or life science subject (e.g. life science, physiology, natural science), minimum requirements.
- In addition, individual academic institutions may have their own admission criteria;
- In addition, individual academic institutional may apply selection criteria.

## 6 LEARNING ASSUMED TO BE IN PLACE

Prospective students should have acquired the following skills through learning prior to entering the programme in dietetics:

- communication (reading, writing and speaking) skills
- numerical skills
- language skills
- basic life skills
- information technology skills, including basic computer skills
- Or as stipulated by a specific academic institution.

## 7 OPERATIONAL DEFINITIONS

### 7.1 COMPETENCY BASED EDUCATION

Competency-based learning or competency-based education and training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill/learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual competency, and only once they have mastered it do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of Competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or formative testing (Wikipedia).

The unit of progression in a competency based training system, is mastery of **knowledge** and **skills** and is learner focused. Two key components of competency-based training are:

- Skill – a task or group of tasks performed to a specified level of proficiency which typically involves the manipulation of tools and equipment, or expertise that is knowledge or attitude-based.
- Competency – a skill performed to a specified standard under specific conditions.

## **7.2 COMPETENCE**

The ability to do something successfully or efficiently. "The players displayed varying degrees of competence". Synonyms: capability, ability, competency, proficiency, accomplishment, expertise, adeptness, skill, prowess, mastery, talent (Wikipedia).

In the case of the training of the dietitian-nutritionist it refers to the entry-level competencies as per the associated assessment criteria (standard).

## **7.3 WORK INTEGRATED LEARNING (WIL)**

Also called experiential learning.

WIL is based on the principle that learning should be demonstrated to be appropriate for a qualification and should be assessed wherever it takes place or is provided. Experiential learning is the process of learning through experience. The purpose of experiential learning is to expose the student to 'real life situations' and to 'practice real life situations' using different methodologies.

'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' (from: Work-Integrated Learning: Good Practice Guide. Council on Higher Education, Pretoria, 2011).

'It is worth emphasising that the alignment between work and education implied in WIL is not restricted to work placement. There are many different WIL practices along a continuum from more theoretical to more practical forms. WIL includes, but is not limited to, learning from experience. When WIL includes workplace learning, the intention is to encourage students to reflect on their experiences and develop and refine their own conceptual understanding. These capabilities are just as necessary for general education as they are for career-focused education' (from: Work-Integrated Learning: Good Practice Guide. Council on Higher Education, Pretoria, 2011).

'Programmes that include WIL offer opportunities for students to prepare for, and learn from, the workplace, to transfer discipline-based theory and a wide variety of skills learned in their formal education to an authentic context as a colleague and employee, with all the responsibilities and expectations such a role entails' (from: Work-Integrated Learning: Good Practice Guide. Council on Higher Education, Pretoria, 2011).



#### **7.4 THERAPEUTIC NUTRITION**

Therapeutic nutrition is the process of using foods and nutrients to prevent and/or treat a disease or condition. Medical nutrition therapy (MNT) is a therapeutic approach to treating medical conditions and their associated symptoms via the use of a specifically tailored diet devised and monitored by a registered dietitian. The diet is based upon the patient's medical record, physical examination, functional examination and dietary history.

#### **7.5 COMMUNITY NUTRITION**

Community nutrition is the process of helping individuals and groups develop healthy eating habits in order to promote wellness and prevent disease. Community nutrition encompasses individual and interpersonal-level interventions focused on creating changes in knowledge, attitudes, behaviour and health outcomes either individually or in small groups within a community setting (American Academy of Nutrition and Dietetics, 2014).

#### **7.6 PUBLIC HEALTH NUTRITION**

Public health nutrition is the application of nutrition and public health principles to improve or maintain optimal health of populations and targeted groups through enhancements in programs, systems, policies, and environments (American Academy of Nutrition and Dietetics, 2014).

#### **7.7 FOOD SYSTEMS**

A sustainable community food system is a collaborative network that integrates sustainable food production, processing, distribution, consumption and waste management in order to enhance the environmental, economic and social health of a particular place (UCDavis, USA).

The term "food system" is used frequently in discussions about nutrition, food, health, community economic development and agriculture. A food system includes all processes and infrastructure involved in feeding a population: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items. It also includes the inputs needed and outputs generated at each of these steps. A food system operates within and is influenced by social, political, economic and environmental contexts. It also requires human resources that provide labour, research and education. Food systems are either conventional or alternative according to their model of food lifespan from origin to plate (Wikipedia).

## **7.8 NUTRITION EDUCATION**

Nutrition Education is any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food choices and other food- and nutrition-related behaviours conducive to health and well-being. Nutrition education is delivered through multiple venues and involves activities at the individual, community, and policy levels (Dr Isobel Contento).

## **7.9 NUTRITIONAL ANTHROPOLOGY**

Nutritional anthropology is the study of food and nutrition from evolutionary, behavioural, social and cultural perspectives, and how these interact in the production of nutritional health at the individual, community and population levels)

## **8 DEVELOPMENT OF TRAINING PROGRAMMES**

All the training universities will work together to develop their individual programmes and take into consideration all the documentation from the DoHET, Council on Higher Education and the SA National Qualification Framework.

All training institutions should study the following documents to assist them in the development of their programmes and allow for articulation between the universities:

- Work-Integrated Learning: Good Practice Guide. Council on Higher Education, Pretoria, 2011
- The South African Qualifications Authority. Level Descriptors for the South African National Qualifications Framework. Directorate: Registration and Recognition; Directorate: Strategic Support, SAQA, Pretoria, 2012
- The Articulation Policy for the Post -School Education and Training System of South Africa. Published in the Government Gazette on 13 January 2017.

In addition, universities are requested to give attention to not only work-integrated learning but also transformative education.

### **TRANSFORMATIVE EDUCATION**

Definition of Transformative learning (Wikipedia): 'Transformative learning is the expansion of consciousness through the transformation of basic worldview and specific capacities of the self; transformative learning is facilitated through consciously directed processes such as appreciatively accessing and receiving the symbolic contents of the unconscious and critically analysing underlying premises'.

The following is quoted from an article by Prof Ben van Heerden (Effectively addressing the health needs of South Africa's population: The role of health professions education in the 21st century. S Afr Med J 2013;103(1):21-22. DOI:10.7196/SAMJ.6463)

'Since Flexner's report, training institutions have mainly focused on the first two levels of learning: informative and formative. Informative learning refers to the learning of facts and skills and produces a technical expert. Formative learning exposes the student to the elements required to become a professional, i.e. ethical norm, professional behaviour, etc. The third level (transformative learning) facilitates the development of change agents that will help ensure that the population's health needs are met, that inequities are minimised, and that health system deficiencies are addressed in co-operation with the relevant stakeholders. The key driver of our educational endeavours should be the health needs of the population and the needs of the health system. These inform the competencies that our graduates require, and should in turn inform the outcomes, content and design of our curricula.

Interdependence refers to the need for close collaboration between members of the various healthcare professions (and even other professions). It furthermore refers to harmonisation of the education and health systems in training of health professionals and addressing the population's healthcare needs, the dismantling of professional silos, and the need to be globally connected but locally focused'.

Suggested additional reading:

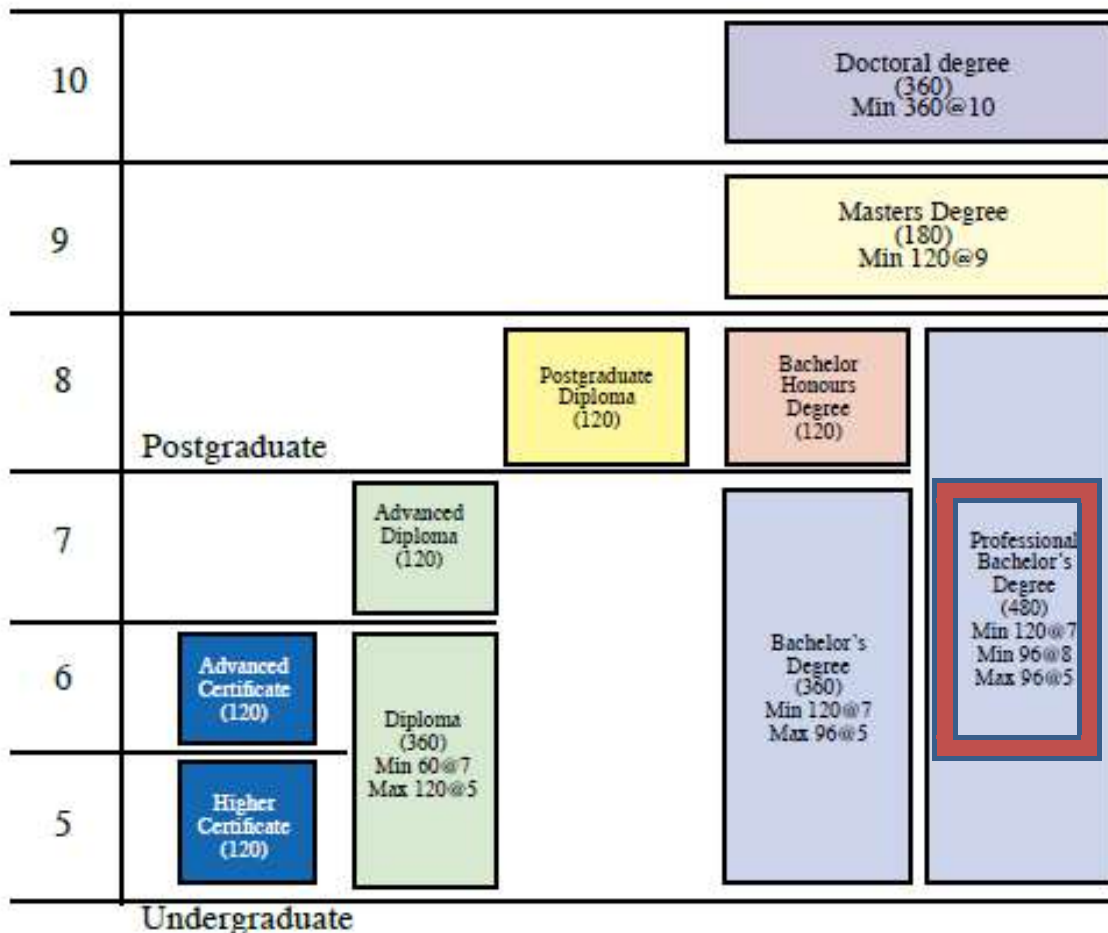
Mezirow J. Transformative Dimensions of Adult Learning. 1991

Kroth M & Cranton P. Stories of Transformative Learning. Sense Publishers, Rotterdam, 2014  
<https://www.sensepublishers.com/>

## **WORK-INTEGRATED LEARNING (WIL)**

'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:

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

## 9 COMPETENCIES OF THE ENTRY LEVEL DIETITIAN-NUTRITIONIST

The competencies of the dietitian-nutritionist are based on the work done by the Second Task Team (and include some of the current competencies of a dietitian and nutritionist) as well as discussions with and comments received from stakeholders.

Notes on Competence from the International Competence Standards for Dietitian-Nutritionists, Discussion Paper, 2015:

- Competence refers to a person's ability or the skills and knowledge that the person possesses.

- Competence can only be demonstrated by the students/learners
- Competence is an outcome: it describes what someone can do. It does not describe the learning process which the individual has taken
- Competence represents the whole combination of knowledge, understanding, skills and abilities and the capacity for applying them.
- In order to reliably measure someone's ability to do something, there must be clearly defined and widely accessible standards through which performance is measured and accredited;
- Competence is a measure of what someone can do at a particular point in time.

**NOTE:** The exit level outcomes and associated assessment criteria in this document refer to that of an entry level dietitian-nutritionist and is not always in line with the scope of the dietitian-nutritionist. In house training and experience will add to the development of the dietitian-nutritionist to be able to deliver on the full scope.

## COMPETENCIES OF THE ENTRY LEVEL DIETITIAN-NUTRITIONIST

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

9.1 NUTRITIONAL AND OTHER BASIC SCIENCES	
EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<p><b>9.1.1 Nutritional science</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Know and understand the factors determining the nutrient requirements in different stages of the life cycle</li> <li>• Know and understand the influence of different factors in promoting healthy eating during the life-cycle</li> <li>• 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</li> <li>• Know and understand factors contributing to nutritional well-being and the multi-causality of nutritional problems (causal processes and risk factors)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of basic human nutrition, human physiology, metabolism, biochemistry, microbiology, pathophysiology and pharmacology and how it relates to nutrition and health</li> <li>• Discuss, explain and describe the functions of the individual nutrients in growth, development and maintenance of good health</li> <li>• Describe and explain the development of nutrient deficiencies</li> <li>• Discuss the relationship between nutrients found in food and their effect on human physiology and metabolism and nutritional status</li> <li>• Recommend and justify appropriate food choices to ensure good health and prevent the onset of nutrition-related diseases</li> <li>• Assess and analyse the factors determining the nutrient requirements in the different stages of the life cycle</li> <li>• Describe and address nutrient requirements during the different stages of the life cycle</li> <li>• Promote healthy food choices</li> <li>• Identify foods that are rich sources of specific nutrients and classify foods in terms of nutrient contribution to the diet</li> <li>• 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</li> <li>• Use recognised conceptual frameworks and scientific sound and contextual information to comprehensively assess and analyse in-depth the causes of nutrition-related health issues</li> <li>• Assess and describe the effect of disease / ill-health on nutritional status by explaining the underlying mechanisms</li> <li>• Identify, assess and critically discuss the potential cause(s) of nutrition-related health issues in individuals and groups based on the nutritional assessment data</li> <li>• Critically identify, assess and analyse the contributing factors to nutritional well-being and the multi-causality of nutritional problems</li> </ul>

<b>9.1 NUTRITIONAL AND OTHER BASIC SCIENCES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.1.2 Food science and food safety</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Know and understand the role and optimal utilisation of organic foods and genetically modified foods</li> <li>• Know and understand the role and optimal utilisation of functional foods</li> <li>• Know and understand the role and optimal utilization of nutrient and food supplements</li> <li>• Know and understand the national and professional regulations that govern the practice of food science, food hygiene and food safety</li> <li>• Know and understand the compendium of additives used in food and as indicated on food labelling</li> <li>• Know and understand the composition and role of carbohydrate, fat and protein as a food ingredient</li> <li>• Advanced knowledge and understanding of food quality standards and procedures to monitor food standards with reference to nutritional, sensory and microbiological aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, discuss and give examples of the principles of food production technology and ethical issues</li> <li>• Describe, discuss and apply best practice in food hygiene and food safety protocols/ regulations/ recommendations</li> <li>• Formulate an evidence-based opinion on the role and optimal use of organic and genetically modified foods</li> <li>• Identify and discuss the role and use of food additives in food processing and the possible impact on nutrition and health</li> <li>• Describe and discuss the change in macro- and micronutrients in food during food processing</li> <li>• Discuss and describe the principles of a sensory evaluation of food products</li> <li>• Describe, discuss and implement the food quality standards and procedures to maintain or improve standards with reference to nutritional, sensory and microbiological aspects</li> <li>• Describe the process to monitor food quality standards and procedures with reference to nutritional, sensory and microbiological aspects</li> </ul>
<p><b>9.1.3 Food systems (FAO definition)</b></p> <ul style="list-style-type: none"> <li>• Know and understand the globalization of food systems and the impact on developing countries</li> <li>• Know and understand the national regulations that govern food systems</li> <li>• Know and understand the factors that drive changes in food systems</li> <li>• Know and understand how development (in the broader context) relates to changes in food systems</li> <li>• Know and understand the effect of food systems on food and nutrition security</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss the impact of the globalization of food systems on developing countries</li> <li>• Discuss, explain and apply best practice of global and national protocols/regulations in food systems</li> <li>• Identify, assess, and analyse the factors that drive changes in the food system in the local context</li> <li>• Discuss, assess and analyse how development impact on changes in the food systems</li> <li>• Assess, discuss and explain the impact of food systems on food and nutrition security</li> </ul>

<b>9.1 NUTRITIONAL AND OTHER BASIC SCIENCES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<ul style="list-style-type: none"> <li>• Know and understand indigenous knowledge in a food and nutrition context</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss, explain and describe the use of and contribution of indigenous knowledge in a food and nutrition context</li> <li>• Critically evaluate/assess environmental impact on food supply, nutrition and health</li> </ul>
<p><b>9.1.4 Social science, sociology, economic, and nutritional anthropology</b></p> <ul style="list-style-type: none"> <li>• Know and understand the concepts of a rights-based approach to human rights and the right to food</li> <li>• Know and understand the social and political context of nutrition</li> <li>• Know and understand the underlying economic and social conditions as related to food and nutrition security</li> <li>• Know and understand the social and cultural, religious factors that affect/influence food preferences, food acceptance, food preparation and food habits and eating behaviour</li> <li>• Know and understand the effect / impact of local conditions (ecological, social, political and economic) on the adoption and effectiveness of various nutrition-related programmes</li> <li>• Know and understand the contribution of social determinants and social inequalities to nutrition and health</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identify, assess and discuss the underlying economic and social conditions as related to food and nutrition security</li> <li>• 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</li> <li>• Reflect on own culture, values and beliefs and their influence on practice</li> <li>• Identify, assess and describe cultural and religious influences on food preferences, acceptance, preparation, eating behaviour etc. and apply this knowledge and understanding to develop healthy and appropriate meals and to recommend/ facilitate healthy eating patterns</li> <li>• Assess and interpret patient/client/group food preferences using appropriate interviewing skills or valid questionnaires</li> <li>• Discuss the contribution of social determinants and social inequalities to nutrition and health</li> </ul>
<p><b>9.1.5 Communication</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know and understand the principles of how to communicate information, ideas and opinions in well-structured arguments in the field of health communication</li> <li>• Know and understand the factors that influence effective communication with individuals and groups in different contexts</li> <li>• Know and understand the impact of cultural diversity on communication</li> </ul>	<ul style="list-style-type: none"> <li>• Define and clarify, discuss and explain concepts, theory and elements of communication</li> <li>• Explain and display the communication process, including how people listen, talk and interpret messages</li> <li>• Explain and display effective listening, speaking and writing skills in different but specified contexts</li> <li>• Identify and discuss the determinants, value and rules of effective interpersonal communication</li> <li>• Differentiate (discuss and explain) between verbal and non-verbal communication and justify the role of each in the communication process</li> <li>• Discuss and explain the art and value of non-verbal communication</li> </ul>



<b>9.1 NUTRITIONAL AND OTHER BASIC SCIENCES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<ul style="list-style-type: none"> <li>• Know and understand the principles of appropriate basic writing style in academic discourse, including the skill to do basic report writing</li> <li>• Know and understand the key elements to develop good communication material</li> <li>• Know and understand how to effectively communicate using oral, written and electronic media</li> <li>• 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)</li> <li>• Know and understand the principles of ethical and responsible use of social media</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, explain and demonstrate appropriate skills in using different communication techniques in nutrition</li> <li>• Prepare and submit a scientific report on a nutrition topic</li> <li>• Communicate clearly and concisely to a range of audiences using a range of media.</li> <li>• Deliver an informative presentation to the public on a nutrition related topic to different target groups</li> <li>• Design and develop appropriate information, education and communication materials respectively on nutrition-related topics in different settings</li> <li>• Constructive participation in a nutrition communication programme or campaign</li> </ul>
<p><b>9.1.6 Governance</b></p> <ul style="list-style-type: none"> <li>• Know and understand the functioning and managing of the health system and development structures in South Africa</li> <li>• Know and understand the goals and importance of nutrition policies</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss the functioning and managing of the health system and development structures in South Africa</li> <li>• Be formally exposed to the functioning of the health system and development structures in South Africa. Document the process</li> <li>• Identify and discuss where nutrition is covered in the different levels of government</li> <li>• Describe and discuss the goals and importance of nutrition policies</li> </ul>
<p><b>9.1.7 Management</b></p> <ul style="list-style-type: none"> <li>• Know and understand the processes needed for management using an appropriate system for <ul style="list-style-type: none"> <li>○ Development of a business plan</li> <li>○ Human resource development and management (including needs assessment)</li> <li>○ Financial management</li> <li>○ Time management</li> <li>○ Procurement (supply chain) management</li> <li>○ Operational management</li> <li>○ Programme management</li> <li>○ Project management</li> <li>○ Quality assurance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflect in writing on the application of business management skills</li> <li>• Describe, interpret and apply human resource development and management principles in a nutrition relevant setting</li> <li>• Prepare a budget in a nutrition relevant setting</li> <li>• Discuss the factors that influence cost control in a nutrition relevant setting</li> <li>• Compile, implement, monitor, assess and document a business plan/project in a nutrition relevant setting</li> <li>• Describe and discuss applicable legislation and policy (internal and external) in management</li> <li>• Discuss, explain and interpret quality assurance principles and systems</li> <li>• Apply in writing quality assurance systems in a nutrition relevant setting</li> </ul>

<b>9.1 NUTRITIONAL AND OTHER BASIC SCIENCES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.1.8 Health economics</b></p> <ul style="list-style-type: none"> <li>• Know and understand economic concepts and theories as applied in the health care system</li> <li>• Know and understand the principles to analyse economic problems</li> <li>• Know and understand the economic decision making process in health care</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss the concepts (scarcity, opportunity cost, choices and efficiency) of economics in health care</li> <li>• Describe, discuss and outline the determinants of demand and supply in health care</li> <li>• Describe, discuss and explain how resources are allocated</li> </ul>
<p><b>9.1.9 Epidemiology and basic research</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles of epidemiology of nutrition</li> <li>• Know and understand the principals of nutrition-related research</li> <li>• Know and understand how to identify a research problem</li> <li>• Understand how to critique a scientific and lay nutrition publication</li> </ul>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Compose a literature review (critically evaluating and integrating literature) on any nutrition-related topic, using an evidence-based approach</li> <li>• Describe, discuss and assess an oral/written scientific article/presentation and lay presentation/ article</li> <li>• Assess, review and apply relevant scientific information in order to identify research needs in the public health sector</li> </ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.2 SCREENING / NEEDS ASSESSMENT / SITUATION ANALYSIS</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.2.1 Nutrition assessment, evaluation and diagnosis</b></p> <ul style="list-style-type: none"> <li>• Know and understand the nutrition-related diseases commonly found in South Africa (both over and under nutrition)</li> <li>• 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)               <ul style="list-style-type: none"> <li>○ Nutrition Screening (S)</li> <li>○ Anthropometric and body composition (A)                   <ul style="list-style-type: none"> <li>• Know and understand the use of standards and norms</li> </ul> </li> <li>○ Biochemical (B)</li> <li>○ Clinical (C)</li> </ul> </li> </ul>	<p>Suggestion: Use S, A , B, C, D &amp; E (environment/extra) and F for food security as the full complement to assess nutritional status</p> <ul style="list-style-type: none"> <li>• Perform appropriate nutrition screening techniques/protocol</li> <li>• Interpret the outcome of the nutrition screening and make appropriate recommendations</li> <li>• Critically evaluate body composition analysis techniques by describing the theoretical principles, uses and limitations of the various techniques</li> <li>• 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</li> <li>• Interpret anthropometric measurements (in adults and children) against relevant standards / norms and propose interventions (if relevant)</li> <li>• Correctly apply techniques to measure body composition by means of various practical techniques and interpret the results</li> <li>• Assess physical fitness using a non-invasive method (i.e. questionnaires) and interpret the results</li> <li>• Assess and interpret relevant biochemical measurements in relation to nutritional status across the life-span in health and disease states</li> <li>• Identify and describe the symptoms and signs of nutritional deficiencies</li> <li>• Describe, explain and apply the basic concepts employed in the clinical assessment of nutritional status</li> <li>• Establish, practise and demonstrate a holistic approach to the clinical</li> </ul>

## 9.2 SCREENING / NEEDS ASSESSMENT / SITUATION ANALYSIS

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
	assessment of nutritional status <ul style="list-style-type: none"> <li>• Perform and interpret routine screening for blood pressure, urine (glucose, protein and minerals) and finger prick (haemoglobin, glucose and cholesterol)</li> </ul>
<ul style="list-style-type: none"> <li>○ Dietary (D)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Know and understand techniques in assessing dietary intake of individuals and groups</li> <li>• 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</li> <li>• Assemble own dietary assessment kit</li> <li>• Discuss the value of various standard techniques used for assessment of dietary intake by describing the characteristics, uses and limitations of the different instruments</li> <li>• Convert household quantities to gram of food</li> <li>• Perform dietary analysis by utilising the SA food composition tables and computer software programme</li> <li>• Analyse and interpret dietary intake data using appropriate standards/ reference intakes/ exchange lists/ guidelines and scores</li> <li>• Make justifiable recommendations to improve dietary intake for individuals, clients/patients and groups in communities/ institutions / schools</li> </ul>
<ul style="list-style-type: none"> <li>○ Psycho-socio-demographic / Extra / Environment (E)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the psycho-socio-demographic status of individuals and groups by identification and I analysis of the indicators of health, demographic and socio-economic status</li> <li>• Compile a community profile by collecting and incorporating all indicators of health, demographic, governance and development structures and socio-economic status</li> </ul>

## 9.2 SCREENING / NEEDS ASSESSMENT / SITUATION ANALYSIS

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and interpret the type and severity of nutrition-related health issues in individuals and communities for nutrition intervention</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate and interpret a nutritional diagnosis based on the integration of nutritional assessment data</li> </ul>
<ul style="list-style-type: none"> <li>• Know and understand how to assess food availability and preferences of patient/client/group</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Analyse and interpret food preferences of patient/client/group food</li> </ul>
<p><b>9.2.2 Community/population assessment, evaluation and diagnosis</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles and components of a comprehensive nutrition situation analysis or community diagnosis</li> <li>• 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</li> <li>• Know and understand why risk groups are vulnerable to malnutrition</li> <li>• Know and understand nutrition indicators relevant to health and development</li> <li>• Know and understand how the management and information systems are used for monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, conduct, compile, assess, interpret and document a community situation analysis and diagnosis</li> <li>• Assess and analyse the demographics, socioeconomic features and services, e.g. water &amp; sanitation, PHC services etc. and the impact thereof on nutritional status, and on the processes of improving the nutritional status of the community</li> <li>• Apply appropriate nutritional assessment techniques (A, B, C, D, E &amp; F)</li> <li>• Analyse and interpret the interrelationships between food, nutrition, food systems and sociocultural determinants and health</li> <li>• Assess and interpret nutrition indicators relevant to health and development</li> <li>• Use management and information systems in assessment, evaluation and diagnosis</li> <li>• Assess and interpret dietary intake as it applies to a community setting</li> <li>• Assess the type and severity of nutrition-related health issues in communities for nutrition intervention, based on the application of standard screening tools</li> </ul>

## 9.2 SCREENING / NEEDS ASSESSMENT / SITUATION ANALYSIS

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<p><b>9.2.3 Food and nutrition security</b></p> <ul style="list-style-type: none"> <li>• Know and understand the concepts of food and nutrition security</li> <li>• 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</li> <li>• 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)</li> <li>• Know and understand how to use appropriate tools to assess food and nutrition security on a household and community level</li> <li>• Know and understand how to identify food and nutrition problems and factors influencing food and nutrition security</li> <li>• Know and understand the causes of food and nutrition insecurity at household, community and national level</li> <li>• Know and understand the consequences of food and nutrition insecurity at household, community and national level</li> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Define and discuss the concepts of food and nutrition security of individuals, groups, community and population</li> <li>• Identify and apply appropriate tools to measure food and nutrition security on an individual, groups, community and population level e.g. food balance sheets</li> <li>• Plan, conduct and document a food and nutrition security survey on individual, household and community level</li> <li>• Discuss assess and analyse the implications of food and nutrition security on the nutritional status of an individual, household, group and community.</li> <li>• Describe and discuss the response mechanisms to food and nutrition insecurity</li> </ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.3 NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.3.1 Nutritional care for individuals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Know and understand that a holistic approach is needed to optimally care for the patient/client</li> <li>• Know and understand that some patients could need home nutrition support / supplementary feedings</li> <li>• Know and understand the concepts and principles of normal and therapeutic menus for a specific disease</li> <li>• Know and understand the difference of enteral nutrition vs. total parenteral nutrition</li> <li>• Know and understand the compilation (unique features) of enteral feeds</li> <li>• Know and understand drug-nutrient interactions</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identify and describe the enteral and parenteral products available in South Africa</li> <li>• Prescribe and plan appropriate enteral nutrition for patients / clients</li> <li>• Prescribe appropriate total parenteral nutrition for patients</li> <li>• 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</li> <li>• Provide evidence of participating in multidisciplinary / interdisciplinary ward rounds / discussions and provide nutritional recommendations for managing the patient nutritionally</li> <li>• Promote and monitor patient/client compliance with the nutrition care plan</li> <li>• Identify relevant patients and plan and monitor home nutrition support / supplementary feeding</li> <li>• Provide home-based nutrition support (tube feeds and targeted supplementary feeding for patients) by educating the patients and monitoring the progress</li> <li>• Compile and analyse normal and therapeutic menus to comply with nutritional needs and food preferences of patient / client and/or group</li> <li>• Apply evidence-based dietary measures as part of managing patients nutritionally, including critically ill patients and patients with multiple diagnosis requiring complex medical care</li> <li>• Take drug-nutrient interaction into consideration when planning the nutritional plan of a patient/client</li> </ul>
<p><b>9.3.2 Nutritional care at community / population levels</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Define, clarify and analyse the underlying principles and concepts of a nutrition strategy / intervention plan to address nutrition problems and improve wellness</li> <li>• Conceptualise, design, implement, monitor, assess and document appropriate intervention strategies to address nutrition and related health issues of groups in communities and/or the public</li> <li>• Apply critical analytical thinking skills in the assessment of demographic and</li> </ul>

### 9.3 NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<ul style="list-style-type: none"> <li>• Know and understand the concept, theory and end goals of community nutrition programmes within national and international contexts</li> <li>• Understand the factors for the success of nutrition programmes</li> <li>• 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</li> <li>• Understand how to facilitate and monitor community or public participation in the selection, planning, implementation and assessment of appropriate intervention strategies</li> <li>• 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</li> <li>• Understand nutrition indicators relevant to health, development and management systems and understand the operation of information systems</li> <li>• Understand the referral system within the public health system</li> <li>• Understand the principles of providing support in a community</li> <li>• Have knowledge of support and developmental support programmes in the community</li> <li>• 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</li> </ul>	<p>socioeconomic features of a particular community</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Monitor, interpret and document nutritional indices in the community and other levels of governance</li> <li>• 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</li> <li>• Facilitate and monitor, describe and explain, assess and document community or public participation in the selection, planning, implementation and evaluation of appropriate intervention strategies</li> <li>• Operationalize and document plans for nutrition and integrate within the provincial, district and local authority contexts</li> <li>• Identify, recommend and interpret nutrition indicators to measure nutrition performance and outcomes</li> <li>• Assess, analyse, interpret and act upon appropriate nutrition indicators</li> <li>• Analysis of the impact of nutrition intervention strategies on the community's health</li> <li>• Establish and document links and a referral system to community support groups a health facilities</li> <li>• Provide, assess and document technical support to support groups focusing on diseases of lifestyle, breastfeeding, etc.</li> <li>• Identify (assess and document) vulnerable individuals (children, orphans, women and /or elderly) and enrol them to appropriate programmes</li> <li>• 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</li> </ul>



**9.3 NUTRITION PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION**

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<p><b>9.3.3 Nutrition service delivery</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to assess the need(s) for nutrition services of patients/clients/groups/institutions</li> <li>• Know and understand how to develop and implement nutrition services (both at facility and community settings)</li> <li>• Know and understand how to monitor patient / client/ group/ institution satisfaction with nutrition service delivery</li> <li>• Know and understand how to act upon dissatisfaction of patients / clients/ group / institution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and explain the nutrition service needs of patients/ clients/ groups /institutions</li> <li>• Monitor patient/client/group satisfaction with nutrition service delivery and assess and describe the process</li> <li>• Support the implementation of nutrition services in institutionalized patients/ clients/ groups and assess and describe the process</li> <li>• Act upon dissatisfaction of clients / patients/ groups and institution and assess and describe the process</li> </ul>
<p><b>9.3.4 Inter- and intra-sectorial support, co-ordination and collaboration</b></p> <ul style="list-style-type: none"> <li>• Know and understand the composition, protocols and working relationships of the different sectors involved in nutrition</li> <li>• Know and understand the value of a good rapport with the different sectors involved in / dealing with nutrition</li> <li>• Know and understand the principles and concepts of Private Public Partnership (PPP)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Assess and describe the process of initiating and strengthening Private Public Partnership, e.g. to create demand and supply for nutritious foods</li> <li>• 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)</li> </ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.4 FOOD SERVICE DELIVERY</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<ul style="list-style-type: none"> <li>• Know and understand the principles and concepts to plan, execute and control food procurement, storage, production, distribution, and consumption of the final food product</li> <li>• 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</li> <li>• 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</li> <li>• Know and understand the production and management principles and practices of large scale food production</li> <li>• 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</li> <li>• 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</li> <li>• Know and understand the factors/ specifications influencing food and nutritional product specifications</li> <li>• 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</li> <li>• Know and understand to change the food service based on feedback from continuous monitoring of the quality of nutrition service delivery</li> <li>• Know and understand the specifications for poverty relief and emergency feeding programmes, e.g. food parcels</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and explain the principles and concepts of food service system management</li> <li>• Compile and analyse normal and therapeutic menus to comply with patient/client and/or group needs and preferences</li> <li>• Plan, execute, document control over food procurement, storage, production, distribution, and consumption of the final food product</li> <li>• Develop, standardise and document normal and therapeutic recipes for specific needs of patients/clients and/or groups in institutions and communities</li> <li>• Assess, establish and document food quality standards and procedures to monitor quality assurance with reference to nutritional, sensory and microbiological aspects</li> <li>• Compile and document food and nutritional product specifications</li> <li>• 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</li> <li>• Plan, integrate and document the food service system with nutrition service delivery in the private and public sectors, as well as community settings</li> <li>• Assess, integrate and document management principles and quality assurance in the food service system</li> <li>• Monitor and document patient/client/group satisfaction with food service system delivery</li> <li>• Plan, perform and document a plate waste study in an institutional setting</li> <li>• 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</li> <li>• Plan, implement and assess drop-in centres/soup kitchens (select food items and plan the menu, purchasing of products and overseeing the programme)</li> <li>• Design poverty relief programmes such as food parcel distributions to poor households and for emergency situations</li> <li>• Assess poverty relief programmes such as food parcel distributions to poor households and for emergency situations</li> </ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.5 COMMUNICATION</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.5.1 Health and nutrition promotion</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles of health promotion</li> <li>• Know and understand relevant concepts, recognized theories/approaches and developments related to the field of health promotion</li> <li>• 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</li> <li>• Know and understand the critical elements that underpin health promotion</li> <li>• Know and understand the global and national policies on health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Define and describe health promotion as a field of study</li> <li>• Discuss recognized scientific sound theories/approaches and concepts, in the field of health promotion</li> <li>• Identify, explain and evaluate different intervention strategies and approaches to health promotion in different health contexts</li> <li>• Explain and describe the necessity of and the strategies for health promotion in a South African context</li> <li>• Explain and discuss the global and national policies on health promotion</li> <li>• Identify and discuss factors that influence the nature of, access to, and effectiveness of health promotion</li> <li>• Discuss and explain the role of community profiles and mapping to inform health promotion strategies</li> <li>• Develop, assess and describe a health promotion strategy based on the community needs assessment/profile</li> </ul>
<p><b>9.5.2 Advocacy</b></p> <ul style="list-style-type: none"> <li>• Know and understand the definition, theories, elements and process of advocacy</li> <li>• Know and understand the difference between advocacy and lobbying</li> <li>• 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</li> <li>• Know and understand the challenges and opportunities of advocacy</li> <li>• Understand the process of using advocacy in effecting policy formulation</li> <li>• Know and understand nutrition programmes that were developed based on advocacy, for example SUN movement; 1000 days movement</li> </ul>	<ul style="list-style-type: none"> <li>• Define and critically analyse the theories, elements and process of advocacy</li> <li>• Differentiate (distinguish) between advocacy and lobbying</li> <li>• Analyse a relevant advocacy programme/plan/movements and identify the basic elements and process</li> <li>• Plan, describe, explain an advocacy programme to incorporate nutrition objectives into development projects</li> <li>• Plan, implement and assess nutrition-related campaigns</li> </ul>

<b>9.5 COMMUNICATION</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.5.3 Behaviour change</b></p> <ul style="list-style-type: none"> <li>• Know and understand the concepts and different theories of behaviour change communication (BCC)</li> <li>• Know and understand how to apply behaviour change communication in nutrition</li> <li>• Know and understand the recognized theories and elements of a successful public/mass communication strategy for nutrition</li> <li>• Know and understand the techniques used in effective counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Define and describe the concepts and recognized theories of BCC</li> <li>• Identify, assess and explain different intervention strategies and approaches to BCC in different health contexts</li> <li>• Plan a mass communication strategy on a selected topic</li> <li>• Identify and apply appropriate counselling skills to negotiate, and facilitate nutrition behaviour and lifestyle change(s) and empower patients/ clients with self- efficacy skills</li> </ul>
<p><b>9.5.4 Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• Know and understand the basic principles, techniques and elements of teaching and learning e.g. age and gender sensitive and specific</li> <li>• Know and understand how to assess the training needs and goals of individuals and/or groups in nutrition (see also Management)</li> <li>• Know and understand how to provide (plan, organise, implement and assess) nutrition education to individuals/groups in different settings</li> <li>• Know and understand the elements and process of facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and describe the needs for education and training in nutrition for individuals/groups</li> <li>• Provide (plan, organise, implement and assess) nutrition education/ training to individuals and or groups / other health professionals &amp; stakeholders using appropriate techniques in different settings</li> <li>• Translate (plan, design and produce) key nutrition information/concepts in appropriate education materials for nutrition counselling and education in different settings</li> <li>• Use and disseminate developed information, education and communication materials for nutrition in different settings (newsletters, pamphlets, publications, public relations and audio-visual material)</li> <li>• Plan, conduct, assess and document a training session on a nutrition topic in different settings e.g. Training personnel on Growth Monitoring</li> <li>• Plan demonstrate, assess and document facilitation in a group setting on a nutrition topic</li> <li>• 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</li> </ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.6 POLICIES, STRATEGIES AND GUIDELINES RELATED TO FOOD AND NUTRITION</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<p><b>9.6.1 Policies</b></p> <ul style="list-style-type: none"> <li>• Know and understand local, national and international policies relevant to food and nutrition</li> <li>• Know and understand that policy in food and nutrition is a multi-sectoral and multi-level process and outcome</li> <li>• Know and understand the process of policy development</li> <li>• Know and understand the process for policy legislation</li> <li>• Know and understand the difference between a legislated and non-legislated policy</li> <li>• Know and understand how to apply and interpret food nutrition policy and/or regulations in different settings</li> <li>• Know and understand the role of the nutrition professional in a multi-stakeholder engagement process</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss local, national and international policies relevant to food and nutrition</li> <li>• Describe and discuss South African regulations regarding to food and nutrition for example regulations regarding the marketing of breast milk substitutes</li> <li>• Describe and discuss the multi-sectoral and multi-level process of policy development</li> <li>• Describe the process of policy development and legislation</li> <li>• Differentiate (distinguish) between a legislated and non-legislated policy</li> <li>• Critically analyse and assess materials e.g. labels, adverts, etc. against policies and regulations</li> <li>• Describe and discuss the role of the nutrition professional in a multi-stakeholder engagement process</li> </ul>
<p><b>9.6.2 Strategies</b></p> <ul style="list-style-type: none"> <li>• Know and understand strategies relevant to food and nutrition (local, national and international)</li> <li>• Know and understand how to translate food and nutrition strategies into implementation guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Critically analyse and select an appropriate food and nutrition strategy on different levels</li> <li>• Develop implementation guides/guidelines for food and nutrition strategies</li> <li>• Discuss/explain the implementation of a selected strategy using the developed guide/guidelines</li> </ul>
<p><b>9.6.3 Protocols, guidelines and standard operating procedures (SOPs)</b></p> <ul style="list-style-type: none"> <li>• Know and understand the aim, content and elements of protocols, guidelines and SOPs</li> <li>• Know and understand how to adapt policies for local application</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and/or assess a nutrition protocol</li> <li>• Develop and/or assess implementation guidelines based on a nutrition policy/strategies</li> <li>• Develop and/or assess a SOP for a selected protocol</li> </ul>
<p><b>9.6.4 Tenders specifications</b></p> <ul style="list-style-type: none"> <li>• Know and understand food related tender specifications</li> <li>• Know and understand compliance monitoring of tender specifications</li> </ul>	<ul style="list-style-type: none"> <li>• Develop tender specifications and assess alignment thereof with latest literature</li> <li>• Describe in writing to process to facilitate and conduct compliance monitoring</li> </ul>

## 9.6 POLICIES, STRATEGIES AND GUIDELINES RELATED TO FOOD AND NUTRITION

EXIT LEVEL OUTCOMES	ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8
<p><b>9.6.5 Food labelling</b></p> <ul style="list-style-type: none"><li>• Know and understand regulations that relate to the labelling and advertising of foods</li><li>• Know and understand the marketing of food-stuffs and the laws and legislation thereof and nutrition-related claims and the restrictions around these areas</li></ul>	<ul style="list-style-type: none"><li>• Design and construct a food label meeting all the appropriate regulations</li><li>• Critically assess a food label in terms of nutritional information and health and/or nutrition claims</li><li>• Describe, discuss and assess an advertisement of a food/nutritional product aimed at children and adults</li><li>• Formulate/Compile a complain about an unacceptable food/nutritional advertisement and food label to appropriate stakeholders and authorities</li></ul>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.7 RESEARCH</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA NQF LEVEL 5 - 8</b>
<ul style="list-style-type: none"> <li>• Know and understand the research process (in the qualitative and quantitative research domains), including the following               <ul style="list-style-type: none"> <li>○ A literature survey/review to identify the research problem</li> <li>○ A systematic review</li> <li>○ A meta-analysis</li> <li>○ The research question</li> <li>○ Aim(s) and objective(s)</li> <li>○ A hypothesis</li> <li>○ Relevant methodologies i.e. quantitative and/or qualitative</li> <li>○ Study design</li> <li>○ Study population and sampling approach</li> <li>○ Research tools and/or questionnaires – particularly dietary/food intake</li> <li>○ Quality control issues i.e. validity, reliability, trustworthiness</li> <li>○ Data collection</li> <li>○ Data coding and data capturing</li> <li>○ Data analysis</li> <li>○ Basic statistical analysis using statistical software packages</li> <li>○ Presentation of and dissemination of the results</li> <li>○ Writing of a research report</li> </ul> </li> <li>• Know and understand research ethics and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, discuss and implement the research process (using quantitative and/or qualitative methodology) in writing up a research report</li> <li>• Translate the findings of a research report into appropriate and feasible recommendations</li> <li>• Describe and interpret a systematic review and meta-analysis</li> </ul> <p>NOTE: Exposure to and/or participation in all aspects of the research process using an evidence-based approach - Document the process</p> <p>Note to universities: Please align with NQF level 8 for professional degree</p>

After successful completion of the accredited teaching and learning the entry level dietitian-nutritionist should comply with the listed competencies:

<b>9.8 CRITICAL CROSS-FIELD OUTCOMES / GRADUATE ATTRIBUTES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA</b>
<p><b>9.8.1 General/Graduate attributes</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to identify and solve problems using responsible decision making processes, based on critical and creative thinking</li> <li>• 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</li> <li>• Know and understand how to organise and manage oneself and one's activities demonstrating accountability and responsibility</li> <li>• Know and understand how to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion</li> <li>• Know and understand how to use science and technology appropriately and effectively, showing responsibility towards the environment and health of others</li> <li>• Know and understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation</li> <li>• Know and understand the importance of self-evaluation and how to perform and maintain and expand professional competence</li> <li>• 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</li> <li>• Value the principle life-long learning and on-going competency</li> </ul>	<p><b>NQF LEVEL 5 - 8</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain the scope of the dietetics, nutritionist and dietitian-nutritionist professions, their practices, and their regulatory bodies</li> <li>• Participate and work effectively in a team, group, organisation and community. Assess own conduct.</li> <li>• Provide evidence of self-management and organisation of his/her activities, in a responsible and effectively manner</li> <li>• Provide evidence of effective communication using visual, mathematical and/or language skills in the modes of oral and/or written presentation.</li> <li>• Provide evidence of being culturally and aesthetically sensitivity in interaction with clients, patients, colleagues and communities.</li> <li>• Provide evidence of problem solving skills in various contexts.</li> <li>• Provide evidence of ethical and professional behaviour in the clinical and community settings, as well as in food service units and in research</li> <li>• Evidence collected to demonstrate graduate attributes</li> <li>• Perform self-evaluation</li> <li>• Develop a professional value system (tolerance and sensitivity for different attitudes and values; embracing diversity).</li> <li>• Provide evidence of working effectively within organisational structure</li> <li>• Provide evidence of contributing to personal development and social responsibility</li> </ul> <p>• Compile a learning portfolio on outcomes achieved</p>
<p><b>9.8.2 Leadership</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know and understand how to engage with stakeholders</li> <li>• Know and understand the principles and value of networking and the value of networking</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and maintain a credible professional role by commitment to excellence in all areas of practice</li> <li>• 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</li> <li>• Be proactive and focus on development of solutions to problems</li> <li>• Establish effective networks and strong alliances</li> </ul>



<b>9.8 CRITICAL CROSS-FIELD OUTCOMES / GRADUATE ATTRIBUTES</b>	
<b>EXIT LEVEL OUTCOMES</b>	<b>ASSOCIATED ASSESSMENT CRITERIA</b>
	<b>NQF LEVEL 5 - 8</b>
<ul style="list-style-type: none"> <li>• Know and understand the problem solving and decision-making process/approach</li> <li>• Know and understand the principles/approaches/techniques of building a team to function optimally</li> <li>• Know and understand the principles and value of emotional intelligence</li> <li>• Know and understand the difference between the three negotiating strategies: win-lose strategy, win-win strategy, and lose-lose strategy</li> <li>• Know and understand the dispute process</li> <li>• Know and understand how to negotiate resources and prioritize nutrition actions</li> </ul> <p><b>Source: Burke R &amp; Barron S. 2007. Project management leadership. Building creative teams. Burke Publishing</b></p>	<ul style="list-style-type: none"> <li>• List and discuss the benefits of leadership and management skills and appreciate when each is more important than the other</li> <li>• Identify what is delegation and delegate using a case study</li> <li>• Realise that motivation comes from within</li> <li>• Explain some of the theories that inform our current understanding of motivation</li> <li>• Link motivation to leadership style</li> <li>• Develop a negotiation tactic plan of action</li> <li>• Identify why people resist to change</li> <li>• Identify what can a leader do to engage people with change <ul style="list-style-type: none"> <li>• Identify, discuss and reflect ideas about how change happens</li> </ul> </li> <li>• Assess what constitutes a conflict situation at the workplace and explain why conflict in the workplace can be a good thing</li> <li>• Identify and justify in writing strategies to deal with workplace conflict</li> <li>• Identify and justify in writing the key features of coaching and mentoring</li> <li>• Identify a mentor for yourself and plan a simple coaching or mentoring session including feedback. Describe the learning experience</li> </ul> <p><b>Source: Burke R &amp; Barron S. 2007. Project management leadership. Building creative teams. Burke Publishing</b></p>
<p><b>9.8.3 Human Rights, Bio-ethics and medical law</b></p> <ul style="list-style-type: none"> <li>• Know and understand your own value system and the responsibility towards the society at large</li> <li>• Know and understand the concepts and principles of ethical and professional behaviour and conduct</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Describe behaviour in accordance with professional and ethical requirements</li> <li>• 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</li> <li>• Reflect on own behaviour in writing</li> <li>• 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</li> <li>• Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct</li> </ul>

**Please note: When referring to 'international' it implies within the South African context**

## 10 LIST OF NUTRITIONAL PROBLEMS TO BE ADDRESSED DURING THE TRAINING OF DIETITIAN-NUTRITIONISTS

(Normal nutrition during the life-cycle included)

The following nutrition-related diseases should be covered in the training:

- Systems related
  - Diseases of the oral cavity, the oesophagus and the stomach
  - Diseases of the intestinal
  - Diseases of the liver, biliary system, and exocrine pancreas
  - Diseases of the cardio-vascular system
  - Diseases of the pulmonary system
  - Diseases of the renal system
  - Neoplastic diseases
  - HIV/AIDS
  - Food allergy and food intolerances
  - Diseases of the nervous system
  - Arthritic disease
  - Metabolic disorders
- Under nutrition (stunting, SAM, MAM, etc.)
  - Micronutrient deficiency
  - Anaemia and iron deficiency
  - Vitamin A deficiency
- Nutritional diseases of life-style (NCDs)
  - Overweight and obesity

**List to be completed and agreed upon by universities in collaboration with the board**

## 11 DISEASES/CONDITIONS THAT STUDENTS NEED NOT BE EXPOSED TO DURING TRAINING

**Universities to clarify how to address this: only exposure excluded or theory also excluded**

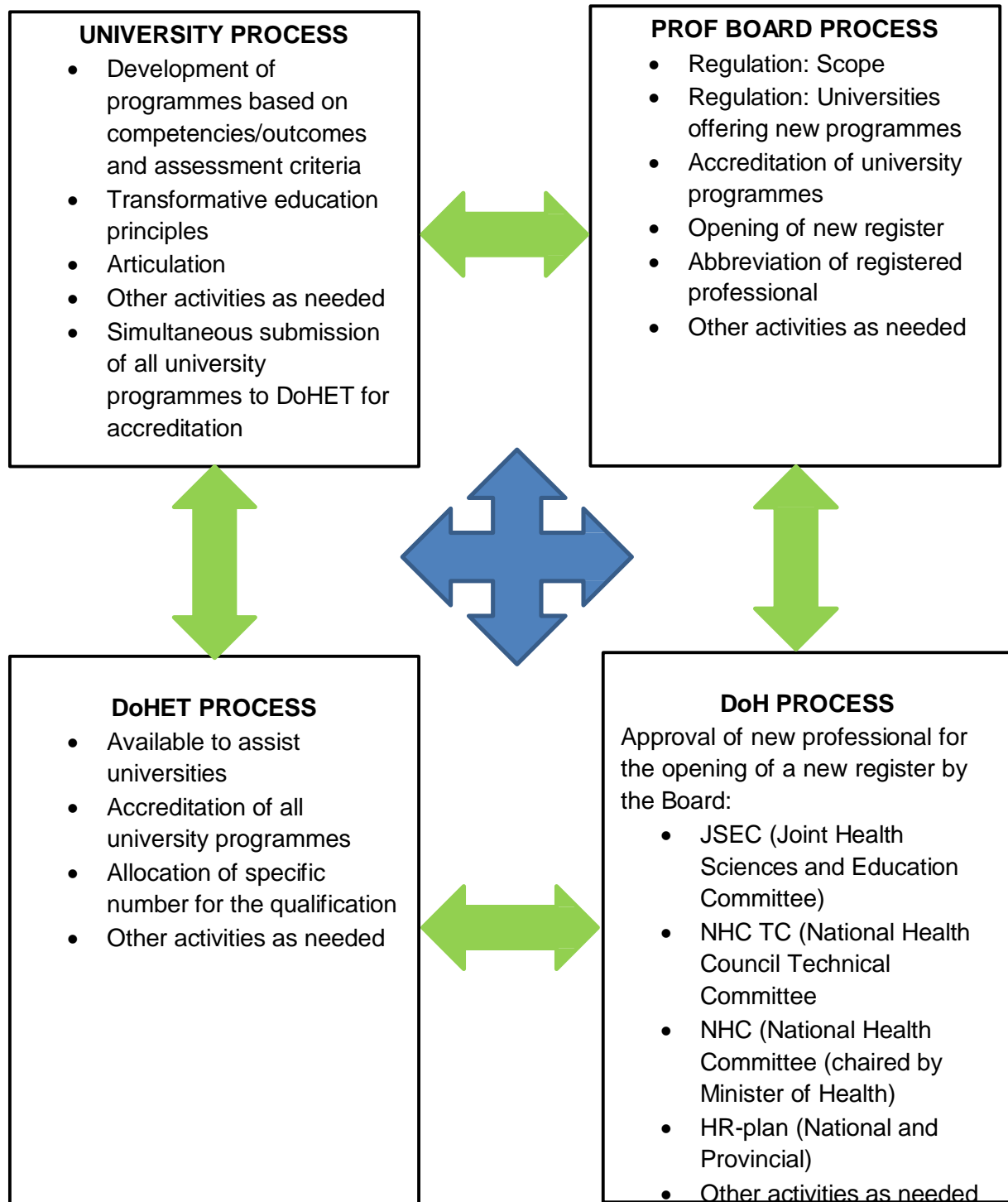
Critically ill; Specialized renal; Paediatric DM; Large percentage burns; Stem cell transplant; Organ transplant; Metabolic disorders; Allergies – combination cases; Premature babies; Eating disorders; Multiple fistula; Bariatric surgery; Oncology and surgery – acute diagnosis; Sports nutrition; Nutrigenetics/ -genomics

**List to be completed and agreed upon by universities in collaboration with the Board**

## 12 WAY FORWARD

A couple of processes will run simultaneously to finalize the training of only dietitian-nutritionists in the future. All these processes are dependent on each other and cannot happen

in isolation. For each of the activities listed complete documentation must be prepared, approved, submitted and presented.



The Professional Board for Dietetics and Nutrition will develop a time-line for the implementation of the activities.