

Crossfields Institute

Qualification Specification

Level 6 Diploma in
Nutritional Therapy



CFI Level 6 Diploma in Nutritional Therapy

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About Crossfields Institute

Crossfields Institute (CFI) is an English awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications that aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high-quality educational experience. We also believe that for learners to get the most out of this qualification, they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification. It also signposts where further advice and support may be found.

Key Facts

Qualification Title	Level 6 Diploma in Nutritional Therapy
Qualification Type	Vocationally-Related Qualification
Sector	01.3: Health & Social Care
Qualification Number	610/3564/6
Rules of Combination	All units are compulsory
Total Qualification Time	1650 hours
Guided Learning Hours	397 hours
Total Credits	165 Credits
Minimum age of learners	23
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	3 years
Developed by	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by the International Institute of Nutrition & Health (IINH)

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Section 1: About this Qualification

1.1 Qualification Objective and Rationale

There is an increasing awareness that good health is our most valuable resource. This is reflected in a growing demand for accredited vocational programmes around nutrition and health that are science-based, yet holistic.

The objective of this specialist qualification, the CFI Level 6 Diploma in Nutritional Therapy, is to equip learners with the knowledge, understanding and skills necessary to become Nutritional Therapists.

The qualification is mapped to the Core Curriculum for Nutritional Therapy as developed by the Nutritional Therapy Education Commission (NTEC). This provides the basis for all training providers to use in the delivery of a course or programme leading to the practice of Nutritional Therapy. As such, it sets out the minimum standard required for independent, safe and effective practice. The Core Curriculum can be accessed at: http://www.nteducationcommission.org.uk/trainers-1_4_1096475131.pdf

Any Assessment amplification *provided in italics* in the units is taken directly from the Core Curriculum.

This programme has been devised to run over 2.5 years with the first year focusing on building a foundation of knowledge that can be applied in the more practical final part of the programme. The IINH Nutrition and Health Coaching Diploma programme or equivalent is a pre-requisite for this Nutritional Therapy Diploma.

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

Nutritional Therapy, the core component of Functional Medicine, is a holistic, person-centred approach that uses whole foods, phytonutrients, therapeutic food supplements and lifestyle changes to assist clients to restore and safeguard sound health.

This programme is designed for the learner wishing to become a fully qualified Nutritional Therapist with extensive knowledge of therapeutic nutrition and the understanding and skills to apply this safely and effectively when addressing the unique requirements of each client. Nutritional Therapists do not diagnose or treat disease, nor do they prescribe medication. They are trained to communicate and cooperate with the client's doctor.

1.2.2 Rules of Combination

Units are at levels 5 and 6 and all units are mandatory.

The total qualification time is 1650 hours, some of which is guided learning hours (GLH) i.e. face-to-face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.2.3 Requirements for real work environments

Clinical practice opportunities are provided as part of the training. This is conducted through both paper-based case studies and with real clients in fully supervised learner clinics. Offers of employment are passed by the training provider to the learners & graduates. Requests for talks & presentations are also offered to learners & graduates.

1.2.4 Progression opportunities

This qualification prepares learners to

- Work in a clinical setting
- Run their own retail or consulting business in the health and nutrition sector
- Teach and educate children and adults in key aspects of nutrition
- Advise other healthcare professionals about nutrition
- Provide consulting and training for corporate clients
- Promote health initiatives
- Write in health matters for newspapers, magazines and specialist journals
- Undertake further study for BSc or MSc in related programmes
- Gain advanced entry to MSc/PG Dip/Cert in Personalised Nutrition with CNELM
- Become associates of Zest4Life weight loss & health programmes
- Seek employment as a Nutrition advisor/sales & training representative with supplement companies
- Seek employment as shop staff & management in Health Food Stores
- Contribute to nutrition areas of social media such as blogging

1.2.5 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three.

1.2.6 Assessment overview

Learners undergo continuous assessment through case study reports, writing articles, giving presentations, literature reviews, online quizzes and supervised clinical practice. Many of these assessment activities are designed for real-world scenarios encountered by graduates (e.g. case studies, presentations, writing articles). These assessments build up a portfolio of evidence which is assessed on a pass/refer basis.

Full information about the assessment process is included in section four.

1.3 Expectations of Learners

- This qualification is designed for adult learners, aged 23 years or above. Exceptions are sometimes made for slightly younger learners possessing sufficient and appropriate life experience. In addition, learners under the age of 23 must be holders of 2 x A Levels, or a Leaving Certificate with passes in five subjects at ordinary level (or equivalent).
- While applicants aged 23 or above are not required to have particular academic achievements, they must have a sufficient level of written and spoken English.
- Learners are expected to have convenient access to a computer and internet connection and possess basic computer skills. Information on the use of Moodle is provided online and ongoing support is given at any time via email, telephone or in person in the office.
- Learners must have completed the IINH Nutrition and Health Coaching Diploma programme or an equivalent course.

Centres must follow their access and recruitment policy, in accordance with CFI's requirements, to ensure equality and diversity in recruitment for this qualification.

1.4 Role of CFI

Centres are required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with. The handbook also includes a range of mandatory policies, which are explained in section five.

CFI Level 6 Diploma in Nutritional Therapy

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email info@cfiawarding.com or phone +44 1453 808 118.

The qualification is at level 6 as defined by Ofqual.

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

The learner ...	The learner can ...
<p>Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.</p> <p>Understands different perspectives, approaches or schools of thought and the theories that underpin them.</p> <p>Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p>	<p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</p> <p>Use and, where appropriate, design relevant research and development to inform actions.</p> <p>Evaluate actions, methods and results and their implications.</p>

Section 2: Units

2.1 Unit List

All units are mandatory

Module title	Unit Code	Total Qualification Time (TQT)	Guided Learning Hours (GLH)
Unit 1 - Anatomy and Physiology	M/650/9428	350	64
Unit 2 - Biochemistry	R/650/9429	100	20
Unit 3 - Pathophysiology	A/650/9430	330	84
Unit 4 - Nutritional Therapeutics	K/650/9435	350	90
Unit 5 - Clinical Practice	L/650/9436	220	90
Unit 6 - Pharmacology	M/650/9437	50	7
Unit 7 - Practitioner Development	R/650/9438	100	28
Unit 8 - Understanding and Accessing Research	T/650/9439	150	14

2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code	a unique code assigned by Crossfields Institute
Unit Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator
Unit Aim	explains what is covered in the unit
Unit Rationale	explains how the unit fits into the qualification as a whole
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face-to-face time, which includes classroom, lectures, seminars, mentoring, and tutor facilitated webinars
Learning Outcomes	tell learners what they will know, understand and be able to do upon completion of the unit
Assessment Criteria	indicates how the learner will have met the learning outcome <i>where there are italics, this is to provide further detail of what is covered in the assessment criteria</i>

Unit 1 – Anatomy and Physiology

Unit code	M/650/9428	Guided Learning Hours (GLH)	64
Unit level	5	Total Qualification Time (TQT)	350

Unit aim The aim of this unit is to give learners a comprehensive knowledge of the structure and function of the major physiological systems of the body. They will also learn about homeostasis and how the different systems are integrated into the body as a whole.

Areas covered in this unit include the digestive system, liver, endocrine system, immune system, cardiovascular and circulatory system, respiratory system, nervous system, bones and joints and urinary system.

Unit rationale Learners require comprehensive anatomical and physiological knowledge in order for them to communicate knowledgeably and confidently with other healthcare professionals.

Learners will therefore gain an understanding of the structure and function of each of the major body systems and the role of each of these systems in maintaining homeostasis. They will also develop their holistic skills through considering how the different body systems are integrated. Finally, learners will gain an understanding of the effect of genetic factors on cell metabolism and function

Learning outcomes

The learner will:

1. Know the structure of the major systems of the body

Assessment criteria

The learner can:

1.1 Explain basic physiological terms and anatomical directions of the body

Includes:

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p><i>Organs, glands, major blood vessels, lymph vessels and lymph glands</i></p>
<p>2. Understand the functioning of the major systems and how they are integrated within the body as a whole</p>	<p>2.1 Explain the functioning of major body systems *</p> <p><i>* Major body systems include: skeletal, nervous, endocrine, respiratory, digestive, urinary, reproductive, circulatory, liver, lymphatic and immune systems</i></p> <p>2.2 Discuss the integration of the major body systems *</p>
<p>3. Understand the maintenance of homeostasis</p>	<p>3.1 Explain the role of the major body systems * in the maintenance of homeostasis</p>
<p>4. Understand key concepts underpinning genetics and epigenetics</p>	<p>4.1 Discuss key concepts underpinning genetics and epigenetics</p> <p><i>Includes:</i></p> <p><i>Distinguish between nutrigenomics and nutrigenetics.</i></p> <p><i>Explain how genetic changes including single nucleotide polymorphisms (SNPs) can affect gene function, protein synthesis and function</i></p> <p><i>Discuss the concept of epigenetic regulation of gene expression.</i></p>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3a.1.1 (1) (also in Unit 2)
2.1	3a.1.2 (1)
2.2	3a.1.2 (2)
3.1	3a.1.3
4.1	3a.1.4, 3a1.4a, 3a.1.5,

Unit 2 – Biochemistry

Unit code	R/650/9429	Guided Learning Hours (GLH)	20
Unit level	5	Total Qualification Time (TQT)	100

Unit aim The aim of this unit is to give learners an understanding of the basic chemistry of the human body and the essential requirements for good health at the cellular level. This unit covers chemical processes and transformations in living organisms, molecular interactions, structural characteristics of molecules, metabolism of macronutrients and their role in energy production.

Unit rationale To become a Nutritional Therapist, learners require an understanding of the basic unit of life: the cell. This is because the health of the cell underpins all aspects of our general health. Learners will develop an understanding of the substances essential to maintaining life at a molecular level and of the chemical mechanisms and pathways involved. Specifically, learners will gain an understanding of the structure and function of water, macronutrients and nucleic acids. They will also learn about the way in which energy is produced at a cellular level and how macronutrients, with the aid of particular co-factors and co-enzymes, are metabolised into energy.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the function of cell organelles	1.1 Describe the functions of cell organelles <i>Includes:</i> <i>Division and protein synthesis</i>
	2.1 Explain bonding in biological compounds

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand molecular interactions in biological compounds</p>	<p>2.2 Explain molecular interactions in biological compounds</p> <p><i>Includes:</i></p> <p><i>Properties of water and buffers in biological systems</i></p>
<p>3. Understand the structure and function of selected molecules in the body</p>	<p>3.1 Describe structural characteristics of proteins (incl. enzymes), lipids, carbohydrates and nucleic acids</p>
	<p>3.2 Explain the functions of proteins (incl. enzymes), lipids, carbohydrates and nucleic acids</p>
<p>4. Understand the co-ordination and regulation of metabolic pathways</p>	<p>4.1 Explain the co-ordination and regulation of metabolic pathways</p> <p><i>Includes</i></p> <p><i>The importance of enzyme co-factors in major metabolic pathways</i></p> <p><i>Role of hormones and bio-molecules, nutrients and non-nutrient food and bioactives</i></p>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3a.1.1 (2) (also in Unit 1)
2.1	3a.2.2 (1)
2.2	3a.2.2 (2), 3a.2.3
3.1	3a.2.4 (1)
3.2	3a.2.4 (2)
4.1	3a.2.1, 3a.2.5

Unit 3 – Pathophysiology

Unit code	A/650/9430	Guided Learning Hours (GLH)	84
Unit level	5	Total Qualification Time (TQT)	330

Unit aim The aim of this unit is to give learners an understanding of pathology and how pathology can affect the functionality and integrity of the different body systems, both directly and indirectly. It also includes an overview of basic testing and diagnostic procedures.

Unit rationale It is important that learners are able to identify any clinical imbalances presented by a client. Recognising such imbalances will enable learners to make a complete assessment of their client from a holistic point of view and therefore identify the most suitable nutritional interventions. It will also enable them to refer on to a medical practitioner should they identify any potential serious signs and symptoms (red flags as listed in the NTEC Core Curriculum)

Learners will therefore study the origin of disease processes and how diseases develop at both a physiological and biochemical level. They will learn about the clinical features and possible causes of the most commonly encountered diseases and about differential diagnosis. Finally, learners will gain an overview of common functional tests and their clinical applications

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the use of assessment methods in clinical applications	1.1 Explain the use of assessment methods in clinical applications <i>Includes:</i> <i>Functional testing</i> <i>Anthropometric testing</i>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p><i>Nutrigenetic testing</i></p>
<p>2. Understand core clinical imbalances underlying common health issues and diseases.</p>	<p>2.1 Discuss core clinical imbalances underlying common health issues and diseases</p> <p><i>Includes:</i></p> <p><i>Use of appropriate medical terminology</i></p> <p>Use of Functional Medicine Matrix</p> <hr/> <p>2.2 Explain the process of abnormal cell growth, tissue injury, inflammation and repair</p>
<p>3. Understand how microbiota can impact on health</p>	<p>3.1 Discuss how microbiota can impact on health</p>
<p>4. Be able to recognise and discuss clinical signs and symptoms</p>	<p>4.1 Critically evaluate clinical signs and symptoms generated by the body's response to internal and external influences.</p>
<p>5. Be able to identify situations where NT is not appropriate</p>	<p>4.2 Identify situations where NT is not appropriate</p> <p><i>Includes:</i></p> <p><i>Possible serious health conditions, red flags</i></p>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3a.8.4
2.1	3a.5.2
2.2	3a.5.1
3.1	3a.5.5
4.1	3a.5.3
4.2	3b.3.6

Unit 4 – Nutritional Therapeutics

Unit code	K/650/9435	Guided Learning Hours (GLH)	90
Unit level	6	Total Qualification Time (TQT)	350

Unit aim This unit aims to give learners an understanding of the key principles and practices of nutritional therapeutics as a foundation for their clinical practice work. Learners will learn about the basic principles and practices of nutritional therapeutics and how they may help combat pathology and disease in the different body systems. Learners will also learn about how to plan nutritional therapeutic treatment programmes using Functional Medicine tools.

Unit rationale Learners will learn about the founding principles of nutritional therapy. They will also develop an understanding of the principles of Functional Medicine (FM) and how FM tools may be used to identify client needs and develop a rationale for treatment. Functional Medicine operates with a client centred principle, in that the client, not the disease, is at the centre of any therapeutic interventions.

Building on the knowledge gained in the Anatomy & Physiology and Pathophysiology units, learners will gain an understanding of how nutritional therapy may support various clinical imbalances within body systems. Learners will develop the skill of using food as a therapy and explore the impact of nutrients on the health of the major body systems. They will also gain an understanding of the sources, functions and interactions of micronutrients.

Learners will apply and deepen much of the knowledge acquired in this unit through their clinical practice work.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand nutritional therapeutic principles	1.1 Discuss nutritional therapeutic principles <i>Includes:</i> <i>The concept of nutritional therapy (NT) as a process driven modality</i> <i>The concepts underpinning CAM, integrative and orthodox medicine and dietetics</i> <i>The historical development of the profession, nutritional therapy principles and philosophy.</i> <i>The application of client centred and integrated approaches to NT practice</i> <i>Holism, balance and good health and functional status</i>
2. Be able to plan nutritional therapeutic interventions	2.1 Use manual or electronic tools to evaluate food intake <i>Includes:</i> <i>Qualitative and quantitative evaluation</i> <i>Designing and implementing appropriate health questionnaires</i> 2.2 Develop a protocol for a nutritional therapeutic intervention <i>Includes:</i> <i>Balancing diet to achieve negotiated goals, redress deficiency and optimise functional status</i> <i>Constructing menu plans which meet negotiated therapeutic goals, exploring use of transitional, alternative and functional foods, recipes and menu plans to increase compliance.</i> <i>Recommending nutraceuticals ethically, cost effectively and with regard to the environment and personal circumstances</i>

<p>Learning outcomes The learner will:</p>	<p>Assessment criteria The learner can:</p>
	<p><i>Suggesting suitable and appropriate lifestyle interventions that may support the client</i></p> <hr/> <p>2.3 Apply the use of nutraceuticals as part of nutritional therapeutic interventions</p> <p><i>Includes:</i></p> <p><i>Factors to consider when selecting appropriate nutraceuticals for individuals.</i></p> <p><i>Factors affecting variability of nutraceutical response</i></p> <p><i>Legislation regarding nutraceutical product labelling.</i></p>
<p>3. Understand how nutrients can affect the health status of an individual</p>	<p>3.1 Discuss effects of food on the health status of an individual</p> <p><i>Includes:</i></p> <p><i>Evidence for the effects of different dietary models on risks to health</i></p> <p><i>Use of dietary models and therapeutic foods in relation to prevention and modulation of functional status</i></p> <p><i>How different cultures describe effects of food on health</i></p> <hr/> <p>3.2 Discuss nutrient modulation of the functional status of an individual</p> <p><i>Includes:</i></p> <p><i>Metabolic function</i></p> <p><i>Physiological function</i></p> <p><i>Biotransformation detoxification.</i></p> <p><i>Behavioural function</i></p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>3.3 Discuss factors that can affect the nutritional status of an individual</p> <p><i>Includes:</i></p> <p><i>Factors that may affect nutritional requirements.</i></p> <p><i>Factors affecting nutrient bioavailability</i></p> <p><i>Impact of stress on nutrient status and nutrient modulation of the HPA axis</i></p>
<p>4. Be able to explain key concepts that can support a client</p>	<p>4.1 Explain key concepts that can support a client</p> <p><i>Includes:</i></p> <p><i>Energy balance in relationship to food intake and energy expenditure</i></p> <p><i>Factors affecting food choice, including labelling and interpretation.</i></p> <p><i>Sources of food toxins, possible food safety and hygiene concerns and adverse reactions to foods</i></p>
<p>5. Understand the role of micronutrients in nutrition</p>	<p>5.1 Describe the main categories of phytochemicals</p> <p><i>Includes:</i></p> <p><i>Their occurrence, physiological actions and potential toxicity</i></p> <p>5.2 Discuss general factors that can affect micronutrient status.</p> <p><i>Includes:</i></p> <p><i>Factors affecting individual requirements for micronutrients, including phytochemicals and other beneficial food compounds</i></p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p><i>Bioavailability of micronutrients and other beneficial food compounds</i></p> <hr/> <p>5.3 Analyse functions and deficiency symptoms of key micronutrients</p> <p><i>Includes:</i></p> <p><i>Cellular functions and interactions of micronutrients and other beneficial compounds in food.</i></p> <p><i>Signs and symptoms associated with micronutrient/orthomolecular compound deficiency, imbalance and toxicity</i></p> <hr/> <p>5.4 Critically evaluate different methods used for the assessment of micronutrient and orthomolecular status</p> <hr/> <p>5.5 Explore the evidence for the traditional and novel uses of nutrients and non-nutrient food bioactives</p>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3a.8.1, 3a.8.2, 3b.2.1, 3b.2.6. 3b.3.5
2.1	3a.7.4, 3b.3.4
2.2	3a.7.3 (2), 3a.7.5, 3a.8.7
2.3	3a.4.4, 3a.4.2 (2- also in Unit 6), 3a.6.8 (2- also in First Year),
3.1	3a.2.6 , 3a.7.3 (1), 3a.7.1 (2),
3.2	3a.8.5
3.3	3a.5.4, 3a.6.3, 3a8.6a
4.1	3a.6.2, 3a.7.1 (1), 3a.6.6
5.1	3a.3.5,
5.2	3a.3.1, 3a.3.2
5.3	3a.3.3, 3a.3.4
5.4	3a.3.6
5.5	3a.3.7

Unit 5 – Clinical Practice

Unit code	L/650/9436	Guided Learning Hours (GLH)	90
Unit level	6	Total Qualification Time (TQT)	220

Unit aim The aim of this unit is help learners bring together all that they have learned in the other parts of the programme. They will conduct live consultations under close supervision allowing them to develop their skills as competent practitioners. They will also learn to evaluate the effectiveness of nutritional therapeutic interventions and to provide effective on-going support.

Unit rationale It is important that learners develop their practitioner skills in order to become an effective nutritional therapist. They will experience the consultation process first hand, initially through observing consultation sessions and then by conducting their own consultations under experienced supervision. Throughout this process, learners are encouraged to identify and develop their own individual approach as practitioners.

Learners will develop their ability to use Functional Medicine tools to gather client information, assess and evaluate client needs and build an in-depth assessment of their client. They will also learn how to design a range of nutritional therapeutic interventions. To do all of this, they will draw on the physiological, pathophysiological and nutritional knowledge they have gained elsewhere in the qualification.

Clinical practice provides an opportunity for learners to discuss and share their experiences with peers and to explore the subtle complexities of working with real life cases in a supportive environment.

Learners will also explore and utilise reflective practice methods that can be applied to support personal growth and development as a nutritional therapist.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to conduct professional consultations using a client-centred approach	<p>1.1 Conduct consultations in a professional manner *</p> <p><i>Includes:</i></p> <p><i>Collecting case data in a sensitive, concise, clear and comprehensible manner, maintaining confidentiality of client</i></p> <p><i>Presenting a professional environment and manner</i></p> <p><i>Ensuring the environment is suitable, equipment is ready and client is comfortable and safe.</i></p> <p><i>Explaining the Nutritional Therapy approach to the client and the limitations and potential risks of the therapy</i></p> <p><i>Preparation done prior to clinics (e.g. analysis of pre clinic questionnaires, completion of FM timeline and matrix, provisional rationale)</i></p> <p><i>*as defined by the NTOI code of practice</i></p>
	<p>1.2 Conduct consultations using a client-centred approach</p> <p><i>Includes:</i></p> <p><i>Identifying inaccuracies in client information and clarifying these inconsistencies with the client</i></p> <p><i>Demonstrating client centred, evidence informed, autonomous, empathetic, and legal NT clinical practice</i></p> <p><i>Encouraging the client to set goals, ask relevant questions, seek advice or express concerns.</i></p>
	<p>1.3 Conduct effective assessments in agreement with a client</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p><i>Includes:</i></p> <p><i>Negotiating assessment and therapy</i></p> <p><i>Ensuring client's understanding of their role and responsibilities throughout the therapy process</i></p>
<p>2. Be able to evaluate the effectiveness of nutritional therapeutic interventions</p>	<p>2.1 Review the effectiveness of nutritional therapeutic interventions with a client</p> <p><i>Includes:</i></p> <p><i>Reviewing effectiveness of therapy using an outcome measure, for example, MYMOP system with the client and making appropriate changes to the protocol with explanation.</i></p> <p><i>Communicating therapeutic plans (diet, nutraceutical, physical activity, lifestyle), modifying as appropriate over time for routine, complicated, and unpredictable cases.</i></p> <p>2.2 Interpret case histories of varying complexity and predictability</p> <p><i>Includes:</i></p> <p><i>Using NT principles and tools, integrating knowledge and understanding from all learning</i></p>
<p>3. Be able to use reflective methods to develop own practice</p>	<p>3.1 Use reflective methods to develop own practice</p> <p><i>Includes:</i></p> <p><i>Evaluating clinical encounters over time, using reflective processes to monitor, record and actively enhance the therapy and own development</i></p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<i>Using models of reflection and reflective skills to produce an action plan for personal development.</i>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3b.2.5, 3b.2.8, 3b.3.1, 3b.3.2
1.2	3b.2.4b, 3b.2.14, 3b.3.3
1.3	3b.3.7, 3b.3.8
2.1	3b.3.9, 3b.2.13
2.2	3b.2.11,
3.1	3b.2.15, 3b.2.17

Unit 6 – Pharmacology

Unit code	M/650/9437	Guided Learning Hours (GLH)	7
Unit level	6	Total Qualification Time (TQT)	50

Unit aim The aim of this unit is to give learners a general understanding of the key concepts and principles of pharmacology, including how drugs interact with the human organism and with foods and nutraceuticals

Unit rationale Nutritional therapists frequently work with clients who are taking doctor-prescribed and/or over the counter (OTC) medications. Learners will gain a basic understanding of pharmacology and the principles of pharmacokinetics and pharmacodynamics. They will learn how commonly used drugs interact with the human organism, including possible side effects and contraindications. Learners will also gain an understanding of how drugs interact with foods, nutraceuticals and other substances.

This unit does not enable learners to prescribe or administer pharmaceuticals in any way and is intended solely to deepen understanding relating to nutritional therapeutic practice.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the general actions of commonly used drugs	1.1 Explain general actions of commonly used drugs <i>Including:</i> <i>General mechanisms of action</i> <i>Possible side effects (including induced nutrient deficiencies)</i> <i>Contraindications</i>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how drugs interact with the human organism	2.1 Analyse factors affecting variability of drug response
	2.2 Critically evaluate evidence underpinning information on drug-nutrient interactions.

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3a.4.1
2.1	3a.4.2 (1 – also in Unit 4)
2.2	3a.4.3

Unit 7 – Practitioner Development

Unit code	R/650/9438	Guided Learning Hours (GLH)	25
Unit level	6	Total Qualification Time (TQT)	100

Unit aim The aim of this unit is to give learners the knowledge and skills they will need in order to develop the competencies needed to establish appropriate and effective professional and therapeutic relationships with clients. Learners will also learn about reflective practice and how this can be used to develop their skills as nutritional therapists.

Unit rationale Learners will explore and practice the skills required to establish, develop and manage therapeutic and professional relationships with clients. They will develop their capacity for empathic and effective communication within the context of a professional relationship.

Learners will also gain an understanding of practice management; the legal, ethical, administrative and business requirements of practice, including privacy and data protection, which are essential when offering services to the public.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to communicate effectively when working with clients	1.1 Demonstrate effective communication when working with clients <i>Includes:</i> <i>Verbal and non-verbal communication and methods of encouraging and empowering the client to be as actively involved as possible</i> <i>Managing restrictions to effective communication.</i>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p><i>Responding to conflicting advice which clients may receive from different sources.</i></p>
<p>2. Understand how to manage professional relationships when working with clients</p>	<p>2.1 Appraise the practitioner's responsibilities when working with clients</p> <p><i>Includes:</i></p> <p><i>Issues of time management that enhance or detract from good client-practitioner relationships.</i></p> <p><i>Boundary setting within the practice of integrated health and duty of care as it applies to practice and clients.</i></p> <p><i>The meaning of implied and informed consent and procedures for obtaining consent to therapeutic management as well as the circumstances under which written consent should be obtained.</i></p> <p><i>Practitioner self-care</i></p>
	<p>2.2 Discuss ethical good practice when working with clients</p> <p><i>Includes:</i></p> <p><i>The complex nature of the client-practitioner relationship.</i></p> <p><i>Values appropriate for ethical working in clinical and inter-professional environments.</i></p> <p>2.3 Describe how to manage relationships with other professionals to support working with clients</p> <p><i>Includes:</i></p> <p><i>Roles and functions of other health and</i></p>

<p>Learning outcomes The learner will:</p>	<p>Assessment criteria The learner can:</p>
	<p><i>social care service providers both in their own field and those from which their clients may seek assistance.</i></p> <p><i>How and when to provide additional information to a client and when to appropriately refer them to another practitioner</i></p> <p><i>Developing and using protocols for interfacing with other health care providers</i></p>
<p>3. Know the rights and responsibilities of the practitioner in relationship to the client</p>	<p>3.1 Critically evaluate legal requirements regarding clinical practice</p> <p><i>Includes:</i></p> <p><i>Requirements for managing client's records including coding and security of documentation, data protection, and maintaining practice finances.</i></p> <p><i>Legislation relevant to practice and the law, procedures and requirements pertaining to client confidentiality</i></p> <p>3.2 Explain requirements for nutritional therapists to remain fit to practice</p> <p><i>Includes:</i></p> <p><i>Relevant codes of conduct and requirements for learner, associate and full members of the professional registering body.</i></p> <p><i>Scope of practice within a framework of knowledge, safety, and fitness to practice.</i></p> <p><i>Responsibility for ongoing continuing professional development, training, supervision and mentoring to maintain fitness to practice.</i></p>

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3b.2.3, 3b.2.4a, 3b.2.10
2.1	3b.1.2, 3b.1.3, 3b.1.8,
2.2	3b.2.2, 3b.2.7
2.3	3b.1.6 , 3b.1.7, 3b.2.9
3.1	3b.1.4, 3b.1.5
3.2	3b.1.1, 3b.2.16, 3b.2.18

Unit 8 – Understanding and Accessing Research

Unit code	T/650/9439	Guided Learning Hours (GLH)	14
Unit level	6	Total Qualification Time (TQT)	150

Unit aim The aim of this unit is to give learners an understanding of the various principles and practices of research so that they can better understand and evaluate publicly available research literature.

Unit rationale It is important that nutritional therapists are research orientated and think critically about the field of nutritional science. It is also important that, as the profession is constantly evolving, nutritional therapists keep up to date with the latest developments in their field.

Learners will therefore be introduced to the value and skill of researching information in practice. They will gain an understanding of how to access, understand and evaluate the reliability of research data as it relates to clinical decision making. They will also learn the basics of how to effectively reference their work.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to critically evaluate research reports	1.1 Demonstrate the ability to systematically locate, review, evaluate and use research evidence for proposed nutritional advice
2. Be able to reference research data using a standard referencing protocol	2.1 Reference research data using a standard referencing protocol <i>Includes:</i> <i>A standard referencing protocol (e.g. Vancouver and numbering)</i>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand role of research in informing clinical decision making	3.1 Discuss role of research in informing clinical decision making

Links to UK National Occupational Standards (NOS)

The assessment criteria have been mapped to the UK National Occupational Standards (as formulated in the Nutritional Therapy Council Core Curriculum). Equivalence is given below:

Assessment Criteria	Core Curriculum Reference
1.1	3b.2.12
2.1	None
3.1	3a.8.3

Section 3: Delivery Requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit descriptor.

In delivering this qualification, the main focus is to empower learners to gather the expertise and knowledge they need to practice independently. As learners progress through the qualification, they will learn the skills to become a fully competent Nutritional Therapist through a variety of teaching and learning activities. These activities include lectures, tutorials, workshops, peer support groups, internet research and online forums. They will also experience clinical practice, theoretically to begin with (through paper-based case scenarios and video observations), before progressing on to real life clients in the clinical practice module in the final year. Learners are taught by highly experienced professionals who are all experts in their field of knowledge. In addition, the taught content will be supplemented with self-directed learning.

The qualification runs over 2.5 years starting in September. It is offered as a combination of classroom-based and online teaching or as a fully supported online programme for those who are unable to attend in person due to geographical constraints. All lecture recordings, handouts and other materials are available online.

Lectures: Lectures are delivered to attendees in a classroom setting. The lecturer presents from a PowerPoint presentation and the learners are provided with handouts. The lectures are recorded using a voice recorder and the recordings are available after the lecture weekend as podcasts on the online learning platform.

Tutorials: Tutorials are delivered online. They are usually scheduled two weeks following the lecture weekend, and up to one week prior to the opening of the online quiz. The tutorials will be delivered by the same staff member who gave the lecture originally. During the tutorial the tutor will open the forum to any questions and may cover common questions or difficult concepts that were discussed on the online forum prior to the tutorial. The tutorial is scheduled to last for one hour.

Workshops: The Practitioner Development unit is delivered in a workshop style. Concepts such as active listening and building rapport are taught and then put into practice in a safe and supportive environment amongst peers and under supervision. The Clinical Practice module also begins with a workshop style delivery. A 'video clinic' is also used, which involves learners

watching a recorded video clinic under supervision. They are then guided through the paperwork, logistics and brainstorm session of a consultation.

Peer Support Groups: Learners are divided into smaller groups at the beginning of the program. Following lecture weekends, the groups are given topics to research and discuss. The peer support groups meet online, or local learners may meet face-to-face. Learners also have assignments to present as a group. The learners work within their assigned peer support groups to collaborate and present their assignments. These assignments are presented online or in person.

Internet Research: During the Research lectures, clear instructions and a video demonstration are used to introduce and guide learners on how to access, understand and evaluate research retrieved from the internet.

Online Forum: The online learning platform has an open forum for all topics covered. Forums are open from the lecture weekend up until the close of the online quiz or submission date of assignments. Tutors are expected to reply to forum questions within three working days. A learner can email the forum coordinator to post a question for them if they prefer to remain anonymous.

Learner Clinic: In the final year, learners undertake a full programme of supervised clinical practice. Within the clinic, learners conduct live consultations under expert supervision to enable them to develop their skills as expert practitioners. This includes evaluating the effectiveness of nutritional therapeutic interventions and providing effective on-going support to their clients.

Face-to-face attendance of the learner clinic: Learners begin in year 2 by attending two video clinic days which are delivered in a workshop style (detailed above). They become familiar with the paperwork and the setting. In the final year, learners begin taking clients and observing other learners consulting. They must conduct eight consultations and observe thirty. These sessions are supervised by a qualified nutritional therapist. When the learners take the consultation, they go through the initial information gathering. They then break to have a brainstorming session with the supervisor and observers, before guiding the client through the findings and tailored recommendations. Meanwhile the supervisor is assessing the learner on their performance and sits with the learner afterwards to go through the feedback.

Online learners: A database of video clinics has been developed by the college, whereby a qualified nutritional therapist consultation with a client is recorded. These video clinics are made available for a limited time on the learning platform for online learners to build up their observations. For consultations, the learner

finds their own client and meets them in person while an experienced nutritional therapist supervises via *Skype* or *Zoom*. The procedure is similar to attending the learner clinic however there are no other observers.

Section 4: Assessment & Quality Assurance

4.1 Our Approach

The CFI approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support the centre and learners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the unit before they can be awarded that unit. We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which cover elements of more than one unit.

Assessment activities include various quizzes that include both multiple choice, short and long answer questions. Some of these quizzes are conducted as open book. Activities also include individual presentations, group presentations, professional discussions and written assignments (e.g. case studies, magazine article, critique of a scientific paper, literature review, reflective practice and monograph).

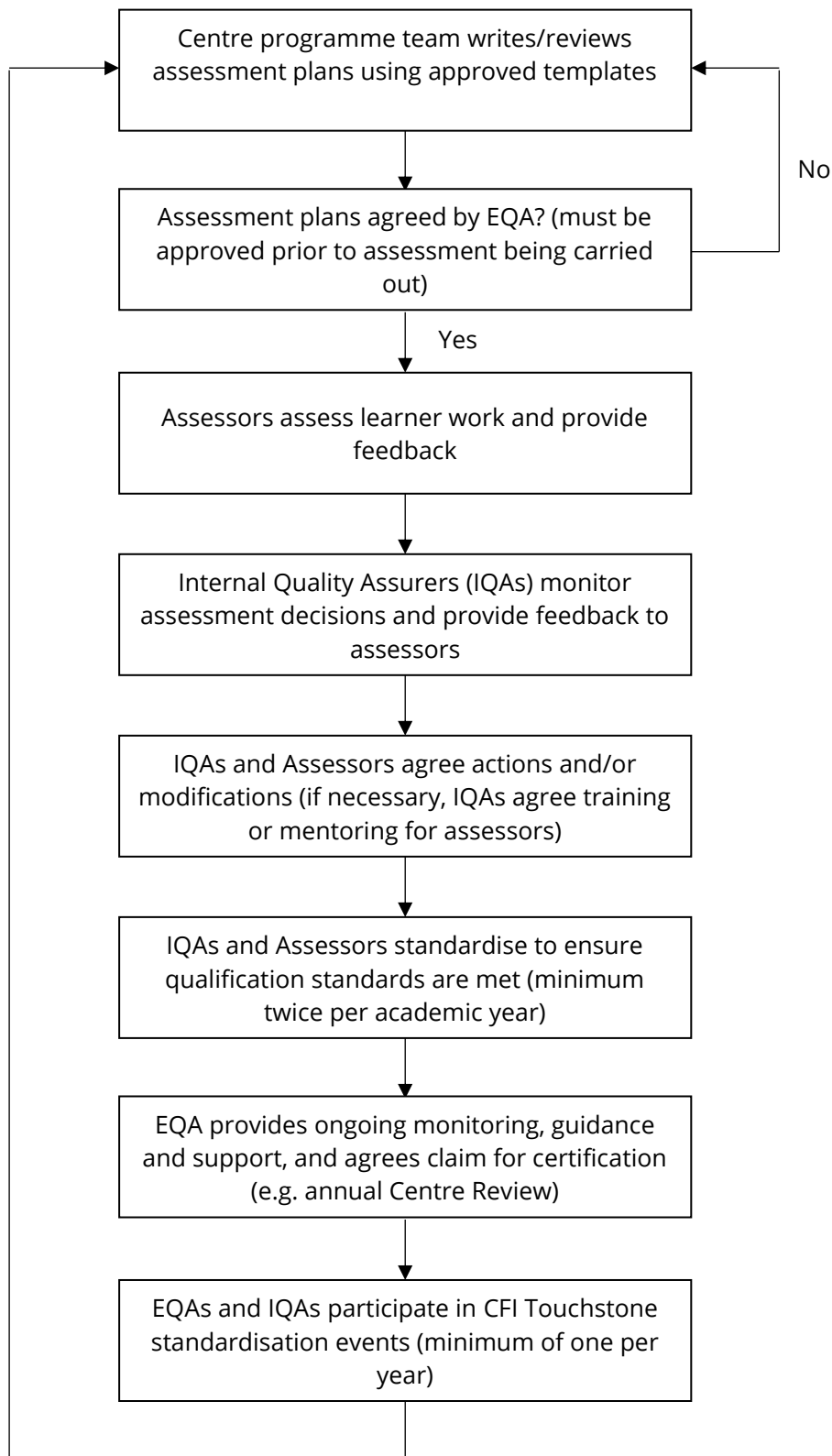
4.3 Quality Assurance Process

The primary aim of the CFI Quality Assurance Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners.

Centres will be allocated an External Quality Assurer (EQA) by the CFI Quality Team.

Centres delivering this qualification are required to follow the CFI Quality Assurance process, illustrated on the following page:

Crossfields Institute Quality Assurance process



4.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

4.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the CFI Quality Team.

- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres.

Section 5: Policies and Procedures

CFI has policies and procedures in place to support the centre and learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows the centre to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures the centre treats learners fairly and without any bias.

CFI Policies, and other key documents, are available on our website at www.cfiawarding.com - Learners should ensure they also refer to the policies and procedures of the centre.

Appendix 1: Resource and book list

A resource and book list is made available to all learners and tutors. This is kept as a separate document as it is regularly reviewed to maintain relevance and reflect developments in the field