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|  Hong Kong Academy of<br>Accredited Dietitians<br>香港認可營養師學院 | Education and Training Committee | Document No.:   | A-EDT-2019-002-V2 |
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# Competency Standards of Accredited Dietitians of the Hong Kong Academy of Accredited Dietitians


| Version | Effective Date |
|---------|----------------|
| 1       | 29 04 2019     |
| 2       | 22 06 2021     |

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## Summary of Changes

|     | Location          | Changes in version 1   |
|-----|-------------------|--|
| 1.  | Whole document    | Revised the document title.  |
| 2.  | Table of contents | Updated the table of contents.   |
| 3.  | Section 3.0       | - Added a section 3.2 on xxx.<br>- Revised wordings in section 3.3.1.  |
| 4.  | Appendix II       | Modified Appendix II.  |
|     | Location          | Changes in version 2   |
| 5.  | Whole document    | “Registrants” replaced with “Accredited Dietitian “  |
| 6.  | Whole document    | “Council” replaced with Professional Council”  |
| 7.  | Section 1.1       | A comma has been added after “ clients”  |
| 8.  | Section 2.0       | “Accredited Dietitians will be expected to be able to possess all competencies.” is replaced with “Accredited Dietitians are expected to possess competencies in <u>all</u> five areas/domains.” |
| 9.  | Section 2.3.3     | “s” deleted from “Assume”  |
| 10. | Section 2.4.4     | Comma deleted after “peers”  |

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## 1.0 Introduction

- 1.0.1 This document outlines the competencies Accredited Dietitians are expected to possess. They describe the minimum knowledge, skills and aptitude Accredited Dietitians should demonstrate to gain entry to the register and acts as a framework for their continued professional development.
- 1.0.2 This document has been developed based on the Competencies Standards framework as described by the International Congress of Dietetic Associations (ICDA)<sup>1</sup>. Reference has also been made to competency standards as set out by professional associations and regulatory bodies in Australia<sup>2</sup>, Canada<sup>3</sup>, UK<sup>4</sup> and USA<sup>5,6</sup>.
- 1.0.3 Graduates of the local training programme in dietetics (currently HKU SPACE) will have met these competencies. As the competency standards are also aligned with those of Australia, Canada, UK and USA, applicants who are hold current registration with respective countries will also been deemed to have met the entry qualification.

## 1.1 Objectives

The competencies outlined in this document will be used to assess if applicants meet the required standards to enter the register, guide training of dietitians, enable employers, clients, other health professionals and students to understand the competencies, qualities and capabilities a registrant should possess and guide continuing professional development.

## 1.2 Scope


The competencies outlined describe the knowledge, skills and attitudes an entry level registrant should possess to practice dietetics on Hong Kong.

## 2.0 Areas/domains of dietetic competency

The competency standards have been divided into five areas/domains namely: dietetics process and professional reasoning; evidence-based practice and application of research; quality assurance of dietetic practice; professional relationships, communication and partnership and knowledge essential for the practice of dietetics. Accredited Dietitians are expected to possess competencies in all five areas/domains. Applicants may be required to provide multiple pieces of assessments or supporting evidence in order to demonstrate they possess each of the competency standards. The detailed competency standards and examples of performance indicators and evidence are shown in Appendix.

## 2.1 Dietetic Process and Professional reasoning

Accredited Dietitians should be able to:

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- 2.1.1 Apply the nutrition care process based on the expectations and priorities of individuals, group, community or population
- 2.1.2 Engage in collaborative practice in providing high quality, cost efficient services to achieve positive health outcomes
- 2.1.3 Reflect and review own dietetic practice
- 2.1.4 Work independently and in partnership to integrate nutrition and dietetics into overall professional care/service
- 2.1.5 Respect the unique emotional, social, cultural, religious, ecological needs of individuals, groups, communities or populations

## 2.2 Evidence-based Practice and Application of Research

Accredited Dietitians should be able to:

- 2.2.1 Systematically search, judge, interpret, and apply findings from food, nutrition, dietetic, social, behavioural and education sciences into practice
- 2.2.2 Identify, design, and participate in research and audit to enhance the practice of dietetics
- 2.2.3 Apply food and nutrition science to solve problems
- 2.2.4 Apply an evidence-based approach to dietetics practice
- 2.2.5 Share evidence-based dietetics and nutrition with colleagues and key stakeholders

## 2.3 Quality Assurance of Dietetic Practice


Accredited Dietitians should be able to:

- 2.3.1 Improve practice through continuous and systematic evaluation, maintaining clear and concise records of all activities
- 2.3.2 Maintain competence to practice through continuing professional development and lifelong learning
- 2.3.3 Assume leadership, educational and mentoring roles
- 2.3.4 Use current technologies, to collect and manage data responsibly and professionally for information and reporting purposes
- 2.3.5 Accepts responsibility for ensuring practice meets legislative requirements
- 2.3.6 Establish and maintain safe practice environment

## 2.4 Professional Relationships, Communication and Partnerships

Accredited Dietitians should be able to:

- 2.4.1 Communicate effectively and responsibly using multiple means
- 2.4.2 Demonstrate interpersonal skills, professional autonomy and accountability
- 2.4.3 Build partnerships, networks and promote the dietetics profession
- 2.4.4 Seek, support and promote opportunities for learning among peers and others
- 2.4.5 Advocate the contribution that nutrition and dietetics can make to improve health

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## 2.5 Knowledge Essential for the Practice of Dietetics

Accredited Dietitians should be able to:


- 2.5.1 Integrate knowledge of food and food systems, human nutrition and dietetics in the provision of services
- 2.5.2 Integrate knowledge of biomedical sciences in the provision of services
- 2.5.3 Integrate knowledge of behavioural and social sciences in the provision of dietetic services
- 2.5.4 Integrate business management principles and skills in the provision of service
- 2.5.5 Integrate knowledge of organizational, professional and legislative requirements in the provision of dietetic services

## 3.0 Review

The Competency Standards as outlined in this document will be updated and reviewed by the Education and Training Committee and changes if any, approved by the Professional Council every 3 years after taking into consideration stakeholder feedback, relevant research and evidence as well as development of the dietetics profession in Hong Kong. Updates will be disseminated to Accredited Dietitians by e-mail within 2-4 weeks and made available on the HKAAD website within 3 months of effective date.


## 4.0 References

- 4.0.1 International Competence Standards for Dietitians-Nutritionists (2016), International Confederation of Dietetics Associations (ICDA)  
<http://www.internationaldietetics.org/Downloads/International-Competency-Standards-for-Dietitian-N.aspx>
- 4.0.2 National competency standards for Dietitians in Australia 2015, Dietitians Association of Australia (DAA) <https://daa.asn.au/wp-content/uploads/2017/01/NCS-Dietitians-Australia-with-guide-1.0.pdf>
- 4.0.3 The Integrated Competencies for Dietetic Education and Practice 2013, Dietitians of Canada <https://www.dietitians.ca/Downloads/Public/ICDEP-April-2013.aspx>
- 4.0.4 Standards of Proficiency for Dietitians 2013, Health & Care Professions Council (HCPC), UK  
[http://www.hpc-uk.org/assets/documents/1000050CStandards\\_of\\_Proficiency\\_Dietitians.pdf](http://www.hpc-uk.org/assets/documents/1000050CStandards_of_Proficiency_Dietitians.pdf)
- 4.0.5 Curriculum Framework for the pre-registration education and training of dietitians 2013, British Dietetics Association (BDA)  
<https://www.bda.uk.com/training/practice/preregcurriculum>
- 4.0.6 Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Nutrition and Dietetics Technicians, Registered, Academy of Nutrition and Dietetics (AND) [http://jandonline.org/article/S2212-2672\(17\)31627-1/pdf](http://jandonline.org/article/S2212-2672(17)31627-1/pdf)

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## 5.0 Management Endorsement

This document is approved by the Professional Council of HKAAD.

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## **Appendix I**

### **HONG KONG ACADEMY OF ACCREDITED DIETITIANS (HKAAD)**


#### **Competency Standards**

|  | <b>Practice Competencies</b>   | <b>Performance Indicators</b>   | <b>Examples of Evidence</b>  |
|--|--|---|--|
| <b>Dietetic Process and Professional Reasoning</b> |  |   |  |
| 1.1.   | Applies the nutrition care process based on the expectations and priorities of individuals, group, community or population | <p>Collects, analyses and interprets relevant health, medical, cultural, social, psychological, economic, personal, environmental, dietary intake, and food supply data in determining nutritional status</p> <p>Makes appropriate nutritional diagnosis and identifies priority nutrition issues based on available information</p> <p>Prioritizes key issues, formulate goals, and objectives and prepares goal-oriented plans in collaboration with patient/client or carer, community population/services, other members of the healthcare team, key stakeholders and partners</p> <p>Implements and monitors progress of nutrition and dietetic interventions</p> <p>Evaluates, and adapts nutrition care plans/programmes/service in collaboration with patient/client/carer, community/population/service and other members of the healthcare team or key stakeholders or partners</p> | <p>Course curriculum</p> <p>Professional portfolio<sup>1</sup></p> <p>Clinical reference<sup>2</sup></p> <p>Staff Performance review</p> <p>Employment letter/ contract and detailed job description</p> |
| 1.2  | Engages in collaborative practice in providing high quality, cost efficient services to achieve positive health outcomes   | <p>Demonstrates knowledge of the principles of teamwork and collaboration</p> <p>Effectively contributes dietetics knowledge in collaborative practice</p>  | <p>Course curriculum</p> <p>Professional portfolio<sup>1</sup></p> <p>Staff Performance review</p>   |




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|     |  | Manages time, workload, and resources effectively<br>Draw upon expertise of others where necessary<br>Contribute to shared decision making<br>Facilitates interactions among team members   | Employment letter/ contract and detailed job description<br>Multidisciplinary team notes/ minutes of meetings<br>Service of in organisational and/or external committees (meeting minutes/invitation letters)   |
| 1.3 | Reflects and reviews own dietetic practice   | Reviews and evaluates the impact of own practice on improving nutritional health<br>Consistently demonstrates reflective practice in collaboration with supervisors, peers and mentors<br>Evaluates own performance as an individual and as part of a team  | Course curriculum<br>Professional portfolio <sup>1</sup><br>Reflective diary<br>Relevant CPD activity<br>Formal mentoring relationship – meeting notes  |
| 1.4 | Works independently and in partnership to integrate nutrition and dietetics into overall professional care/service | Be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem<br>Recognizes own professional limitations and scope of practice and seeks help as necessary (makes appropriate referrals and requests from other services)<br>Participates in collaborative decision making, shared responsibilities and shared vision within a team<br>Share responsibility for team action, recognizing diverse roles and responsibilities other team members play<br>Guides and supports other team members and peers | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>Multidisciplinary team notes/ minutes of meetings<br>Service of organisational and/or external committees (meeting minutes/invitation letters)<br>Formal mentoring partnerships |

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| 1.5  | Respects the unique emotional, social, cultural, religious, ecological needs of individuals, groups, communities or populations                      | Reflects on own culture, values and beliefs and their influence on practice<br>Works respectfully with individuals, groups and/or populations from different cultures<br>Acknowledges the multiple factors that influence food choice and the provisions of service<br>Practices in a non-discriminatory, non-oppressive manner<br>Practices in a way that encompasses the needs, preferences and perspectives of others<br>Demonstrates compassion, empathy and understanding respecting the dignity of service users | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical Reference <sup>2</sup><br>Staff Performance review |
| <b>Evidence-based Practice and Application of Research</b> |  |  |   |
| 2.1  | Systematically search, judge, interpret, and apply findings from food, nutrition, dietetic, social, behavioural and education sciences into practice | Be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgments to enhance dietetic practice<br>Critically reflect on dietetic intervention to inform future practice   | Course curriculum<br>Written Reports<br>Research papers<br>Research grants<br>Clinical audits                           |
| 2.2  | Identify, design, and participate in research and audit to enhance the practice of dietetics   | Identifies and select appropriate research methods to investigate food and nutrition problems<br>Applies ethical processes to research and evaluation<br>Collects, analyses and interprets qualitative and quantitative research and evaluation data<br>Participates in audit procedures   | Course curriculum<br>Written Reports<br>Research papers<br>Research grants<br>Audits- clinical, food service etc.       |
| 2.3  | Apply food and nutrition science to solve problems   | Applies medical nutrition therapy in disease prevention and management   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup>                             |

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|   |  |   | Staff Performance review<br>Employment letter/ contract<br>and detailed job description   |
| 2.4   | Applies and evidence-based approach to dietetics practice  | Interprets and integrates evidence-based research and literature in decision making   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical Reference <sup>2</sup>   |
| 2.5   | Shares evidence-based dietetics and nutrition with colleagues and key stakeholders                                     | Accurately documents and disseminates research, quality improvement evaluation findings   | Course curriculum<br>Case studies<br>Written reports<br>Presentations at workshops, conferences etc.<br>Research papers<br>Journal club or dietetic department case presentations |
| <b>Quality Assurance of Dietetic Practice</b> |  |   |   |
| 3.1   | Improve practice through continuous and systematic evaluation, maintaining clear and concise records of all activities | Prepares appropriate documentation accordance to accepted standards as accurate, comprehensive and comprehensible records in accordance with relevant legislation, protocols and guidelines<br>Pursues and embraces opportunities to advance practice | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review   |
| 3.2   | Maintain competence to practice through continuing professional development and lifelong learning                      | Participates in professional and personal development activities for career growth and skill enhancement<br>Takes action to address deficiencies to enhance practice<br>Integrates new knowledge of nutrition and dietetics and skills into practice  | Course curriculum<br>Professional portfolio <sup>1</sup><br>CPD Log<br>Reflective diary   |

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| 3.3 | Assumes leadership, educational and mentoring roles  | Develops and maintains a credible professional role by commitment to excellence of practice (aspires and is committed to improving knowledge skills and practice)<br>Demonstrates initiative by being proactive and developing solutions to problems<br>Participates in training, supervision and mentoring<br>Encourages others to engage in personal and professional development activities for career development and skill enhancement<br>Identifies strengths and opportunities for self-improvement in others | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>CPD log<br>Employment letter/ contract and detailed job description<br>Formal mentorship agreement                                   |
| 3.4 | Use current technologies, to collect and manage data responsibly and professionally for information and reporting purposes | Demonstrates proficient use of technical operating systems and software to communicate and disseminate information, collect, track and retrieved data and to create documents, spreadsheets and presentations<br>Prepares appropriate documentation accordance to accepted standards as accurate, comprehensive and comprehensible records in accordance with relevant legislation, protocols and guidelines<br>Obtains informed consent and keeps data collected confidential                                       | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description<br>Samples of relevant documents/reports |
| 3.5 | Accepts responsibility for ensuring practice meets legislative requirements  | Practices within ethical and legal frameworks<br>Exercises professional duty of care in accordance with HKAAD Code of Ethics and other protocols   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description  |

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| 3.6   | Establish and maintain safe practice environment                           | Maintains and accepts responsibility for own health and maintains fitness to practice<br>Demonstrates flexibility, adaptability and resilience and the ability to manage own emotions<br>Aware of relevant safety protocols<br>Identifies and assess risks, follows risk management protocols, and develops basic risk management protocols for services<br>Utilizes relevant technology and equipment safely<br>Establish safe environments for practice, minimize risk to service users including use of hazard control and infection control                      | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>Attendance in infection control training<br>Food Hygiene Managers Certificate<br>Provides evidence of good health <sup>3</sup> |
| <b>Professional Relationships, Communication and Partnerships</b> |  |  |  |
| 4.1   | Communicate effectively and responsibly using multiple means               | Adapts and tailor's communication appropriately for specific audiences:<br>Communicates clearly and concisely to a range of audiences using a range of media<br>Displays effective active listening, interviewing and interpersonal skills to better understand perspectives of clients, carers, groups and key stakeholders to inform approaches and influence change<br>Translates technical information into practical advice on food and eating other relevant topics<br>Ensures written communications are timely, legible, accurate and professional in manner | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>Articles written – journals, magazines etc.  |
| 4.2   | Demonstrate interpersonal skills, professional autonomy and accountability | Demonstrates empathy and establishes trust and rapport to build effective relationships with client,   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup>  |

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|  |   | carers, families, colleagues community and other key stakeholders<br>Understands the importance of and be able to maintain confidentiality<br>Work independently as well as in teams to coordinate, delegate and supervise nutrition care for a designated group of individuals<br>Take personal responsibility for professional decision making, implementing safe practice within their individual scope of practice | Staff Performance review  |
| 4.3  | Build partnerships, networks and promote the dietetics profession                 | Seeks opportunities for and actively engages in mentoring and mentorship<br>Advocates for, and participates in activities that support advancement of the dietetics profession   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description<br>Student training (dietetics)<br>Mentoring partnerships |
| 4.4  | Seek, support and promote opportunities for learning among peers, and others      | Takes an active role in sharing information and knowledge<br>Encourages others to engage in personal and professional development activities for career development and skill enhancement  | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>Mentoring report  |
| 4.5  | Advocate the contribution that nutrition and dietetics can make to improve health | Actively promotes the role of a dietitian and the broader profession of nutrition and dietetics<br>Advocates for, and participates in, activities that support advancement of the profession   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Staff Performance review<br>Membership and active participation in relevant professional association  |
| <b>Knowledge Essential for the Practice of Dietetics</b> |   |  |   |

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| 5.1 | Integrates knowledge of food and food systems, human nutrition and dietetics in the provision of services | Advise on safe procedures for food preparation, and handling and any effect on nutritional quality<br>Effect of food processing on nutritional quality<br>Plan, assess and adapt menus while taking into account food preparation and processing, nutritional standards and requirements of service users<br>Interpret nutritional information including food labels which may have nutritional implications | Course curriculum<br>Staff Performance review<br>Employment letter/ contract and detailed job description<br>Project reports<br>Staff training for food service staff               |
| 5.2 | Integrates knowledge of biomedical sciences in the provision of services                                  | Uses knowledge of the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction related to nutrition and dietetics  | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description |
| 5.3 | Integrates knowledge of behavioural and social sciences in the provision of dietetic services             | Uses client centered counselling skills to negotiate and facilitate nutrition, behaviour and lifestyle change and empower clients with self-management skills<br>Empower and engage individuals, groups and communities in planning and evaluating interventions to meet their needs and goals   | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description |
| 5.4 | Integrates business management principles and skills in the provision of service                          | Analyses designs and monitors foodservice systems to optimize operations<br>Develops manages and demonstrates accountability for operational budgets of dietetic services  | Course curriculum<br>Professional portfolio <sup>1</sup><br>Clinical reference <sup>2</sup><br>Staff Performance review<br>Employment letter/ contract and detailed job description |
| 5.5 | Integrates knowledge of organizational, professional and  | Practice in accordance with HK law   | Course curriculum<br>Professional portfolio <sup>1</sup>  |

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|  | legislative requirements in the provision of dietetic services | Act in a manner consistent with the values and priorities of the organization and profession | Staff Performance review<br>Declaration of no criminal conviction |
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<sup>1</sup> Professional Portfolio – should include evidence of dietetics practice with individuals, groups, team working and professionalism

<sup>2</sup> Clinical Reference – Applicant should provide references written by someone who has supervised or been responsible for applicant in a professional capacity and give details of their clinical practice and experience. Name and contact details (address, email address) of their supervisor or manager should also be provided as HKAAD may contact them to verify the information provided.

<sup>3</sup> Applicants should provide information about their health if it may affect your fitness to practise – health declaration.