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## **SAANT Training Checklist**

The Training Checklist, based on the BSc (Hons) in Nutritional Therapy provided by CNELM and validated by Middlesex University, is provided as an example of modules and content, excluding the Research Project module, that would be expected to have been studied by a SAANT Professional Member.

The Research Project Module is not required to satisfy the SAANT PF Membership Requirements as only a BSc level is required, not a BSc (Hons).

**BSc (Hons) in Nutritional Therapy**  
**Training Provider: Centre for Nutrition Education and Lifestyle Management (CNELM)**  
**Validated by Middlesex University (UK)**

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Biochemistry	Structure, function & metabolic processes: <ul style="list-style-type: none"> <li>• Water &amp; buffer systems</li> </ul> Macronutrients: <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Lipids</li> </ul> Nucleotides Enzymes Co-enzymes	<b>60 (incl. 6 hrs Lab. Work; 6 hrs Group Work)</b>	<b>N/A</b>	<b>120</b>	<b>180</b>
Nutrients	Micro- and macro-nutrients Phytonutrients Food classification and composition Food composition tables Energy requirements Bioavailability Nutrient content of food Dietary reference values Food toxins and safety Adverse reactions to food Government regulations	<b>50</b>	<b>10</b>	<b>120</b>	<b>180</b>

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Physiology	Cellular Communication: <ul style="list-style-type: none"> <li>Cell membrane and receptor proteins, signalling pathways, intercellular communication molecules, protein kinases and phosphorylation cascades</li> </ul> Blood and its components: <ul style="list-style-type: none"> <li>Plasma and blood cells, blood homeostasis, clotting cascade, intrinsic and extrinsic pathways</li> </ul> Cardiovascular system: <ul style="list-style-type: none"> <li>Regulation of heart rate and blood pressure, nervous system control</li> </ul> Immune and lymphatic system: <ul style="list-style-type: none"> <li>Immune response, antigens and antibodies</li> </ul> Endocrine system: <ul style="list-style-type: none"> <li>Hormone transport, interaction with nervous system, agonists and antagonists, fight-and-flight response, chronic stress, adrenalin, glucocorticoids, insulin</li> </ul>	60	N/A	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Physiology (cont'd)	Gastro-intestinal tract: <ul style="list-style-type: none"> <li>Gut structure, mechanism and regulation of gastric secretions, enteric nervous system</li> </ul> Nervous system: <ul style="list-style-type: none"> <li>Neuronal regulation, resting and action potential, synapses and post synaptic receptors, limbic system</li> </ul> Muscles: <ul style="list-style-type: none"> <li>Molecular events in muscle contraction, factors influencing muscle growth, nervous system control of muscle activity</li> </ul> Respiratory and Urinary Systems: <ul style="list-style-type: none"> <li>Buffering, acidosis and alkalosis</li> </ul> Calcium Homeostasis Homeostasis and Allostasis				

Module	Subjects	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Media	<ul style="list-style-type: none"> <li>• Perspectives on health, illness, medicine: historical, lay, media</li> <li>• Models of health</li> <li>• Basic concepts in food psychology</li> <li>• Media trends &amp; food availability</li> <li>• Food in the context of social / cultural factors</li> <li>• Media ethics, sensationalism and boundaries</li> <li>• Protection &amp; moral rights of the author, copyright, establishing trusting relationships</li> <li>• Presentation &amp; teaching skills, preferred methods of learning / presenting / communicating to professionals / media / public / young people, handling questions &amp; feedback</li> <li>• Writing skills, website design, internet access, computer graphics, Power Point presentations</li> <li>• Familiarisation with DietPlan 6 software &amp; role play</li> </ul>	50	10	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Dietary Models	<ul style="list-style-type: none"> <li>• Dietary approaches: dietetics, nutritional therapy, naturopathy, hunter-gatherers, vegan, vegetarian, Mediterranean, Eskimo Diet, Eastern diets, special diets, weight loss, anti-candida, hypoallergenic, high fibre, low sodium/potassium, blood type, Bristol / Gerson / Pritikin Diets</li> <li>• Fasting &amp; detoxification</li> <li>• Anti-inflammatory diets</li> <li>• Diets for digestive health</li> <li>• Diets for skin health</li> <li>• Diets for pre-conceptual care, normal pregnancy &amp; raising healthy children</li> <li>• Diets for hormone balance, bone health, stress management</li> <li>• Food and mood</li> <li>• Cardio-protective diets</li> <li>• Biochemical individuality</li> <li>• Raw foods, juicing, sprouting</li> <li>• Enzyme nutrition</li> <li>• Foods in season</li> <li>• Considerations for low income</li> <li>• Special groups</li> </ul>	40	20	120	180

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Subject/ Module	Learning Outcomes	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Dietary Models (Cont'd)	<ul style="list-style-type: none"> <li>• Dietary evaluation &amp; planning appropriate diets for specific scenarios</li> <li>• Use of computerised dietary software</li> <li>• 'Dietary Educator' consultation</li> <li>• Ethics</li> </ul>				180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Communication Skills	<ul style="list-style-type: none"> <li>• Learning theory: styles, levels / stages of learning; principles of memory / learning; identification of individual / group learning styles; motivation and drive</li> <li>• Effective communication: written / oral; communication models and the relationship between state / physiology / behaviour; change theory and models; organisational skills and personal mental models of time; personal filters and sorting strategies; eye-scan patterns and predicates; the feedback sandwich; sensory awareness and non-verbal communication</li> <li>• Information gathering: models; data storage (human and machine-based); recording and organising data; basic IT skills</li> <li>• Presentation techniques</li> <li>• Rapport: breathing / body language / tonality / words; well formed conditions for outcomes;</li> </ul>	50 (incl. 12 hours IT lab work)	10	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Communication Skills (cont'd)	<ul style="list-style-type: none"> <li>• Rapport (cont'd): SMART goals; positive language patterns; simple state management and kinaesthetic anchoring; introduction to submodalities and coding of experience</li> <li>• Developing excellent clinical practice: attributes; development and use of frames; skills and qualities of a professional; professional confidentiality; ethics and boundaries; empathy and contra-indications for sympathy; basic counselling skills; mirroring; paraphrasing; summarising; use of silence and open / closed questions; principles of reflection / self-evaluation / monitoring; clinical observation / discussion; reflective journal</li> </ul>				

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Investigative Pathology (Part 1)	<ul style="list-style-type: none"> <li>• Medical and disease terminology</li> <li>• Signs and symptoms / differential diagnosis</li> <li>• Epidemiology</li> <li>• Predisposing factors: molecular genetics / genetic predisposition; age, gender, lifestyle, stress, environmental factors</li> <li>• Physiological processes associated with disease: inflammation, disordered fatty acid metabolism, FORs, oxidants/pro-oxidants, healing / repair, hypersensitivity responses, infections and immunopathology, degenerative / neoplastic changes in cells, metabolic changes</li> <li>• Injury, hypothermia and shock</li> <li>• Local / systemic effects as the basis for detection and diagnosis</li> <li>• Aetiology and pathophysiology of a range of diseases associated with the major systems of the body</li> <li>• Nutritional Therapy consultation process: taking a case history,</li> </ul>	50	10	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
		Investigative Pathology (Part 1) (cont'd)	<ul style="list-style-type: none"> <li>• Nutritional Therapy consultation process (cont'd): clinical records, use of health questionnaires</li> <li>• Clinical observations 'live' and on video</li> <li>• Process of referral to doctor or other health care practitioner</li> </ul>		

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Investigative Pathology (Part 2)	<ul style="list-style-type: none"> <li>• Benefits and limitations of screening / tests</li> <li>• Pathophysiology and screening for: dysbiosis / gut dysfunction, allergies, oxidative stress, insulin resistance, anaemias, neoplasms, hormone imbalances, detoxification, chronic fatigue</li> <li>• Potential ethical issues surrounding the recommendation of tests</li> <li>• Case studies</li> <li>• Furthering the consultation process: explaining tests and test results</li> </ul>	52	8	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Research Methods	<ul style="list-style-type: none"> <li>• Nature of research; research types; qualitative / quantitative descriptions; philosophy of scientific enquiry; paradigms and epistemologies</li> <li>• Collating / assessing / interpreting / presenting scientific research; experimental designs; controls / variables / sampling</li> <li>• Statistics: concepts / chance; significance / probability; correlations / differences; hypothesis construction and 'tails'; descriptive / inferential; paired / non-paired tests; parametric / non-parametric tests</li> <li>• Data collection: hard (eg fat measurements / callipers) vs soft (perceptions of quality / agreement / preference / personal meaning / understanding)</li> </ul>	60	N/A	120	180

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Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
		Research Methods (cont'd)	<ul style="list-style-type: none"> <li>• Literature reviews; citation and reference listing</li> <li>• Critical appraisal and evaluation of research papers</li> <li>• Introduction to evidence based medicine: usefulness and clinical applicability</li> <li>• Grounded theory and phenomenology; case control / cohort studies; case history formats and arrangements</li> <li>• Clinical audits; action research; survey mechanics / method</li> <li>• Meta-analysis questionnaires and validity; placebo effects; double-blind studies</li> <li>• Planning and project management</li> <li>• Format and organisation of a research proposal</li> <li>• Ethical and resource issues</li> </ul>		

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Research Project	<ul style="list-style-type: none"> <li>• Individual learning contracts negotiated with project supervisor – to include: aims / hypotheses; validity of choice; plan of action / work schedule; time schedule / calendar of experiments (as appropriate); chronicle of meetings with supervisor and resulting comments</li> <li>• Literature searches; contacting existing researches in the field; setting up experimental procedures and protocols</li> <li>• Developing / designing / using questionnaires and surveys</li> <li>• Interactions with volunteers / groups</li> <li>• Historical and archive investigation</li> <li>• Practical and thought experiments</li> </ul>	60	N/A	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Clinical Skills	<ul style="list-style-type: none"> <li>• BANT / SAANT Code of Ethics and Practice</li> <li>• Further development of the consultation process: group work in clinical lab setting; information gathering; explaining findings; negotiating an intervention including tests and diet; appropriate use of language; clinical records; time management; return visits; qualities needed for nutrition practice</li> <li>• Observation in live clinics; observing video consultations; case discussions / critique; role play</li> <li>• Case presentations</li> <li>• Reflective practice</li> <li>• Developing competence with non-invasive screening / testing: eg blood pressure, Raglan blood pressure, Barnes basal temperature, pulse, respiration, pupil reactions, zinc taste test, observable signs / symptoms of nutritional deficiencies</li> </ul>	23	37	120	180

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Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
		Nutraceuticals and Pharmaceuticals	<ul style="list-style-type: none"> <li>• Basic pharmacology</li> <li>• Principles of drug action; pharmokinetics; pharmodynamics</li> <li>• Adverse reactions of major drug classes including: anti-hypertensives, statins, NSAIDS, steroids, anti-depressants, antibiotics, hydrogen antagonists, oncolytics</li> <li>• Polypharmacy; drug detoxification</li> <li>• Nutritional classes; classical vitamins / minerals with emphasis on co-factor nutrients</li> <li>• PUFAs, carotenes, flavonoids, polyols, methyl group donors</li> <li>• Drug / nutraceutical and nutraceutical / nutraceutical interactions</li> <li>• Application and cross reference to the biochemistry of the major classes of nutrients to design nutritional and / or pharmaco-nutritional strategies for the major degenerative diseases – eg CAD, osteo-arthritis, RA,</li> </ul>	50 (incl. 5 hrs supplement expo)	10

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Nutraceuticals & Pharmaceuticals (cont'd)	<ul style="list-style-type: none"> <li>• (Cont'd) ...Alzheimers, ARMD, cataract, hypertension, stroke, COPD, tumours, liver disease, ageing</li> <li>• Prescription-only medications, over-the-counter medications, Medicines Control Agency (MCA), legislation</li> <li>• SAANT Codes of Ethics and Practice</li> <li>• Principles of trial design for pharmaceutical / nutritional research</li> <li>• Pharmaceutical and nutraceutical industries industries / industry ethics</li> <li>• Product information and developing a professional relationship with product companies</li> </ul>				

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
		Therapeutic Coaching	<ul style="list-style-type: none"> <li>• Presuppositions of working as a therapeutic coach: healthy beliefs and values</li> <li>• Key skills: rapport, listening, raising awareness, appropriate questioning, clarification, overcoming presuppositions</li> <li>• Professional conduct; self-presentation; room design; environmental comfort</li> <li>• Maintenance of a good listening state; working without judgment / personal bias</li> <li>• Integration of outcomes and resolution of conflict</li> <li>• Well-formed outcomes (WFOs)</li> <li>• Effective use of language and hypnotic patterns</li> <li>• Perceptual positions; reflection; objectivity and analysis; contrastive analysis of conditions; options and results; real and imagined</li> <li>• Eliciting, using and building useful states in self and others</li> </ul>	52 (incl. Group work 12 hours)	8

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Therapeutic Coaching (Cont'd)	<ul style="list-style-type: none"> <li>• Anchoring of states; moving between associated / disassociated states with self and clients</li> <li>• Use of submodalities in change work; removing phobias and inappropriate stimulus / response reactions</li> <li>• Models of coaching; unstructured coaching; non-directive questioning / facilitation</li> <li>• Motivation models and motivational analysis; values and belief</li> <li>• Building compelling futures for clients</li> <li>• Re-imprinting and belief change; eliciting and creating new behaviours</li> <li>• Swish patterns and SMART</li> <li>• Dealing with anxiety</li> <li>• Patterns in Time</li> </ul>				

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Nutrition & Environment	<ul style="list-style-type: none"> <li>• Historical perspectives on human lifespan</li> <li>• Nutritional / environmental influences on the production of healthy ova and sperm</li> <li>• Nutritional support for pre-conceptual care</li> <li>• Fertility and infertility</li> <li>• Nutrition during pregnancy; effects of inadequate intra-uterine nutrition on pregnancy outcomes and long-term outcomes; intervention studies</li> <li>• Common ailments of pregnancy and serious disorders – eg pre-eclampsia, hyperemesis gravidarum</li> <li>• Potential effects of exposure to environmental toxins / teratogens during pregnancy</li> <li>• Lactation, composition of breast / formula milks; breastfeeding and infant formulas; weaning; normal / abnormal growth patterns</li> </ul>	54	6	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Nutrition & Environment (Cont'd)	<ul style="list-style-type: none"> <li>• Common childhood disorders; vaccinations; dental caries; IEOMs' allergic disorders</li> <li>• Dysmenorrhoea; menorrhagia; PMS, oestrogen dominance; fibroids; fibrocystic breast disease</li> <li>• Conventional / nutritional interventions in the management of reduced sex drive</li> <li>• Management of menopause</li> <li>• Osteoporosis; increasing risk for heart disease; andropause; effects of the ageing process</li> <li>• Maximising lifespan; nutritional / environmental toxic exposure effects on the expression of health and illness</li> <li>• Lifestyle / exercise; genetics, polymorphisms</li> <li>• Gene / nutrient / environmental interactions</li> <li>• Down's Syndrome; cancer; HIV/AIDS; homocysteine; thrifty genotype, insulin resistance; cardiovascular disease</li> <li>• Nutrition in the workplace: effects of sickness / reduced productivity; stress; sick building syndrome</li> </ul>	54	6	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Nutrition & Disease	<ul style="list-style-type: none"> <li>• Nutritional intervention and protocols for complex and overlapping pathology</li> <li>• Gut/brain axis and PNIE</li> <li>• Biochemical and functional screening</li> <li>• Diet / supplement protocols for a range of specific pathologies and disease states – eg auto-immune disease, inflammatory skin disorders, stress / adrenal insufficiency, hypo / hyperthyroidism, addictions, depression, schizophrenias, manic depression, Alzheimers, CF/MES, fibromyalgia, migraine, epilepsy, autism, ADHD, Parkinson's, MS, Huntington's Chorea, Gulf War Syndrome</li> <li>• Clinical Nutrition: IBD, Coeliac disease, renal therapy, enteral / parenteral nutrition, peri / post-operative nutrition</li> <li>• Psychological aspects of pain / physical disability / deteriorating conditions</li> <li>• The role of the nutritional Therapist as a health care provider</li> <li>• Communicating with medical practitioners</li> </ul>	<b>60 (incl. 6 hours Clinical Observation)</b>	<b>N/A</b>	<b>120</b>	<b>180</b>

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Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Herbs for the Nutritionist	<ul style="list-style-type: none"> <li>• History and philosophy of herbal medicine</li> <li>• The herbalist's approach to physiology and pathology</li> <li>• Herbal material medica</li> <li>• Indications and contraindications of herbs</li> <li>• Phytochemistry</li> <li>• Major active groups within herbs – eg tannins, saponins, flavonoids, anthraquinones, glucosinolates, alkaloids, cardiac glycosides, bitters</li> <li>• Pharmacology: absorption, metabolism, excretion, age-related issues, drug interactions, toxicity</li> <li>• In-depth study of a selection of popular OTC herbs – eg <i>Ginkgo biloba</i>, <i>Allium sativum</i>, <i>Zingiber officinale</i>, <i>Echinacea spp.</i>, <i>Hypericum perforatum</i>, <i>Boswellia</i></li> <li>• Application of herbs to systems</li> <li>• Appropriate herbs (in a nutritional context) for cardiovascular, nervous / endocrine, reproductive, musculoskeletal, respiratory and GI</li> <li>• Drug-herb-nutrient interactions</li> </ul>	60 (incl. 6 hours Clinical Observation)	N/A	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Clinical Training	<ul style="list-style-type: none"> <li>• Codes of Ethics and Practice</li> <li>• Furthering the consultation process: observation; live / recorded consultations; case discussions and critique; case presentations; clinical laboratory; role play, refining test interpretation; designing nutrition programmes</li> <li>• 1:1 supervised practice; expressing skills for meeting the National Occupation Standards</li> <li>• Developing own practice; communication with other health professionals</li> <li>• Reflective exercises; handling difficult situations; conflict management; when to say 'no'</li> <li>• Ethical issues; dealing with grief; cancer care; loss, death and dying</li> <li>• Psychological aspects of pain, physical disability and deteriorating conditions</li> <li>• Self-care as a practitioner; practice promotion; professional insurance; joining the professional body</li> <li>• CPD; managing your practice</li> <li>• Health and safety at work</li> <li>• First aid</li> </ul>	20	40	120	180

## SAANT Training Checklist

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Business Skills	<ul style="list-style-type: none"> <li>• Background on the changing nature of business in Britain and the western world – eg changes from manufacturing to service industry predominance</li> <li>• Different industry sectors and their impact on the work environment</li> <li>• Competition: how to compete</li> <li>• Business plans: what to write and to whom; visions; missions; strategies / plans</li> <li>• Organising and managing your business or department</li> <li>• Self employment; partnerships; limited companies</li> <li>• Marketing: market research / market opportunities; relationship marketing (building long-term customer relationships)</li> <li>• E-commerce and its impact on your business</li> <li>• Clients / customers and how to serve them</li> </ul>	60	N/A	120	180

Module	Syllabus	Hours Required			
		Lectures/Demos/Tutorials/ Seminars	Clinical Practice	Self-led learning	Total
Business Skills (Cont'd)	<ul style="list-style-type: none"> <li>• Resource assessment – eg people, IT, assets, distribution, finance</li> <li>• Business etiquette; handling the media; time management</li> <li>• Factors affecting business success or failure</li> <li>• New technologies and their impact on business</li> <li>• The role of the media: 'spin' and 'public relations'</li> <li>• Public perception of risk</li> <li>• Globalisation and trade 'liberalisation'</li> </ul>				