# 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 nutritionDietary management of genetic disorders Epidemiology of nutrition-related diseasesIdentification 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 coursePsychological and societal factors that affect appetite and diet selection in humans Effects of food environments on food choicesImpact 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 consumptionUndertaking 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 levelAbility 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 effectivelyAcknowledging 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 etcIdentifying 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 requirementsAwareness 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 programmesUnderstand how the NZ Eating and Activity Guidelines apply to individualsPrinciples 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 athletesRole 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 supplementsFamiliar with NZ Eating and Activity Guidelines and apply guidelines during working role as required to ensure consistent adviceSeminar/webinar attendance on relevant topics e.g. exploring barriers and solutions to fruit and vegetable intake in childrenUnderstanding 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 individualTranslating 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 clientsNutritional 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 athletesUnderstanding of nutrient requirements across the lifespan as we age and why these changeUnderstanding 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 choicesKnowledge 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 teachersInterpreting 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 etcCommunicating 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 professionalsInterpreting 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 communicationsDeveloping websites, electronic direct mail, social media communications that incorporate food and nutrition informationPresenting 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 choiceImpact 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 channelsContributing 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 ZealandAbility 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 culturesProviding advice on how to modify food/nutrient intake to take account of the population’s age, gender, background, cultureUnderstanding 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 etcCommunicating 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 culturesProvision 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. |