**Mapping Pro-forma – Workforce Competence Model – Level 5**

**Course provider:**

**Course title:**

*Use the form below to show clearly which competences and sub-competences your course covers and where each is addressed in the course documents. You can do this by labelling the documents you have provided, with comments, codes or line numbers where each sub-competence is addressed, then refer to each label in the second column of this mapping form. If you have provided more than one document, be sure to name each to help course evaluators find the correct place.*

*Example: to show where your course meets Core Competence 1 Fundamentals of Nutrition at Level 3 sub-competence 1, you could mark your course material FHN L3 #1 where it addresses that sub-competence.*

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| Competence 1Fundamentals of Human Nutrition | Detail which sub-competences your course covers and where each is addressed in the course document |
| Level 3 | (for competence 1 at least half of all sub-competences at level 3 must be met) |
| 1 | Quantities and sources of essential food components required for a healthy and balanced diet |  |
| 2 | How to support individuals with different dietary needs including an awareness of what contributes to an unhealthy diet |  |
| 3 | Different ways of preparing and cooking food to a safe and hygienic standard  |  |
| 4 | How dietary needs differ by gender and age groups and according to physical activity levels of individuals |  |
| 5 | Different cultural and religious food practices within your local community |  |
| 6 | How financial, social and lifestyle pressures can affect food choice and dietary habits |  |
| 7 | How to read and interpret food labels and explain the importance of food labelling to others when making food choices |  |
| 8 | UK guidelines related to nutrition, food groups, portion sizing and eating a balanced and healthy diet |  |
| 9 | Location and availability of local markets/stores, to enable individuals to access and choose healthy food products |  |
| Level 4 | (for competence 1 at least half of all sub-competences at level 4 must be met) |
| 10 | Basic anatomy and physiology of the human body |  |
| 11 | How foods and nutrients are digested, metabolised, absorbed and stored in the body |  |
| 12 | The specific nutritional needs required throughout human development |  |
| 13 | Principles of weight management and how energy intake and expenditure affects the body |  |
| 14 | UK policies and regulations surrounding food labelling |  |
| 15 | Effective health promotion campaigns related to food and nutrition which address prominent chronic diseases |  |
| Level 5 | (for competence 1 at least half of all sub-competences at level 5 must be met) |
| 16 | The impact of medical conditions on intake, absorption and utilisation of nutrients, taking into account the effect of drug-nutrient interactions |  |
| 17 | The problems associated with over and under-nutrition and the application of body and dietary assessment tools |  |
| 18 | European and National legislation relating to nutrition, specifically nutrition governance and public health agendas |  |
| NOS ref: FT103K, FT102K, CHS148, FT105K |  |
| Competence 2IT Skills & Knowledge |  |
| Level 3 and 4 |  |
| 1 | Appropriate terminology when referring to IT systems |  |
| 2 | How to efficiently manage electronic files and folders to enable information storage, organisation and retrieval storage. |  |
| 3 | What storage media to use, when and how to use it |  |
| 4 | Basic use of different software programmes and applications which may be needed |  |
| 5 | The importance of safe handling, including the protection of sensitive data and the appropriate information security procedures. |  |
| 6 | How to access safe and reliable websites when directing individuals to sources of information. |  |
| 7 | How to minimise risk when using IT-based communications online and how and why to carry out routine maintenance of IT systems |  |
| Level 5 |  |  |
| 8 | How to manipulate and adapt different types of data to suit meaning and purpose |  |
| 9 | How to make effective use of IT tools and facilities to present information that is fit for purpose |  |
| 10 | Evaluate and review the IT tools selected to meet needs in order to improve future work |  |
| 11 | How to use nutrition related software to meet needs and solve problems |  |
| NOS ref: IUF:FS, ISF:FS |  |
| Competence 3Relating & Communicating to Others |  |
| Level 3 and 4 |  |
| 1 | Appropriate ways to work with individuals so that they have confidence in you |  |
| 2 | How to put individuals at ease and encourage them to take part in health related activities |  |
| 3 | How to apply listening skills, empathy and compassion when necessary |  |
| 4 | How to use effective forms of questioning to encourage discussions |  |
| 5 | The importance of effective written and verbal communication and personal presentation |  |
| 6 | How to present information clearly, concisely, accurately and in ways that aid understanding |  |
| 7 | The importance of communicating reliable evidenced-based health information |  |
| 8 | How to present information to respond to the needs and capabilities of the individual/group |  |
| 9 | The importance of communicating to individual(s) in a way that is consistent with their level of understanding, language, culture, background and preferred ways of communicating |  |
| 10 | How to use and adapt quickly to different communication channels to engage with individuals |  |
| 11 | How your communication skills reflect on you, your organisation and workplace |  |
| 12 | How and when to follow lines of communication within your organisation which enable you to liaise with appropriate individuals at the suitable time |  |
| 13 | The importance of ethical conduct when communicating with individuals/groups |  |
| Level 5 |  |  |
| 14 | How to structure and design activities including presentations which are appropriate for the individuals |  |
| 15 | Diplomatic methods of working |  |
| NOS ref: GEN62, GEN18, HT4, GEN97 |  |
| Competence 4Collaborative Working Practices |
| Level 3 and 4 |
| 1 | How you can and should contribute to team activities and objectives |  |
| 2 | How to offer supportive and constructive assistance to team members |  |
| 3 | How to motivate individuals and promote team spirit |  |
| 4 | How to evaluate and use feedback from others constructively |  |
| 5 | The importance of recognising and respecting the roles and responsibilities of colleagues |  |
| 6 | The benefits of developing productive working relationships internal and external to your organisation |  |
| 7 | The importance of initiating collaborative work processes with colleagues |  |
| 8 | The impact your behaviour has on others and the functioning of the team |  |
| Level 5 |  |  |
| 9 | How to supervise individuals effectively in the manner and at the frequency agreed with them |  |
| 10 | The purpose of providing individuals with clear direction and accurate information |  |
| 11 | How to identify disagreements among colleagues and adopting methods to resolve them |  |
| 12 | How to identify conflicts of interest and the measures used to manage or remove them |  |
| 13 | How to actively monitor professional and behavioural boundaries in the workplace |  |
| 14 | How to take account of diversity issues when developing working relationships |  |
| 15 | The advantages and disadvantages of collaborative working and how to demonstrate these to partner organisations |  |
| 16 | The importance of individuals’ choice and the ways in which collaborative working can facilitate and encourage individuals’ choice |  |
| NOS ref: BA320, HSC241, GEN36, GEN35, GEN27 |  |
| Competence 5Effective Organisation & Time Management |
| Level 3 and 4 |
| 1 | How to plan, organise and prioritise your own time to enable you to perform work activities effectively to meet deadlines |  |
| 2 | How to organise and present work to others |  |
| 3 | The benefits of using your own initiative in the work environment |  |
| 4 | The importance of responding promptly and appropriately to meet the needs of others |  |
| 5 | The need to adjust plans and activities unexpectedly in a timely and flexible manner |  |
| 6 | Different ways in which your own development can be planned and structured |  |
| 7 | The importance of checking and using any risk assessments prior to beginning work activities |  |
| 8 | How to check for hazards and health, safety and security risk whilst you are working |  |
| Level 5 |  |  |
| 9 | The importance of making time available to supervise and support others |  |
| 10 | Factors that need to be managed when arranging and co-ordinating learning and development opportunities for others |  |
| 11 | The importance of selecting, preparing and setting out essential resources safely, efficiently and in accordance with relevant protocols and local/national guidelines |  |
| NOS ref: HT4, GEN36, GEN62, GEN97, GEN13, CHS148, HSC22, PHP05, 030NLaD06, GEN6, HSC440 |  |
| Competence 6Promoting Behaviour Change |
| Level 3 and 4 |
| 1 | Potential barriers to public health and wellbeing |  |
| 2 | How to provide information to individuals, groups and communities about behaviour change |  |
| 3 | The importance of encouraging individuals to identify for themselves the factors that affect their health and wellbeing  |  |
| 4 | The benefits of encouraging individuals to recognise their strengths and value themselves positively |  |
| 5 | The importance of motivating individuals throughout the behaviour change process in a manner that is appropriate to them |  |
| 6 | General strategies for promoting behaviour change |  |
| 7 | The range of services available locally for people who need information and support in making and maintaining changes in their behaviour |  |
| 8 | How to access information and data on the use of relevant services |  |
| 9 | The kinds of misinformation which people receive about health and wellbeing and how this can be counteracted through behavioural change activities |  |
| Level 5 |  |  |
| 10 | Use and application of the different theoretical models of behaviour change |  |
| 11 | How to identify specific strategies for changing an individual’s behaviour which is consistent with their personal circumstances, their motivation for change and the risks associated with their behaviour |  |
| 12 | The importance of drawing individuals attention to the consequences of their behaviour, the advantages of changing their behaviour and the alternatives available to them |  |
| 13 | How to assist individuals in identifying realistic short and long term goals for changing their behaviour and managing the risks associated with it |  |
| 14 | The importance of drawing up agreements with individuals to assess how their behaviour change progress will be reviewed |  |
| NOS ref: PHP13, PHP05, PHP15, PHP41, CHS148 |  |
| Competence 7Data Collection Techniques |
| Level 4 |
| 1 | Principle of valid consent and how to obtain consent from individuals |  |
| 2 | Nature and sources of the data and information to be collected |  |
| 3 | Appropriate use of data collection tools and techniques in your area of practice |  |
| 4 | Objectives and purpose of the data and information collection |  |
| 5 | Data entry, storage and retrieval practices and procedures in accordance with organisational polices and standards |  |
| 6 | Data sharing protocols in place which apply to data sources |  |
| Level 5 |  |  |
| 7 | The purpose of qualitative and quantitative data collection methods available |  |
| 8 | The wider sensitivities of data and information relevant to your role |  |
| 9 | The importance of the quality of data and information |  |
| 10 | The different methods of validating the quality of data and information |  |
| 11 | Your responsibilities and accountability in relation to current European and National legislation, national guidelines, local policies, protocols and information governance concerning the collection and use of information |  |
| NOS ref: H17, CHS148, HT4, PHP05 |  |
| Competence 8Facilitating Group Activities |
| Level 4 |
| 1 | The individual’s needs, requirements and planned outcomes |  |
| 2 | Why it is important for individuals’ needs to be at the centre of programme plans |  |
| 3 | How to involve the group in the delivery of programme plans |  |
| 4 | How to structure a demonstration so that the group can get the most out of it |  |
| 5 | How to encourage individuals to ask questions and give explanations as appropriate |  |
| 6 | The importance of regularly monitoring the group’s understanding |  |
| 7 | The importance of identifying which learning outcomes will be achieved |  |
| 8 | Resources needed to deliver the plan and ensure these are within allocated budget |  |
| 9 | How to reduce distractions and disruptions as much as possible |  |
| 10 | How to evaluate effective learning outcomes for future development and improvement |  |
| 11 | How to assess and manage risk whilst facilitating learning and development in groups |  |
| 12 | How to ensure that group activities take place in a safe environment and allow learners to see the demonstration/activity clearly |  |
| 13 | How to co-ordinate learning and development activities to meet individual and group needs |  |
| Level 5 |  |  |
| 14 | The range of delivery methods appropriate to learning in groups |  |
| 15 | Different techniques to manage group dynamics |  |
| 16 | Different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process |  |
| 17 | The organisational, legal and professional requirements that should be followed when planning learning and development programmes |  |
| NOS ref: 030NLaD06, 030NLaD03, PL309S |  |
| Competence 9Research Methods |
| Level 5 |  |
| 1 | Nature and extent of the research plan |  |
| 2 | Scale, purpose and objectives of the research programme and the results to be achieved |  |
| 3 | The context in which the results will be used |  |
| 4 | The range of interpretive methods which could be used within the research programme |  |
| 5 | Methods for identifying relevant sources of information |  |
| 6 | Methods of capturing and storing information |  |
| 7 | Methods and techniques for presentation of research information |  |
| 8 | Techniques for assessing the reliability and validity of research information |  |
| 9 | Issues affecting the research results and recommendations for further action |  |
| 10 | The relevance of the Research Governance Framework for Health and Social Care |  |
| 11 | Your organisation’s requirements in respect of documentation, access to and use of research results |  |
| 12 | Ethical, regulatory and legal issues pertaining to the research results, including access and use of information |  |
| 13 | Intellectual property issues |  |
| NOS ref: R&D11, R&D13 |  |
| Competence 10Improving Population Health & Wellbeing |
| Level 5 |  |
| 1 | Concepts, principles and models for promoting health and wellbeing including understanding and application |  |
| 2 | The principles of controlling non-communicable diseases |  |
| 3 | Various health conditions including their nature, diagnosis and prognosis; effect on individuals and the people that are significant to them; ways of managing the condition |  |
| 4 | Arguments against promoting health and wellbeing and how to appraise the nature, context and basis of people’s arguments |  |
| 5 | How to apply the principles of assessing and investigating risks to health and wellbeing including long-term exposure to environmental hazards |  |
| 6 | How to apply legislation relevant to the protection of the population’s health and wellbeing |  |
| 7 | Role and legal responsibilities of the healthcare organisations involved in protecting the population’s health and wellbeing |  |
| 8 | The importance of, and how to achieve, effective relationships with colleagues in the protection of the population’s health and wellbeing |  |
| 9 | How to apply negotiating and influencing skills in working with others to promote health and wellbeing and to reduce inequalities |  |
| NOS ref: PHS05, PHP13, PHP41 |  |
| Code of Practice | All Sub Competences of Code of Practice must be addressed |
| 1. Understand the boundaries of your role and responsibilities |  |
| a | Work within the limits of your knowledge, competence and skills |  |
| b | Understand the boundary of your role and if necessary, refer on as appropriate |  |
| c | Seek supervision when situations are beyond your competence and authority |  |
| d | Promote and demonstrate good practice as an individual and as a team member |  |
| e | Be accountable for your own decisions and behaviours |  |
| 2. | **Maintain the levels of your competence**  |  |
| a | Maintain competence within your role and field of practice |  |
| b | Keep knowledge and skills up-to-date to ensure safe and effective practice |  |
| c | Understand your own development needs and make continuing improvements |  |
| 3. Uphold basic standards of good character |  |
| a | Respect dignity, privacy and safety of individuals |  |
| b | Be honest, trustworthy, reliable and dependable |  |
| c | Ensure that the service you provide is delivered equally and inclusively |  |
| d | Respect and promote the views, wishes and wellbeing of individuals |  |