



EUROPEAN
FEDERATION OF
THE ASSOCIATIONS
OF DIETITIANS

**DIETS
DIEL2**

THEMATIC NETWORK
FOR DIETETICS

European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics

*European Federation of the Associations of Dietitians (EFAD)
and Thematic Network Dietitians Improving Education and Training Standards in Europe (DIETS)*

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to be reviewed 2014

Index

The Competence Statements are arranged, with their Performance Indicators in the following sequence:

	Competence
1.0 Generic	1.1 Analyse and synthesise general health and social issues. 1.2 Reflect on and apply basic knowledge in practice and be especially skilled in problem-solving and decision-making. 1.3 Use current technologies, computing skills and information management skills for reporting and searching for information. 1.4 Apply legal and ethical principles in managing information 1.5 Have basic research skills including abilities to critique and apply research findings 1.6 Describe basis research design. 1.7 Have a working knowledge of English in order to update themselves with the professions' body of knowledge. 1.8 Be especially skilled in interpersonal communication, including oral and written communication with professionals and service users, in group work and interdisciplinary teamwork with health and social care professionals. 1.9 Follow the national/international code of conduct and ethics, and appreciate individual diversity and multi-cultural differences through a knowledge of cultures and customs of other countries 1.10 Have the capacity to engage in lifelong learning. 1.11 Apply procedures for quality assurance of Dietetics
2.0 Knowledge of Dietetics	2.1 Critically synthesise and integrate relevant knowledge from a range of disciplines that underpin the art and science of Dietetic practice, especially the complex relationship between the person, the environment and food (this knowledge relates to the theoretical foundations of the profession and its practice). 2.2 Use dietetic knowledge to justify their practice by debate and discussion, giving rationales and/or evidence.
3.0 Dietetics process and professional reasoning	3.1 Meet the needs of clients in complex situations related to health, social situations and the environment. Clients may be individuals, groups, organisations or populations 3.2 Implement the Dietetic process, including screening, assessment, identifying needs, formulating goals, planning, implementing interventions and evaluating outcomes, in order to enable client choice. 3.3 Implement theories and models, nutritional and activity analysis in order to integrate reasoning related to the dietetic process with client need. (This guides the selection and provides best possible practice for individuals and groups). <p style="text-align: center;">For the Clinical Dietitian</p> 3.4 Make a dietetic/nutrition related diagnosis. 3.5 Treat and counsel a client/patient using special dietetic/nutritionally modified products. <p style="text-align: center;">For the Administrative Dietitian</p> 3.6 Integrate dietetic reasoning with food service provision. (This guides the selection and implementation of theories and models, nutritional and activity analysis and synthesis in order to provide best possible practice for food service for individuals, groups and organisations.).

	<p>For the Public Health or Community Dietitian</p> <p>3.7 Develop and implement strategies to promote safe and healthy food choices for individuals and population groups</p>
4.0 Professional relationships and	<p>4.1 Establish and maintain a relationship with the client, which is the foundation of practice. Apply client-centred practice, particularly, respect for individual differences and their influence on dietary and lifestyle habits and knowledge of client's expectations.</p> <p>4.2 Build partnerships and offer consultation and advice related to diet and lifestyle.</p> <p>4.3 Identify and manage ethical dilemmas that arise within professional relationships.</p>
5.0 Professional Autonomy and Accountability	<p>5.1 Practise in accordance with national and international policies, regulations and codes of ethics for Dietitians as appropriate</p> <p>5.2 Plan, execute and record work effectively and efficiently within the procedures laid down for delivery of the service.</p> <p>5.3 Work within the limitations of own knowledge and skills, and refer or receive referrals from professionals as appropriate</p> <p>5.4 Be proactive in identifying learning opportunities and engage in a process of lifelong learning and professional development.</p> <p>5.5 Accept personal responsibility and accountability for actions and decisions</p>
6.0 Education skills	<p>6.1 Learn and teach through academic study and work or practice-based learning</p>
7.0 Research and Development in Dietetics and its science	<p>7.1 Assess research findings and have the ability to integrate nutrition, dietetic, social science and education research into practice</p> <p>7.2 Systematically search for information from a wide variety of sources related to the practice of dietetics</p>
8.0 Management and promotion of Dietetics	<p>8.1 Work to provide opportunities for clients to learn more about food and nutrition for their health and well-being</p> <p>8.2 Demonstrate that he or she can determine and prioritise dietetic services related to the clients' needs.</p> <p>8.3 Undertake some supervision of Dietetics students, helpers, assistants, volunteers and others.</p>

Appendix

International Code of Ethics and Code of Good Practice for Dietetics

Introduction

The European Academic and Practitioner Standards for Dietetics (EDBS) were adopted by The European Federation of the Associations of Dietitians (EFAD) in 2005 to provide guidance to Higher Education (and others) on the work of the Dietitian in Europe and the expected education and learning outcomes.

This Competence Framework provides for the minimum level or baseline of knowledge, skills, understanding and competence of a Dietitian at the point of qualification in Europe. The Performance Indicators (PIs) describe the ways in which Dietitians can show that they are working at the level of competence achieved at qualification. The PIs are for guidance only. Higher Education Institutions working in conjunction with their dietetic colleagues in practice may wish to adopt and modify the PIs as appropriate to their needs.

The EDBS reflected the four identified roles for the majority of Dietitians employed in Europe. The black text competences represent those competences that all Dietitians should obtain, regardless of where they will practise. The colour-coded competences reflect the systematic identification of roles identified in the EDBS.

General Dietetics – black text – the basis for all Dietitians at the point of qualification and in all working environments

Specific to Clinical Dietetics – identified by red text

Specific to Community or Public Health Dietetics – identified by green text

Specific to Administrative Dietetics – identified by blue text

The Education and Practice Working Group (EPG) of the DIETS Thematic Network used as reference the process of competence development adopted by TUNING. These competences were selected by dietitians working in Europe and responses from 28 countries are presented as both Generic and Specific for Dietetics.

Some Member States may wish to set their competency standards or standards of proficiency at a higher level for the point of entry of their Dietitians into the workforce. *These competences are set at a minimum or threshold or baseline level.*

1.0 Generic: At this level the Dietitian should be able to:	
Competence	Performance Indicator
1.1 Analyse and synthesise general health and social issues.	<ul style="list-style-type: none"> Identifies and records at least the minimum of medical, biochemical, social and environmental data necessary to plan nutritional management. Uses a variety of sources to obtain medical, social, biochemical, economic and environmental data, taking into account ethical issues. Has an understanding of the various screening tools for individuals and groups. Can select the appropriate screening tool for use with a specific client.
1.2 Reflect on and apply basic knowledge in practice and be especially skilled in problem-solving and decision-making.	<ul style="list-style-type: none"> Evaluates evidence based practice findings to determine the reliability and credibility of information. Collects and analyses relevant information related to an identified issue. Develops and analyses potential solutions to resolve the identified issue. Implements the best solution to resolve the identified issue. Evaluates the success of the solution and implements further action if required. Completes accurate calculations related to practice. May include: imperial/metric conversions, nutrient requirements for clients, nutrient composition of foods, recipes, dietary intakes, food costs/selling prices, budget preparation.
1.3 Use current technologies, computing skills and information management skills for reporting and searching for information.	<ul style="list-style-type: none"> Determines the purpose and objectives of information-gathering activities. Develops plans and gathers accurate, comprehensive, relevant information. <i>May include: client interviews, focus groups, meetings</i> Builds trust and rapport with others to facilitate the information-gathering process. Establishes plans based on outcome of information gathering activities. Documents and maintains information in compliance with established guidelines. Maintains accurate, clear, concise and timely documentation of professional services. Uses current technology in practice. <i>May include: software, multimedia, webcasts, email, instant messaging, file transfers, video conferencing, electronic search engines.</i>
1.4 Apply legal and ethical principles in managing information	<ul style="list-style-type: none"> Complies with legislation and established policies in managing information. <i>May include: freedom of information and protection of privacy, personal information protection, health information.</i> Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction processes. Protects integrity, reliability and authenticity of records
1.5 Have basic research skills including abilities to critique and apply research findings	<ul style="list-style-type: none"> Reviews practice periodically. Evaluates research and other evidence and demonstrates how this informs own practice Determines applicability of current research/evidence based practice findings to practice setting

1.6 Describe basic research design.	<ul style="list-style-type: none"> Shows awareness of methods commonly used in health care research Demonstrates a logical and systematic approach to problem solving
1.7 Have a working knowledge of English in order to update themselves with the professions' body of knowledge.	<ul style="list-style-type: none"> Uses English documentation in dietetic practice.
1.8 Be especially skilled in interpersonal communication, including oral and written communication with professionals and service users, in group work and interdisciplinary teamwork with health and social care professionals.	<ul style="list-style-type: none"> Selects appropriate methods for communications. <i>May include: face-to-face, telephone, group meeting, letter / memo, email.</i> Identifies and addresses barriers to communication. <i>May include: literacy issues, cultural issues, lack of understanding, interruptions, physical distractions, fear.</i> Adapts communication style to meet needs and level of understanding of individuals and groups. Uses effective verbal communication skills. Writes clearly, concisely and professionally in a technically and grammatically accurate manner. Produces educational material that is relevant and sensitive to the comprehension ability of the intended target group or individual. Facilitates two-way communications. Uses active listening techniques. <i>May include: encouraging, clarifying, restating / paraphrasing, reflecting, summarising, validating.</i> Interprets and responds to non-verbal communications. Applies principles of collaboration and negotiation in team work. <i>Teams may include: clients, care givers, agencies, other professionals, staff.</i> Incorporates team members' knowledge, expertise and personal skills in team processes. Collaborates with team members to determine goals. Adapts personal approach to team members and situations. Works with team members to identify and resolve conflicts. Contributes to team decision-making. Assumes responsibility for completion of assigned tasks.
1.9 Follow the national/international code of conduct and ethics, and appreciate individual diversity and multi-cultural differences through a knowledge of cultures and customs of other countries (also see Appendix)	<ul style="list-style-type: none"> Practises in compliance with professional legislation and regulations. <i>May include: health profession, protection for person in care, health information protection, freedom of information and protection of privacy.</i> Practises in compliance with professional standards, practice guidelines and codes. <i>May include: practice standards, codes of ethics, continuing competency programs</i> Provides services within scope of practice and personal competence. Accepts personal responsibility and accountability for actions and decisions.
1.10 Have the capacity to engage in lifelong learning.	<ul style="list-style-type: none"> Reflects on and evaluates own current practice. Assesses quality of services provided and identifies opportunities for improvement. Recognises limitations in practice qualifications and own level of competence. Identifies professional competency goals. Develops plans for meeting professional competency goals.
1.11 Apply procedures for quality assurance of Dietetics	<ul style="list-style-type: none"> Demonstrates improve dietetic practice by using a plan, do, check and act cycle (identify a problem, make a plan for improvement, implementation, evaluation, make a new plan for improvement, etc).

2.0 Knowledge of Dietetics

At this level the Dietitian should be able to:

Competency

Performance Indicator

2.1 Critically synthesise and integrate relevant knowledge from a range of disciplines that underpin the art and science of Dietetic practice, especially the complex relationship between the person, the environment and food (this knowledge relates to the theoretical foundations of the profession and its practice).

- Explains the theoretical concepts underpinning Dietetics, specifically the relationship between people, health and food.
- Synthesises and applies relevant knowledge from biological, medical, human, psychological, social, technological and nutrition sciences, together with theories of Dietetics.
- Analyses the complexities of applying formal theories and research evidence in relation to Dietetics in the context of a changing society.

2.2 Use dietetic knowledge to justify their practice by debate and discussion, giving rationales and/or evidence.

- Engages and influences others in rational and reasoned debate in relation to human nutrition and Dietetics

3.0 Dietetics process and professional reasoning

At this level the Dietitian should be able to:

Competency	Performance Indicator
<p>3.1 Meet the needs of clients in complex situations related to health, social situations and the environment. Clients may be individuals, groups, organisations or populations.</p>	<ul style="list-style-type: none">• Selects a suitable method and level of detail for assessing intake of foods and nutrients important to the client's problems or needs, as identified by referral, the client, previous history or epidemiological data.• Recognises cultural and religious influences on food selection.• Makes judgements about potential impact of social and environmental factors on nutritional management.• Integrates assessment data in order to assign priorities for nutrition planning including relevant lifestyle adjustments.• Can adapt communication methods to meet the needs of the client/ target group/audience.• Creates an environment conducive to effective counselling. Allows the client/carers/family to contribute and to clarify concerns or issues and to identify the barriers to compliance and willingness to change.• Negotiates client orientated goals and strategies.• Provides information and responds to client concerns.• Evaluates the process and outcomes of the counselling sessions.• Applies knowledge of nutrition requirements throughout the life cycle in practice.
<p>3.2 Implement the Dietetic process, including screening, assessment, identifying needs, formulating goals, planning, implementing interventions and evaluating outcomes, in order to enable client choice.</p>	<ul style="list-style-type: none">• Defines nutrition problems/diagnoses as a prelude to planning management.• Selects the appropriate screening tool for use for a specific patient, patient type, or group.• Selects and uses appropriate dietary methodology to collect information on retrospective, current and prospective food and nutrient intakes.• Is able to estimate nutrient intake using food composition tables and software packages to compare with Recommended Dietary Allowances (RDAs) or estimated requirements.• Can qualitatively assess dietary intake by comparing food intake to a food guidance system, such as national dietary guidelines, the food pyramid or the plate model.• Considers co-morbidities in development of the nutrition care plan.• Outlines a plan, including short-term and long-term goals and dietary regimen, according to diagnosis and a system for monitoring and review.• Formulates meal plans and feeding regimens that are consistent with individual nutrition and dietetic goals within the scope of the hospital food service and/or home or community setting.• Translates nutritional or dietary advice into foodstuffs according to currently accepted standards, scientific views and guidelines and gives information appropriate to the client's knowledge and culture.• Coaches the client to follow dietary advice, making use of communication and motivation techniques adapted to the client.• Communicates these needs to the appropriate personnel or client/patient.• Coordinates and modifies nutrition care activities among caregivers• Implements the evaluation strategies identified in the nutrition care plan and sets timescales in which to achieve these.• Gathers data throughout the care process so that progress can be monitored.• Modifies nutrition care plan as necessary.

	<ul style="list-style-type: none"> • Provides for client follow-up as necessary. • Maintains clear and concise records of all facets of the nutrition care process. Includes entries in official records complying with local policies in relation to terminology and abbreviations. • Formulates unambiguous instructions for other personnel involved in the delivery of nutrition care. • Maintains statistics, activity data and other information in line with employment and professional policies. • Assesses client progress in achieving planned outcomes. • Evaluates effectiveness of nutrition care plan in achieving planned outcomes.
<p>3.3 Implement theories and models, nutritional and activity analysis in order to integrate reasoning related to the dietetic process with client need. (This guides the selection and provides best possible practice for individuals and groups).</p>	<ul style="list-style-type: none"> • Uses professional and ethical reasoning effectively throughout the dietetic process and/or intervention • Incorporates findings with other relevant information such as assessment data and draws conclusions that are professionally recognised as correct for the nutritional issue in question. • Documents summary of the process and outcomes as a basis for planning. • Accurately interprets biochemical and anthropometric data against standards relevant to the nutritional issues. • Reviews available documentation to elicit problems. • Determines realistic goals for nutritional management or intervention in consultation with client/carers/family/group and other members of health care team as appropriate. • Plans menus and meal plans that conform to consumer needs, nutrition requirements and aesthetic characteristics of foods. • Applies knowledge of food science and basic food preparation techniques in practice. • Applies knowledge of quality food standards and food safety in practice. • Identifies ways in which goals may be achieved, taking account of the effect of disease on the nutritional requirements/target. • Selects the best strategy in terms of feasibility, effectiveness and individual, group, organisation and/or population benefit.
For the Clinical Dietitian	
<p>3.4 Make a dietetic/nutrition related diagnosis.</p>	<ul style="list-style-type: none"> • Makes a dietetic diagnosis on the basis of analysis and interpretation of clinical data collected. • Supervises nutrition assessment of individual patients/clients with medical conditions. • Integrates pathophysiology into medical nutrition therapy recommendations.
<p>3.5 Treat and counsel a client/patient using special dietetic/nutritionally modified products.</p>	<ul style="list-style-type: none"> • Participates in determination of appropriate formula and feeding route for clients. <i>May include: oral, enteral, parenteral</i> • Participates in the care of patients/clients requiring adaptive feeding devices, for example special forks and spoons • Supervises development and implementation of feeding plans from the inpatient to home setting. • Discusses with the client the possible methods of dietetic treatment and their consequences. • Sets and agrees nutrition goals with the client. • Evaluates treatments with the client, assesses their effectiveness and concludes with a report to the referral authority. • Records client data in a care dossier and manages this for accountability, quality improvement and possible research purposes. • Designs a protocol/guideline for the treatment of a nutritional problem, using an evidence-based design in order to improve nutritional and dietary care.

For the Public Health or Community Dietitian

3.6 Develop and implement simple strategies to promote safe and healthy food choices for individuals and population groups.

- Understand food and nutrition related legislation, regulations, standards and guidelines and how they apply to practice. *May include: Food & Drug Regulations, Nutrition Labelling Regulations, Dietary Reference Intakes, Health & Safety Regulations, Workplace Hazardous Materials Information System (WHMIS), Workers' Compensation Board (WCB), etc.*
- Demonstrates knowledge of foods, cultural/religious foods, eating patterns and food trends in populations.
- Communicates to others the role, scope of practice and areas of expertise of the Dietitian.
- Understands how public health and health care systems provide community and population health services.
- Identifies individual, public/private organisational and government roles and responsibilities within public health and health care systems.
- Shows how a knowledge of food security is applied in the provision of community and population health services. *May include: sustainability, social justice elements*
- Can apply principles of behavioural sciences, social sciences, biostatistics, epidemiology and environmental public health in the development of community and population health services.
- Demonstrates how to promote nutritional health and disease prevention in the community.
- Can participate in food and nutrition policy development and evaluation based on community and population health needs.
- Understands how processes and policy development can affect food, food security and nutrition in communities and populations.
- Knows how to collaborate with community partners and stakeholders in promoting community and population health.
- Knows how to develop and implement strategies for disease prevention and management.
- Consults with and provides nutrition information within the community. *May include: individuals, groups, schools, agencies, outreach workers, companies, work places*
- Identifies determinants of health and their influence on community and population health status.
- Can explain how to assess the nutritional health and functional status of communities and populations.
- Can determine goals for community-based food and nutrition programs/services in collaboration with community partners. *May include: individuals, groups, schools, agencies, outreach workers, companies, work places*
- Identifies available resources for development of community based food and nutrition programs / services.
- Selects strategies for addressing needs for community based food and nutrition programs / services.
- Delivers simple nutrition programs/services to meet identified needs of communities and populations.
- Identifies and knows how to implement strategies for reaching individuals and populations that do not have access to community services.
- Evaluates effectiveness and recommends improvements for community based food and nutrition programs/services.

For the Administrative Dietitian

3.7 Integrate dietetic reasoning with food service provision. (This guides the selection and implementation of theories and models, nutritional and activity analysis and synthesis in order to provide best possible practice for food service for individuals, groups and organisations.)

- Plans and implements master menus that conform to consumer needs, nutrition requirements, aesthetic characteristics of foods, available equipment, staff skill level and budget restrictions.
- Evaluates menus based on established criteria.
- Participates in applied sensory evaluation of food and nutrition products
- Evaluates products based on established criteria for customer acceptance, nutrition content, cost and quality.
- Coordinates the purchasing, receiving, storage and issuing of food, beverages, consumables and equipment.
- Manages the production of products that meet established quality standards. *May include: standardised recipes, formulas, special diet products*
- Manages food distribution and service ensuring accuracy, quality and portion control.
- Develops and implements food safety and sanitation programs in compliance with government regulations.
- Develops and implements employee safety/accident prevention programs in compliance with government regulations.

4.0 Professional relationships and partnerships

At this level the Dietitian should be able to:

Competency	Performance Indicator
<p>4.1 Establish and maintain a relationship with the client, which is the foundation of practice. Apply client-centred practice, particularly, respect for individual differences and their influence on dietary and lifestyle habits and knowledge of client's expectations.</p>	<ul style="list-style-type: none"> • Works according to the principles of client-centred practice. • Builds a relationship/partnership as the foundation of the dietetic intervention • Uses a variety of assessment strategies, individualised to client needs. <i>Clients may include: patients, residents, care givers, those who want advice on disease prevention (sports, school, work-place etc)</i> • Interviews clients to conduct needs assessments. • Develops learning plans and supporting education resource materials to meet the learning needs of individuals and groups. • Adapts content and instruction style in the delivery of education to meet the needs of individuals and groups. • Takes into account the ability and resources of clients to implement the nutrition care plan. • Collaborates with clients/care givers in determining realistic nutrition goals and managing nutrition care. • Recognises that relationships with clients and other users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility • Practises in a non-discriminatory manner
<p>4.2 Build partnerships and offer consultation and advice related to diet and lifestyle.</p>	<ul style="list-style-type: none"> • Establishes collaborative partnerships, consults with and advises clients, carers, team members and other stakeholders to improve the care of patients or client
<p>4.3 Identify and manage ethical dilemmas that arise within professional relationships.</p>	<ul style="list-style-type: none"> • Respects individuals and their rights regardless of race, religious beliefs, colour, gender, physical and/or mental disability, marital status, family status, economic status, education level, age, ancestry or sexual orientation. • Respects the dignity and privacy of individuals. • Obtains informed consent as required prior to providing services. • Serves the best interests of the individual and their needs.

5.0 Professional Autonomy and Accountability

At this level the Dietitian should be able to:

Competency	Performance Indicator
5.1 Practise in accordance with national and international policies, regulations and codes of ethics for Dietitians as appropriate	<ul style="list-style-type: none"> • Complies with local/regional/national/European policies and procedures, professional standards and employers' regulations • Practises in an ethical manner, respecting clients and taking account of professional codes of conduct for Dietitians
5.2 Plan, execute and record work effectively and efficiently within the procedures laid down for delivery of the service.	<ul style="list-style-type: none"> • Adapts to unexpected situations and fluctuating workloads by prioritisation of workload. • Prepares, maintains and reviews documentation of the dietetic process
5.3 Work within the limitations of own knowledge and skills, and refer or receive referrals from professionals as appropriate	<ul style="list-style-type: none"> • Recognises when issues are beyond scope of his/her competency and refers individuals for consultation • Advocates on behalf of clients within the multidisciplinary team. • Coordinates and integrates care to ensure quality and continuity of care.
5.4 Be proactive in identifying learning opportunities and engage in a process of lifelong learning and professional development.	<ul style="list-style-type: none"> • Is open to participation in induction, mentoring and to being supervised. • Engages in activities to gain new knowledge, skills and behaviours to meet professional competency goals. • Can be seen to apply new knowledge, skills and behaviours to practice and demonstrates continuing lifelong learning to enhance their own dietetic practice • Can be seen to apply research/evidence-based findings to improve practice.
5.5 Accept personal responsibility and accountability for actions and decisions	<ul style="list-style-type: none"> • Demonstrates confidence in self-management, self-awareness and knowledge of own limitations as a Dietitian

6.0 Education skills

The Dietitian working at this level should be able to:

Competency	Performance Indicator
6.1 Learn and teach through academic study and work or practice-based learning	<ul style="list-style-type: none">• Contributes to the improvement of quality of the profession by making his or her knowledge, skills and experiences available to others.• Uses appropriate materials and communication skills to teach on Dietetics courses and in other relevant disciplines..• Evaluates the education process with colleagues and students to assess the quality of dietetic education.• Introduces new methods to academic study or practice learning to improve the Dietitian's education.

7.0 Research and Development in Dietetics and its science

At this level the Dietitian should be able to:

Competency	Performance Indicator
7.1 Assess research findings and have the ability to integrate nutrition, dietetic, social science and education research into practice	<ul style="list-style-type: none">• Interprets, analyses, synthesises and critically appraises research findings• Understands, selects and defends research designs and methods appropriate to Dietetics, taking account of ethical aspects
7.2 Systematically search for information from a wide variety of sources related to the practice of dietetics	<ul style="list-style-type: none">• Demonstrates skills in independent searching, critical examination and integration of scientific literature and other relevant information

8.0 Management and promotion of Dietetics

At this level the Dietitian should be able to:

Competency	Performance Indicator
8.1 Work to provide opportunities for clients to learn more about food and nutrition for their health and well-being	<ul style="list-style-type: none">• Demonstrates that he or she can take a proactive role in the development, improvement and promotion of the profession of Dietetics and the professional organisation.
8.2 Demonstrate that he or she can determine and prioritise dietetic services related to the clients' needs.	<ul style="list-style-type: none">• Identifies the need for change and desired outcomes.• Knows how to assess readiness, implications and relevant issues related to change.• Can develop and implement plans to achieve desired outcomes.• Can evaluate and revise plans to achieve desired outcomes.• Shows how to determine the priorities for dietetic services• Can show engagement in a continuous process of evaluation and improvement of the quality of dietetic services (involving clients where appropriate) and communicates the results to relevant stakeholders
8.3 Undertake some supervision of Dietetics students, helpers, assistants, volunteers and others.	<ul style="list-style-type: none">• Promotes a learning culture.• Contributes to a culture of ethical behaviour.• Knows how to direct and supervise personnel involved in the delivery of services.• Shows that he or she can adapt leadership style to the situation.• Can identify and explain how to facilitate resolution of conflict.• Knows how to delegate to others within their employment scope and level of competence.• Plans and conducts meetings to achieve desired outcomes.

Acknowledgements:

The European Federation of the Associations of Dietitians: European Academic and Practitioner Standards for Dietetics 2005

Dietitians Association of Australia: National Competency Standards for Entry-Level Dietitians

Health Professions Council: Standards of Proficiency for Dietitians 2007

College of Dietitians of British Columbia: Introduction to Essential Competencies for Dietetic Practice 2006

American Dietetic Association: Foundation Knowledge and Skills and Competency requirements for entry-level Dietitians

Quality Assurance Agency for Higher Education, UK: Benchmark Statements for Dietetics 2001

Irish Nutrition & Dietetic Institute: Standards for Professional Competency for Dietitians 2004

Appendix

International Code of Ethics and Code of Good Practice

International standards are not meant to replace any national standards that exist, but are meant to put on paper those important matters to which we can all agree. They represent the common ground of dietetics around the world.

International Code of Ethics

Dietitians practice in a just and equitable manner to improve the nutrition of the world by:

- Being competent, objective and honest in our actions
- Respecting all people and their needs
- Collaborating with others
- Striving for positive nutrition outcomes for people
- Doing no harm
- Adhering to the standards of good practice in nutrition and dietetics

International Code of Good Practice

Provision of Service and application of knowledge:

- Provide high quality, cost efficient services in nutrition and dietetics
- Provide services based on the expectation and needs of the community or client
- Competently apply the knowledge of nutrition and dietetics and integrate this knowledge with other disciplines in health and social sciences
- Work co-operatively with others to integrate nutrition and dietetics into overall care/service regardless of context
- Work in partnership with clients and users of the service

Developing practice and application of research

- Interpret, apply, participate in or generate research to enhance practice
- Develop a unique body of knowledge
- Have an in-depth scientific knowledge of food and human nutrition
- Develop practice based on evidence

Communication

- Communicate effectively through nutrition education, education and training, development of policy and programs
- Advocate for nutrition and dietetics, the alleviation of hunger and the value of services
- Advance and promote the dietetics profession

Quality in practice

- Systematically evaluate the quality of practice and revise practice on the basis of this feedback
- Strive to improve services and practice at all times
- Maintain continued competence to practice

Continued competence and professional accountability

- Ensure accountability to the public
- Accept responsibility for ensuring practice meets legislative requirements
- Maintain continued competence by being responsible for lifelong learning and engaging in self development.

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