# Detailed Core Competencies for Each Field of Expertise

For each field of expertise, examples of knowledge, skills and application are provided under each of the 5 core competencies.

# Fields of Expertise: Scientific Research

A Registered Nutritionist in the field of Scientific Research (whether academic or industry) may undertake a broad range of research. This includes, but is not limited to: disease prevention, food environments, behavioural, product development, how food related chemicals can cause or prevent disease or may affect risk factors, energy and nutrient metabolism, nutrient requirements, effect of diet on chronic diseases. The nutrition scientist may use expertise from the fields of molecular biology, biochemistry, physiology, psychology, food science and genetics or other underpinning scientific knowledge. Their work may contribute to understanding of pathological or healthy processes in humans*.* Nutrition Scientists will typically work in a research role in academia/food industry/research institutes/etc and are regularly publishing peer-reviewed research. Some scientists working in an educational institute will be registered under the field of expertise of ‘education’ involved in planning courses, delivering lectures/seminars/classes, assessment of work.

## Core Competency (CC) 1 - Science

*Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Impact of diet on the maintenance of health and the aetiology of diet-related diseases  Processes of healthy digestion and disorders of digestion in humans  Factors influencing cellular integrity  Factors affecting energy metabolism and energy expenditure  Factors affecting the availability of micro- and macro-nutrients and their requirements in the body  Understanding of other bioactive compounds  Factors affecting the nutritional significance of the minerals and trace elements, their absorption, storage and excretion  Genetics, epigenetics, gene-nutrient interactions and foetal programming  Understanding of NZ Eating and Activity Guidelines |
| EXAMPLES OF AREAS OF APPLICATION |
| Protective role of dietary bioactive compounds e.g. polyphenols  Prevention of nutrient deficiencies and excesses in humans  Effects of nutrition in pregnancy on child nutrition  Dietary management of genetic disorders  Epidemiology of nutrition-related diseases  Identification of eating patterns |

## Core Competency (CC) 2 – Food Systems

*Knowledge and understanding of food systems and its impact on food choice. Integrating the food supply with dietary intake.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Understanding of available nutrients in foods  Sustainability and global food security  Impact of new developments in food science on food choice  Biological mechanisms underpinning risk assessment and epidemiology  Impact of functional foods on health |
| EXAMPLES OF AREAS OF APPLICATION |
| Advice to legislators, NGOs etc  Identifying the impact of highly processed foods on health  Conducting and evaluating population studies  Identifying the impact of processing changes (benefits vs risks)  Identifying the impact of novel foods (benefits vs risks) |

## Core Competency (CC) 3 - Social/Behaviour

*Knowledge and understanding of food in a social or behavioural context, at all stages of the life course.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Variations in nutrient requirement and availability of nutrients through the life course  Psychological and societal factors that affect appetite and diet selection in humans  Effects of food environments on food choices  Impact of diet on planetary health |
| EXAMPLES OF AREAS OF APPLICATION |
| Identifying public health aspects of the impact of diet availability and dietary habits on health and development  Research into mechanistic aspects of life course nutrition  Identifying links between food behaviour and food choices  Research into influences on food selection and consumption  Undertaking research in behavioural/social aspects of nutrition in different population groups |

## Core Competency (CC) 4 - Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Underpinning science and practicalities of strategies for improving nutrition at the population level  Ability to analyse, evaluate and interpret scientific evidence  Appropriate research methods and recognition of strengths and weaknesses of research methods e.g. epidemiology, statistics, awareness of limitations of science base for public health nutrition |
| EXAMPLES OF AREAS OF APPLICATION |
| Communicating nutrition science to non-specialist groups and the general population  Communicating best practice in nutrition, in a responsible manner, through the media  Communicating research findings effectively  Acknowledging the limitations of the scientific principles of nutrition  Using research findings to influence nutrition in practice  Contributing to submissions, consultations on annual plans, health strategies etc  Identifying gaps in evidence base and identify and develop research requirements to meet these  Undertaking research safely, effectively and ethically |

## Professional Conduct (PC)

*Understanding of the Nutrition Society of NZ’s Code of Professional Standards and Ethics*

See Professional Conduct section (on page 19)

# Field of Expertise: Practice

## Registered Nutritionists working with individual clients (P)

Nutritionists working in practice develop, implement and evaluate nutritional strategies to optimise health and wellbeing of their clients. They determine the energy and nutrient needs of their clients and provide tailored dietary advice to individuals and groups. Clients may seek advice on a range of issues such as general healthy eating, weight loss, fussy eating and sports nutrition. Nutritionists may work alone, at a gym, in practice with other Registered Nutritionists or as part of a team of other health professionals, for example as part of a Medical Centre.

Registered Nutritionists will receive regular professional supervision, have a defined scope of practice and have a clear referral pathway when clients have specific medical needs beyond the knowledge of the Registered Nutritionist. Links to competencies must include those related to ‘areas of interest relating to working role’ as stated on the registration form. For example, nutritionists who provide advice to clients on FODMAPs, must reflect this in their continuing competency activities.

Some Registered Nutritionists with the field of expertise of practice are involved in formal education where they plan courses, deliver lectures/seminars/classes and assess course work.

## Core Competency (CC) 1 - Science

*Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Understanding the influence of an individual’s lifestyle on metabolism and nutrient and fluid needs, how this affects energy and nutrition requirements  Awareness and consideration of the role of nutrition in the prevention and recovery from illness and injury  Awareness and impact of lifestyle, work, family, travel, environment etc on nutritional demands and ability to achieve nutritional goals  The ability to undertake appropriate assessment techniques  The ability to analyse and evaluate food intake records, recipes and diets manually and using appropriate computer programmes  Understand how the NZ Eating and Activity Guidelines apply to individuals  Principles of training and components of fitness, the physiological demands of exercise and sporting performance and appreciate the implications of these on the nutritional needs of an athlete  Be familiar with the evidence base for the IOC consensus statements when working with athletes  Role of hydration status in performance, including how assessment of hydration status is carried out |
| *EXAMPLES OF AREAS OF APPLICATION* |
| Using research to develop evidence bases for practice  Developing strategy and policy on food and nutrient based standards to provide advice to a range of athletes and for a range of sports and physical activity  Providing evidence-based guidance on the safe and effective use of dietary or nutritional supplements  Familiar with NZ Eating and Activity Guidelines and apply guidelines during working role as required to ensure consistent advice  Seminar/webinar attendance on relevant topics e.g. exploring barriers and solutions to fruit and vegetable intake in children  Understanding of the importance of the first 1000 days (early life nutrition) and the impact diet has in the prevention of non-communicable diseases and maintenance of life long health |

## Core Competency (CC) 2 – Food Systems

*Knowledge and understanding of food systems and its impact on food choice. Integrating the food supply with dietary intake.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Ability to measure and estimate the energy and nutritional requirements for each client and to monitor nutritional status  Knowledge of food sources of energy and other nutrients  The impact of the food supply in terms of processing, cooking etc on nutritional quality and chemical composition  Impact of diet on planetary health |
| EXAMPLES OF AREAS OF APPLICATION |
| Advising on diet at individual and population level according to the requirements of the individual  Translating food information to dietary advice  Developing strategies to support nutrition policies  Interpret NZ nutrient reference values and understand available nutrients in foods and recommended dietary intakes and translate this information when providing heart health advice |

## Core Competency (CC) 3 – Social/Behaviour

*Knowledge and understanding of food in a social or behavioural context, at all stages of the lifecourse.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Awareness and consideration of goals, values, beliefs, motivations of clients  Nutritional needs of special populations e.g. children, athletes, older people, overweight, people with type 2 diabetes  Ability to apply understanding of the lifestyle of clients and the influence of culture, income, shopping and cooking skills on achieving dietary goals, including the specific requirements of various population groups  Ability to apply models of behavioural change when working with clients. |
| EXAMPLES OF AREAS OF APPLICATION |
| Incorporating behavioural/social aspects of dietary practices when working with different groups  Suggesting how to modify food/nutrient intake to take account of the population’s age, gender, culture, activity level etc  Understanding of the relationship of ergogenic aids and nutritional supplements to anti- doping legislation for athletes  Understanding of nutrient requirements across the lifespan as we age and why these change  Understanding of the social influences of eating choices such as culture and family for children and adults in the local region and how social influences affects food choices  Knowledge to apply models of behavioural change and implement change talk when working with clients individually. |

## Core Competency (CC) 4 – Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Knowledge of metabolism, nutrient and fluid needs  Role of diet in achieving optimal health, well-being or performance |
| EXAMPLES OF AREAS OF APPLICATION |
| Translating NZ Eating and Activity Guidelines into dietary advice tailored to the individual.  Translating the metabolic, nutrient and fluid needs during participation in physical activity, exercise and sport into guidelines for foods and drinks and into sports nutrition education programmes.  Devising dietary strategies to support changes in body mass and composition.  Developing and implementing nutrition and hydration policies/practices for workplaces, sports clubs and governing bodies.  Working with caterers/food providers to ensure appropriate foods/meals are available.  Producing food/drink based education materials for individuals/groups  Assessing of dietary intake and counselling of individuals and teams to achieve an optimum diet for performance through meal adaption/menu modification and recognition of timing of consumption e.g. build up to/pre/during/post training/competition  Develop and deliver educational material and provide effective communication to early childhood and school teachers  Interpreting nutritional assessment information in relation to individual goals and modify nutritional requirements based on lifestyle factors  Designed a seminar series for the general population on healthy eating based on the Eating and Activity Guidelines for NZ Adults.  Dietary assessment and communication of dietary advice during individual consultations |

## Professional Conduct (PC)

*Understanding of the Nutrition Society of NZ’s Code of Professional Standards and Ethics*

See Professional Conduct section (on page 19)

# Field of Expertise: Public Health

Public Health Nutritionists develop, implement, monitor and evaluate nutrition policies and programmes, generating the evidence base and applying scientific knowledge to improve the diet, nutrition and health of people and communities and reducing inequalities in health. Roles include health promotion, policy, advocacy, resource development, nutrition communication and community education. Public Health nutritionists generally work in in District Health Boards, Primary Health Organisations, sports trusts and non-governmental organisations.

Some Public Health Nutritionists are involved in formal education where they plan courses, deliver lectures/seminars/classes and assess course work.

## Core Competency (CC) 1 - Science

*Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| The processes of digestion and absorption, and key functions of nutrients in the body  The nature of metabolic demand for nutrients and nutritional requirements  The consequences and identification of nutrient deficiencies  Dietary reference values and safe upper limits  Role of different sectors in society in promoting nutritional health  Nutritional demands of physical activity  Understanding of the NZ Eating and Activity Guidelines |
| EXAMPLES OF AREAS OF APPLICATION |
| Using research to develop evidence base for practice, e.g. drafting background papers to support nutrition policy  Undertaking modelling exercises to determine impact of changes in food composition or consumption e.g. due to reformulation  Developing strategy and policy to provide advice to a range of population groups/settings on nutrient and food-based standards  Developing/implementing/monitoring and/or evaluating nutritional interventions to maintain or improve health or prevent disease |

## Core Competency (CC) 2 – Food Systems

*Knowledge and understanding of food systems and its impact on food choice. Integrating the food supply with dietary intake.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Impact of food supply (processing, preservation, cooking etc) on nutritional quality and chemical composition  Food sources of nutrients and other constituents of food  Dietary assessment and use of anthropometry and biomarkers  Sustainability of the food supply and global food security, considering environmental, ethical and biodiversity issues  Impact of diet on planetary health |
| EXAMPLES OF AREAS OF APPLICATION |
| Translating information on foods to dietary patterns  Measuring, describing and interpreting patterns of food/nutrient intake or markers of nutrition  Analysing data e.g. national food surveys to determine and understand implications of what the population eats  Advising on diet at population level according to setting and circumstances  Using research evidence in policy development and provision of advice to organisations in order to support healthier dietary advice and behaviour  Developing local strategies to support national public health nutrition policies or develop local policies |

## Core Competency (CC) 3 – Social/Behaviour

*Knowledge and understanding of food in a social or behavioural context, at all stages of the life course.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Food, nutrition and health policy development & delivery  Theories of nutrition education  Psychological, social, cultural and economic factors influencing food choice  Sociology and politics of institutions and other stakeholders in national and global food supply  Sustainability and equity in public health nutrition programmes  Principles of controlling non-communicable diseases  Knowledge of behaviour change, in particular changes in diet and physical activity  Understanding how culture influences how and what people eat in New Zealand |
| EXAMPLES OF AREAS OF APPLICATION |
| Synthesizing evidence relating to social and behavioural context of nutrition  Working with different sections of the population to advise and educate on healthy diets/nutrition  Developing and delivering behaviour change training targeted at needs of audience  Advising on how to modify food/nutrient intake to take account of the population’s age, gender, background  Translating the NZ Eating and Activity Guidelines into action |

## Core Competency (CC) 4 – Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Nutrition in health and disease in populations  Role of diet, foods, nutrients, physical activity and sedentary behaviour in causation and prevention of disease e.g. obesity, cardiovascular disease, cancers, conditions related to undernutrition  Appropriate research methods and recognition of strengths and weaknesses of research methods e.g. epidemiology, statistics, awareness of limitations of science base for public health nutrition |
| EXAMPLES OF AREAS OF APPLICATION |
| Understanding diet-disease relationships through reading peer-reviewed publications  Developing nutrition related interventions e.g. weight management referral schemes; preventions of undernutrition in infants, micronutrient supplementation programmes  Delivering interventions/ campaigns to make the population aware of the need for healthier eating e.g. through food co-ops; school fruit scheme; breakfast clubs; lesson planning, growth monitoring  Proposing a solution to a nutrition-related problem appropriate for specific individuals or groups to prevent ill health or to improve health e.g. obesity in primary school aged children  Supporting nutritional policy development and implementation  Contributing to scientific and/or policy and strategy committees  Contributing to submissions, consultations on annual plans, health strategies etc  Communicating best practice in nutrition, in a responsible manner, through the media |

## Professional Conduct (PC)

*Understanding of the Nutrition Society of NZ’s Code of Professional Standards and Ethics*

See Professional Conduct section (on page 19)

# Field of Expertise: Nutrition Communication

Registered Nutritionists working in nutrition communication undertake nutrition and health journalism and media work, marketing, public relations, food-writing, and other communication of nutrition-related messages. For example, food-writer, food industry board, public relations company.

## Core Competency (CC) 1 - Science

*Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| The processes of digestion and absorption, and key functions of nutrients in the body  The nature of metabolic demand for nutrients and nutritional requirements  The consequences and identification of nutrient deficiencies  Dietary reference values and safe upper limits  Role of different sectors in society in promoting nutritional health  Nutritional demands of physical activity  Understanding of the NZ Eating and Activity Guidelines |
| EXAMPLES OF AREAS OF APPLICATION |
| Reviewing research to develop evidence based articles for consumer, education and/or health professionals  Interpreting of national or international dietary guidelines  Applying dietary or nutritional guidelines to product development or marketing or other consumer communications  Responding to media and consumer enquiries  Applying a peer review process in the development of scientific reports and communications  Developing websites, electronic direct mail, social media communications that incorporate food and nutrition information  Presenting at conferences, universities, symposiums, network meetings etc |

## Core Competency (CC) 2 – Food Systems

*Knowledge and understanding of food systems and its impact on food choice. Integrating the food supply with dietary intake.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Consumer food choice  Impact of food supply (processing, preservation, cooking etc) on nutritional quality and chemical composition  Food sources of nutrients and other constituents of food  Dietary assessment and use of anthropometry and biomarkers  Sustainability of the food supply and global food security, considering environmental, ethical and biodiversity issues  Impact of diet on planetary health |
| EXAMPLES OF AREAS OF APPLICATION |
| Translating information on foods to dietary patterns  Describing and interpreting patterns of food/nutrient intake or markers of nutrition  Interpreting data e.g. national food surveys to determine and understand implications of what the population eats  Providing advice on diet at population level according to setting and circumstances through a range of communication channels  Contributing to consultations e.g. FSANZ or other similar consultation  Understanding and translating evidence regarding the sustainability of the food supply (global and/or national) to consumers.  Translating nutrient information into food patterns |

## Core Competency (CC) 3 – Social/Behaviour

*Knowledge and understanding of food in a social or behavioural context, at all stages of the life course.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Food, nutrition and health policy development & delivery  Theories of nutrition education  Psychological, social, cultural and economic factors influencing food choice  Knowledge of behaviour change, in particular changes in diet and physical activity  Understanding how culture influences how and what people eat in New Zealand  Ability to communicate effectively with individuals and groups using a range of methods and media to enable them to make informed choices about nutrition |
| EXAMPLES OF AREAS OF APPLICATION |
| Synthesizing evidence relating to social and behavioural context of nutrition  Translating the NZ Eating and Activity Guidelines into practice, including practical advice, meal ideas, recipes  Providing dietary or nutritional advice regarding requirements of different sub-population groups across the lifecycle  Understanding the social and behavioural barriers to implementation of suggested dietary changes  Understanding the socio-cultural meanings of food in a variety of settings including both low and high-income communities and populations and different cultures  Providing advice on how to modify food/nutrient intake to take account of the population’s age, gender, background, culture  Understanding current trends in eating and social behaviours in different age/population groups to effectively target communicate to consumers.  Using a range of methods and media to enable them to make informed and practical choices about nutrition |

## Core Competency (CC) 4 – Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of individuals, groups and populations; recognising benefits and risks.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Nutrition in health and disease in populations  Role of diet, foods, nutrients, physical activity and sedentary behaviour in causation and prevention of disease e.g. obesity, cardiovascular disease, cancers, conditions related to undernutrition  Appropriate research methods and recognition of strengths and weaknesses of research methods e.g. epidemiology, statistics, awareness of limitations of science base for public health nutrition |
| EXAMPLES OF AREAS OF APPLICATION |
| Understanding diet-disease relationships through reading peer-reviewed publications  Developing nutrition related interventions e.g. weight management referral schemes; preventions of undernutrition in infants, micronutrient supplementation programmes  Delivering campaigns to make the population aware of the need for healthier eating e.g. media campaign  Supporting nutritional policy development and implementation  Contributing to scientific and/or policy and strategy committees  Contributing to submissions, consultations on annual plans, health strategies etc  Communicating best practice in nutrition, in a responsible manner, through the media  Application of scientific principles to consumer communications, product information, marketing etc |

## Professional Conduct (PC)

*Understanding of the Nutrition Society of NZ’s Code of Professional Standards and Ethics*

See Professional Conduct section (on page 19)

# Field of Expertise: Education

**Education**

If your field of expertise is education, there is no need to link the core competencies for this field, only for the other field you are registered in. There is no separate core competency for the area of expertise of education as the majority of Registered Nutritionists with education as a field of expertise are also registered in a second field of expertise. These nutritionists would complete the core competencies related to this second field or would choose the field of expertise closest to their work which is likely to be public health, scientific research (academic), or practice. Core competency related to teaching practice outside the scope of registration of the Nutrition Society.

# Field of Expertise: Food Industry / Food-Service

Food Industry Nutritionists work in the food manufacturing industry (including anything from baby foods to food ingredients), the foodservice industry (from wholesalers to catering companies), food retailers, public relations companies or trade/ industry organisations. Food industry nutritionists usually look at the science, ingredients, policy, legislation and regulations involved in the consumption or marketing of a food item. Their roles will vary between assessing, setting, implementing and communicating nutritional standards and information for foods in commercial and food service settings. The role may involve marketing, product development, regulatory support, research nutrition education, customer service and health promotion.

## Core Competency (CC) 1 - Science

*Knowledge and understanding of the scientific basis of nutrition. Understanding nutritional requirements from the molecular through to the population level – for either human or animal systems.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Scientific basis and food sources of nutrients  Digestion and absorption  Nutrition in health & disease  Dietary Reference Values  Food & nutrition policy  The ability to undertake appropriate assessment techniques  The ability to analyse and evaluate food intake records, recipes and diets manually and using appropriate computer programmes  Familiar with NZ Eating and Activity Guidelines |
| EXAMPLES OF AREAS OF APPLICATION |
| Developing food labels, Nutrient Information Panels, front of pack signposting  Application of dietary or nutritional guidelines to product development or marketing or other consumer communications  Contributing to scientific committees  Responding to media and consumer enquiries  Developing websites with food and nutrition information |

## Core Competency (CC) 2 – Food Systems

*Knowledge and understanding of food systems and its impact on food choice. Integrating the food supply with dietary intake.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Food production and supply from farm to fork  Food manufacturing processes  Quality control systems, microbiological food safety issues in production  Sustainability and food procurement  Consumer food choice  Impact of food supply (processing, preservation, cooking etc) on nutritional quality and chemical composition  Food sources of nutrients (and other constituents of food)  Understanding of available nutrients in foods  Impact of new developments in food science on food choice |
| EXAMPLES OF AREAS OF APPLICATION |
| Tackling socioeconomic nutritional disparities and influences on food choice  Using of food labels, nutrition information panels, front of pack signposting  Understanding the potential or actual knock-on effect labelling may have on dietary intake e.g. product reformulation, labelling strategies, marketing campaigns, store tours  Contributing to consultations e.g. FSANZ or other similar consultation  Translating food information into nutrient intake  Undertaking product quality surveillance, including food labelling  Adapting food manufacturing systems to improve nutritional value  Developing food safety or food hygiene systems or guidance  Formulating sustainability or environmental awareness plans relating to food products  Understanding of functional foods and health |

## Core Competency (CC) 3 – Social/Behaviour

*Knowledge and understanding of food in a social or behavioural context, at all stages of the life-course.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Nutrient requirements across the lifespan in a social and behavioural context  Specific food processing/manufacturing needs associated with specific population groups e.g. infants, vegetarians etc  Food preparation requirements for different population groups  Ability to communicate effectively with individuals and groups using a range of methods and media to enable them to make informed choices about nutrition  Principles of behavioural sciences which are relevant to the practice of a food industry nutritionist  Psychological, social and cultural factors influencing food choice |
| EXAMPLES OF AREAS OF APPLICATION |
| Dietary or nutritional advice regarding requirements of different sub-population groups across the lifecycle  Clear appreciation of social and behavioural barriers to implementation of suggested dietary changes  Clear appreciation of the socio-cultural meanings of food in a variety of settings including both low and high-income communities and populations and different cultures  Provision of advice on how to modify food/nutrient intake to take account of the population’s age, gender, background, culture |

## Core Competency (CC) 4 – Health/Wellbeing

*Understanding how to apply the scientific principles of nutrition for the promotion of health and wellbeing of people and populations; recognising benefits and risks.*

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| EXAMPLES OF AREAS OF KNOWLEDGE & SKILLS REQUIRED |
| Dietary assessment and communication of dietary advice  Food service for specific health issues  Processing issues linked to food for people with specific health needs.  Interpreting nutritional assessment information in relation to a people’s goals and preferences and how to modify nutritional requirements to take account of occupation, lifestyle, culture, age group, gender and physiological stage of life of people.  Ability to use markers of nutritional status and diet related health to identify health needs of specified populations. |
| EXAMPLES OF AREAS OF APPLICATION |
| Developing healthy menus, products etc  Developing specialist dietary products e.g. balanced energy-protein supplements  Implementing national programmes e.g. food fortification  Applying of scientific principles to consumer communications, product information, marketing etc  Translating nutritional guidelines into menus/meals  Undertaking product reformulation |

## Professional Conduct (PC)

*Understanding of the Nutrition Society of NZ’s Code of Professional Standards and Ethics*

See Professional Conduct section (on page 19)

# 7. Field of Expertise: Food-Service

As there are only a few people registered under food-service, there are no specific examples. Please use food industry or practice depending on whether you are working in a clinical situation (hospital) or production of meals (e.g. catering business).

# Professional Conduct (PC)

*Understanding of professional conduct and strict adherence to the Nutrition Society of New Zealand ‘Code of Professional Standards and Ethics’ with evidence of good character and health.*

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| **Standards** | **Examples of areas of application** |
| 1. **PC1. Integrity and professionalism**   Demonstrate integrity and professionalism in work and respect clients, colleagues and the community.  Be fair and unbiased in research and/or application of knowledge.  Understanding of and commitment to the Treaty of Waitangi, equality, diversity and rights, and to practice in a non-discriminatory manner.  Avoid or declare real, or apparent, conflicts of interest. | Awareness of the need for independent ethical review of research activity.  Declaration of conflicts of interest on publications.  Undertake a Te Reo Māori course |
| 1. **PC2. Competence and standards**   Represent themselves only in their field of expertise and work experience.  Maintain a high standard of skill and knowledge.  Reflect on own practice.  Apply good practice to record keeping.  Adhere to relevant regulatory requirements and codes of practice. | Awareness of the necessity of practicing within legal and ethical boundaries of the profession and within limits of own area of expertise and/or scope of practice.  Undertake appropriate professional development and training courses.  Keep up-to-date with relevant research.  Maintain a personal development portfolio which identifies learning and development needs and the steps taken to meet these needs.  Ensure appropriate level of mentoring or supervision as and when required.  Awareness of and meeting specified regulatory requirements. |
| 1. **PC3. Respect for colleagues**   Support professional conduct and development of colleagues and provide feedback in a constructive manner. | Peer review of written information for colleague.  Ensure joint authors of publications and reports are acknowledged.  Change practices as needed to take account of new research and developments in the field. |
| 1. **PC4. Respect for community**   Ensure all public statements are correct and supported by evidence.  Communicate results to wider community and support publication of research. | Plan nutritional interventions and programmes in partnership with the population group to enable them to reach goals that are appropriate to, and take account of, individual preferences, religious and cultural.  Present information clearly and succinctly in oral and written formats tailored to the message and audience. |
| 1. **PC5. Working with clients providing dietary advice**   Work within scope of practice.  Refer a client to other practitioners when outside scope of practice and expertise.  Receive professional supervision.  Protect health, wellbeing and dignity of clients.  Provide relevant, impartial, evidence-based advice tailored to individual, outline costs and benefits to allow informed decision-making. | Interpret nutritional assessment information in relation to the client’s goals and preferences and knowledge of how to modify nutritional requirements for an individual to take account of culture, occupation, lifestyle, age group, gender and physiological stage of life etc.  Record referrals to other practitioners.  Record professional supervision.  Keep up-to-date with relevant research. |
| 1. **PC6. Regular contact with other nutritionists** | Attend networking meetings.  Provide and receive support to/from other nutrition colleagues.  Receive professional supervision. |