

The Workforce Competence Model in Nutrition

Competence 1.

Fundamentals of Human Nutrition

You will need to know and understand:

Level 3

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

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

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

Competence 2. IT Skills & Knowledge

You will need to know and understand:

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
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 its 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

Competence 3. Relating & Communicating to Others

You will need to know and understand:

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 individuals/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 reflects 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, taking into account size of the group
15. Diplomatic methods of working with, and resolving conflicts and barriers that you are likely to encounter when communicating with individuals

Competence 4. Collaborative Working Practices

You will need to know and understand:

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

Competence 5. Effective Organisation & Time Management

You will need to know and understand:

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

Competence 6. Promoting Behaviour Change

You will need to know and understand:

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. The 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

Competence 7. Data Collection Techniques

You will need to know and understand:

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 policies 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 the current European and National legislation, national guidelines, local policies, protocols and information governance concerning the collection and use of information

Competence 8. Facilitating Group Activities

You will need to know and understand:

Level 4

1. The individuals 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 the 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 groups understanding
7. The importance of identifying which learning outcomes will be achieved
8. The 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

Competence 9. Research Methods

You will need to know and understand:

Level 5

1. The nature and extent of the research plan
2. The 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

Competence 10. Improving Population Health & Wellbeing

You will need to know and understand:

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. The 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

Code of Practice

1. Understand the boundaries of your role and responsibilities
 - 1.1. Work within the limits of your knowledge, competence and skills
 - 1.2. Understand the boundary of your role and if necessary, refer the matter to another practitioner
 - 1.3. Seek supervision when situations are beyond your competence and authority
 - 1.4. Promote and demonstrate good practice as an individual and as a team member
 - 1.5. Be accountable for your own decisions and behaviours
2. Maintain the levels of your competence
 - 2.1. Maintain competence within your role and field of practice
 - 2.2. Keep knowledge and skills up-to-date to ensure safe and effective practice
 - 2.3. Understand your own development needs and make continuing improvements
3. Uphold basic standards of good character
 - 3.1. Respect the dignity, privacy and safety of individuals
 - 3.2. Ensure you are honest, trustworthy, reliable and dependable
 - 3.3. Ensure that the service you provide is delivered equally and inclusively
 - 3.4. Respect and promote the views, wishes and wellbeing of individuals

Definitions

Barriers - such as financial constraints, living conditions, environmental hazards

Body and dietary assessment tools - such as food frequency questionnaire, BMI assessment

Capabilities - the extent of an individual's ability to achieve something

Chronic diseases - such as obesity, diabetes, cardiovascular disease

Communication channels - telephone, email correspondence, letter, online forums, presentation

Data collection tools - waist and height measurements for BMI, food diary collection techniques, food frequency questionnaire methods

Dietary needs - different food and nutrient requirements individuals may have depending on their circumstances

Diversity issues - recognising individual as well as group differences with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation

Energy intake and expenditure - the number of calories consumed from food and burned through physical activity

Essential food components - including fats, carbohydrates, proteins, vitamins and minerals

Ethical conduct - principles of confidentiality, equality, anti-discriminatory practice, security and the sharing of information

Conflicts of interest - a situation where an individual has a private or personal

interest sufficient to compromise their specific duties

European and National legislation - as set out by the World Health Organisation and Department of Health

Evaluate and review - evaluate the quality of the information used and its source

Health promotion campaigns - such as Change for Life

Healthcare organisations - such as primary care trusts, health authorities/boards, local authorities etc

Human development - throughout the human life course (infancy, early years, adolescent, adults, elderly)

Information security - password/PIN, backup files, copies, avoid inappropriate disclosure of information

Information that is fit for purpose - letter, newsletter, report, poster, webpage, multi-media presentation etc

IT systems - computer (PC, laptop), input device (keyboard, mouse), and output device (screen printer)

IT tools - transferability of information into other formats, speed of internet connection, time taken to download large files

Manage electronic files and folders - including file handling (save, edit, format, delete, display file lists, search functions, access control etc), organisation and storage (permissions, archive, share etc)

Minimise risk - virus checking software, anti-spam, firewall, software and attachments from unknown sources

Non-communicable diseases - a disease which is not contagious, such as obesity, diabetes, dental caries

Nutrition related software - nutritional analysis software such as NetWisp, Diet-Plan, Nutmeg UK

Over-nutrition - obesity and its related risk factors, such as diabetes and cardiovascular disease

Personal presentation - body language (positioning, space), eye contact and wearing appropriate clothing

Qualitative and quantitative data collection methods - structured questionnaires and semi-structured interviews

Quality of data and information - including timeliness, accuracy, completeness, appropriate for purpose and accessibility

Relevant services - community services performed for the benefit of the individual, such as cook and taste workshops, supermarket tours, budgeting advice

Research Governance Framework for Health and Social Care - defines the principles of research governance that ensure research is performed to a high scientific and ethical standard

Resources - materials, equipment, systems, tools and structures needed for effective implementation

Risk assessments - careful examination of what in your work can cause harm

Routine maintenance - safely maintain the functionality and operation of IT systems (replace printer cartridge etc), delete unwanted files, addressing IT problems (storage full, paper jams etc), when to seek IT experts advice

Software applications - word processing, spreadsheet, internet browser, e-mail

Software programmes - Microsoft, Excel, Word, Outlook, Power Point etc

Storage media - data/memory stick, network drive, mobile device

Theoretical models - theories and models of experimental learning and behaviour change e.g. Trans-theoretical Model, Social Cognitive Theory, Health Belief Model, Self-Efficacy Model

UK guidelines - such as the Eatwell Plate

Under-nutrition - malnutrition and the outcome of insufficient food intake and unhealthy weight loss

Verbal communication - tone, pitch, speed and manner of voice

Key Terms

Colleagues:
Fellow workers within your own and other organisations

Communities:
A group of people living in one area

Group(s):
A number of individuals classed as a unit by the nutrition related initiative/activity

Individuals:
Members of the general public who may be involved/take part in your daily working activities

Others:
Individuals, colleagues, learners and groups

People:
Members of the general public that collectively form communities