

**Plymouth University**

**Faculty of Health and Human Sciences**

**School of Health Professions**

## **BSc (Hons) Dietetics**

**Leading to eligibility to apply for registration with the  
Health and Care Professions Council**

### **Programme Specification**



**Date of approval:  
Date of implementation:  
Year of first award:**

**November 2016  
September 2017  
2020**



1. **BSc (Hons) Dietetics**

**Final award title: BSc (Hons) Dietetics**

**Intermediate award title(s)**

Level 4 Certificate in Higher education

Level 5 Diploma in Higher Education

**these awards do not lead to eligibility to apply for registration with the HCPC.**

**Alternative award title:**

BSc (Hons) Clinical Nutrition

This award is for students who have not achieved in placement and therefore this award does not lead to eligibility to apply for registration with the HCPC.

**UCAS code**

**JACS code: B410**

2. **Awarding Institution:** University of Plymouth

**Teaching institution(s):** Plymouth University

3. **Accrediting bodies:**

Health and Care Professions Council (HCPC)

British Dietetic Association (BDA)

#### **4. Distinctive Features of the Programme and the Student Experience**

This is a three-year Honours Degree Programme delivered over an extended academic year. It is unique in that it was the first three-year programme in dietetics at undergraduate level in the United Kingdom. This programme was approved in 2004 and since then many of our graduates have successfully gained employment as dietitians in the South West. We are proud to have a good employment record. The programme enjoys a very high level of student satisfaction, signified through SPQ and NSS results. This data has placed us consistently amongst the highest ranked in the School of Health Professions, with NSS data from 2016 indicating that 95 % of students find the dietetic programme intellectually stimulating. Key Information Sets data, recently published by the Higher Education Statistics Agency, also ranks the programme highly amongst other dietetics programmes nationally.

The distinctive features of this programme are:

- Uniquely, the majority of our Dietetic team have both research degrees and extensive practical expertise in a range of areas including clinical dietetics, public health nutrition, physiology, behaviour change and research.
- This was the first three-year dietetic programme in the UK to be introduced.
- Recognised nationally as an innovative dietetic programme
- Has pioneered the use OSCE exams for the assessment of practical skills
- Paperwork for assessing students on placement is recognised by our professional body, the British Dietetic Association (BDA) and external bodies and is published on the BDA website and the European Federation for Dietitians Association (EFAD) website as an example of paperwork that meets all the European competencies for dietetic placement learning and support.
- Students are encouraged to undertake a 2 week voluntary industrial placement during the summer of the first academic year
- Provides opportunity for inter professional learning with a wide range of Allied Health Professions. These include Occupational Therapy, Optometry, Paramedicine, Physiotherapy, Podiatry and Social Work.
- A contemporary programme that includes a focus on genetics (nutrigenomics/nutrigenetics) and pharmacology as well as business and leadership skills required for an ever changing work environment.
- Sustainability is championed throughout the programme and students have opportunities to present final year work for awards in this area.

Each academic year is organised into university based teaching blocks interspersed with practical placements. Students study for 120 credits per teaching year. The summer vacation period is used to deliver either a practical placement (years 1 and 2) or academic modules (year 3). Practical placements occur at all three levels.

In addition students are encouraged to undertake a 2 week voluntary industrial placement during the summer of the first academic year. This voluntary placement is not assessed, it provides students with an opportunity to develop a range of generic skills to enhance their achievement of personal goals and learning needs to strengthen their professional skill set. Students are provided with a list of contacts and encouraged to seek a voluntary placement of their choice. The contact list

provided is updated and maintained by the programme team through their extensive contacts in areas such as research, local charities, local services, industry, private practice and public health. Students personal development plans are used to help guide them in their choice of a suitable voluntary industrial placement. This voluntary placement is currently being mapped to the University's "Higher Education Achievement Record (HEAR)" which includes and extends the existing record of academic achievement to include extra curricula activities.

The dietetics programme is committed to inter-professional collaboration in both education and practice. Current health and social care practice emphasises the importance of a multi-professional approach, as client needs are better met if those professionals involved in their care are working not just alongside each other but collaboratively and 'inter-professionally' as well. The programme has a strong relationship with the Faculty of Science and Technology at Plymouth University where shared learning takes place. In addition students who study dietetics at Plymouth University will have opportunities for inter-professional learning in year 1, 2 and 3 with students from other health-related programmes within the School of Health Professions, these include: Occupational Therapy, Optometry, Paramedicine, Physiotherapy, Podiatry and Social Work. Opportunities for further shared learning with other Health Professions, dentistry and medicine will be available in later parts of the programme, strengthening collaborative and inter professional working. The dietetic team are actively engaged in research and research informed teaching is evident throughout the programme.

The BSc (Hons) degree in Dietetics at Plymouth University has pioneered a shift away from the use of traditional lectures and seminars in the education of dietetic professionals, to a teaching strategy based on problem solving referred to as Case Based Learning. This aims to enable better integration of dietetic theory and practice with biomedical, nutritional and social sciences. This mode of learning encourages independent practitioners with highly developed problem solving skills, a greater focus on evidence based practice and an ability to reflect on practice. These attributes are now regarded as 'core skills' for an autonomous healthcare professional to be 'fit to practice'. Another innovation in dietetic education that has been pioneered is the use of OSCE exams to assess our student's competence to practice and their skills of communication. These practical skills are developed at University providing students with opportunities to apply theory to practice before going onto placement.

Vertical integration is also key to this programme's success as key themes are integrated throughout the programme. This helps to develop greater understanding and incremental skill progression. For example, psychology and sociology theory are introduced in year 1 and revisited in year 2. Later in Year 2 and 3 the practical sessions, including experiential learning, are used to embed these skills further for clinical practice.

Students who choose to study dietetics at Plymouth University will not only receive a first-class education taught by dedicated professionals but will experience their education in a modern facility, sited in an area of outstanding natural beauty on the edge of Dartmoor. The Peninsula Allied Health Centre was opened in September 2006 and in addition to a fully equipped lecture theatre, each teaching room has

internet access and state-of-the-art IT facilities. It also has a superb purpose-built food preparation laboratory that is ideal for teaching dietetic practical skills such as food modification.

The introduction of a business and leadership module in the final year is a novel development for dietetic students providing Plymouth students with a unique set of skills around leadership, marketing media and business planning which will allow students to adapt proactively to an ever changing health care environment.

This programme produces Honours graduates with a specialist core knowledge of applied nutrition and practical skills in therapeutic dietetics, enabling application for registration with the Health and Care Professions Council as a dietitian. Core elements of the programme are supported by an appropriate range of biological sciences such as biochemistry, food science, microbiology, physiology, genetics and applied clinical sciences. There is also a strong element of the social sciences of sociology and psychology to underpin models of behavioural change. Preparation for practice, project studies, business and leadership skills are taught as inter-professional learning, promoting intellectual skills of critical appraisal, reasoning, and future career planning for dietitians.

For students who achieve all academic modules but do not achieve in their clinical placements an alternative BSc (Hons) degree entitled Clinical Nutrition is awarded.

## **5. Relevant QAA Subject Benchmark Group(s)**

The programme is informed by the Quality Assurance Agency (QAA) 'Benchmark statement: Health care programmes – Dietetics' (2001), the HCPC 'SOP' (2013), the HCPC Standards of Education and Training (2012) and the British Dietetic Association (BDA) 'A Curriculum Framework for the pre-registration education and training of dietitians' (2013).

## 6. Programme Structure

The BSc (Hons) Dietetics is based in the School of Health Professions.

Programme Illustration

<b>Programme Overview BSc (Hons) Dietetics</b>			
<b>Level 4 credits and Modules</b>			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SOHP401	Preparation for Practice	1	20
DIET401	Human Nutrition and Food studies	2	20
DIET402	Human Nutrition and Psychosocial Care	1/2	20
DIET403	Nutritional Biochemistry	1	20
DIET404	Physiology and Genetics	1/2	20
DIET405	Nutritional Epidemiology / Public Health Nutrition	1/2	20
DIET406	Placement A (2 weeks)	2/3	Pass/fail
<b>Level 5 credits and Modules</b>			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SOHP501	Project Studies	2	20
DIET501	Pathophysiology	1	20
DIET502	Dietetics 1 (CBL)	1/2	20
DIET503	Dietetics in Practice 1	1/2	20
DIET504	Metabolism and Pharmacology	1	20
DIET505	Metabolism and Immunology	2	20
DIET506	Placement B (12 weeks)	2/3	Pass/fail
<b>Level 6 credits and Modules</b>			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
DIET601	Dietetics 2 (CBL)	1	30
DIET602	Dietetics in Practice 2	1	30
DIET603	Public Health Nutrition	2	20
SOHP601	Project	1/2	20
SOHP603	Business and Leadership	2	20
DIET 604	Placement C (12 weeks)	1/2	Pass/fail

## **7. Programme Aims**

The programme is intended to:

1. Develop the full range of generic, graduate and transferable skills in every student including autonomy and accountability.
2. Develop practitioners able to take an active part in multi-disciplinary team decisions and able to apply a management and leadership approach in the inter-professional environment.
3. Develop reflective practitioners who are able to identify personal and professional goals for continuing professional development and lifelong learning.
4. Develop enquiring practitioners with research and clinical reasoning skills who use evidence based-enquiry to inform their practice
5. Provide a comprehensive education in the applied biological and social sciences that are essential for understanding dietetics and nutrition.
6. Develop an understanding of the role of nutrition and application of dietetics in the prevention of ill health.
7. Develop practitioners who are able to practice dietetics competently and safely upon graduation in a variety of service and practice settings.
8. Meet the requirements of the Health and Care Professions Council, to enable graduates to be eligible to register as dietitians.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed:

The key concepts of the disciplines that underpin the education and training of all healthcare professionals and detailed knowledge and understanding of:

- 1) Nutrition
- 2) Biochemistry, physiology, microbiology, immunology, genetics, pharmacology, pathology.
- 3) Food science, food hygiene
- 4) Catering and the NHS
- 5) Diet therapy
- 6) Social sciences and their application to dietetics
- 7) Public Health and epidemiology
- 8) Education theory
- 9) Professional studies

#### 10) Methods of enquiry including statistics

These will be achieved through teaching and learning strategies that include:

- Lectures
- Seminars
- Workshops
- Case studies
- Group work
- Skills simulation
- Facilitated problem solving
- Student-led study and directed study.
- Critical incident analysis
- Reflection on practice
- Tutorials

Assessment strategies include:

- Essays,
- Practice portfolios
- Case studies
- Scenario analysis
- Tests
- Examinations
- Viva

### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

- 1) An analytical approach to examine the available evidence that underpins dietetic practice.
- 2) Discern and apply appropriate biomedical, nutrition and dietetic theory to practice.
- 3) Engage with technology, particularly the effective and efficient use of information and communication technology.
- 4) Demonstrate logical and systematic thinking and draw reasoned conclusions and sustainable judgements in the context of dietetic practice.

These will be achieved through teaching and learning strategies that include:

- Lectures
- Seminars
- Workshops
- Case studies
- Group work
- Skills simulation
- Facilitated problem solving
- Student-led study and directed study
- Critical incident analysis
- Reflection on practice
- Tutorials

Assessment strategies include:

- Essays
- Practice portfolios
- Case studies
- Scenario analysis
- Tests
- Examinations.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 1) Demonstrate the ability to manage self, including personal time and workload management, and uncertainty and change in the workplace.
- 2) Manage self and others within the management structures and standards required.
- 3) Make effective and efficient use of information and communication technology.
- 4) Show confidence in understanding, manipulating, interpreting and presenting numerical and narrative data.
- 5) Communicate confidently and effectively using a range of modes to a diversity of individuals and groups.

These will be achieved through teaching and learning strategies that include:

- Lectures
- Seminars,
- Group discussions
- Student-led study and directed study
- Simulation exercises
- Case studies
- Case based learning
- Workbooks
- Practical exercises
- Reflective discussions
- Workshops
- Tutorials
- Clinical practice
- Web-based learning
- Critical incident analysis

Assessment strategies include:

- Projects
- Practice portfolios
- Case studies
- Scenario analysis
- Tests
- Examinations.
- Viva

#### **8.4. Employment related skills**

On successful completion graduates should have developed:

- 1) Critical thinking, analysis and synthesis and the ability to articulate a rational argument
- 2) Effective written and spoken communication
- 3) Effective problem solving, including where appropriate the application of numeracy skills
- 4) Ability to work independently
- 5) Information and e-literacy and ability to use information and communication technology
- 6) Enthusiasm and capacity for enquiry and research
- 7) Ability to work collaboratively and assume appropriate team roles
- 8) Social responsibility and ethical conduct
- 9) An awareness of international perspectives, cultural sensitivity and inclusivity.

These will be achieved through teaching and learning strategies that include:

- Lectures,
- Seminars
- Group discussions
- Student-led study and directed study
- Simulation exercises
- Case studies
- Case based learning
- Workbooks
- Practical exercises
- Reflective discussions
- Workshops
- Tutorials
- Clinical practice
- Web-based learning
- Critical incident analysis.

Assessment strategies include:

- Projects
- Practice portfolios
- Case studies
- Scenario analysis
- Tests
- Examinations

#### **8.5. Practical skills**

On successful completion graduates should have developed the ability to:

- 1) Demonstrate the ability to utilise safely the full scope of therapeutic regimes available to the dietitian in the successful management of individuals or groups.

- 2) Effectively use appropriate clinical assessment and information in accordance with best accepted practice and adherence to dietetic standards and ethical principles.
- 3) Manage self and others effectively and according to professional standards.
- 4) Demonstrate competency in:
  - Long term care conditions; e.g. obesity, diabetes, lipidaemias
  - Coronary Heart Disease
  - Cancer; modified feeding regimes
  - Nutrition support
  - Childhood; nutrition and dietary modification
  - Older person; chronic nutritional support and management
  - Mental Health; neurological and physical disability
  - Gastrointestinal and renal disorders and their management
  - Inherited disorders where nutritional support required
  - Educational and other motivational strategies
  - Public Health nutrition strategies
- 5) Demonstrate competency in the use of appropriate technologies that aid patient treatment.
- 6) Demonstrate a competence in the recognition and adaptation of approaches to practice to meet the needs of modifying circumstances to include specific client groups e.g. children and the older person and taking into consideration physical social, environmental, cultural, occupational activity and economic factors.
- 7) Demonstrate the ability to identify and respond to a range of clinical incidents, threats, and psycho-social crises.
- 8) Demonstrate the ability to act swiftly and appropriately in the best interest of the patient and in accordance with contemporary practice.
- 9) Provide written instructions to a patient concerning details of dietary treatment regime.
- 10) Obtain and record informed consent for the treatment plan.
- 11) Conform to current data protection legislation.
- 12) Prepare a dietetic care plan and its evaluation in order to convey precise meaning to a dietitian and/or others that may be required to follow up the treatment and to satisfy medico legal requirements.

These will be achieved through teaching and learning strategies that include:

- Practice-based learning
- Shared learning
- Inter-professional learning on placement and in Univeristy
- Critical incident analysis
- Reflection on practice
- Tutorials with students from different inter-professional groups and years are used to reinforce learning.
- Practical labs in science

Assessment strategies include:

- Competency based placemnet learning outocmes
- Practice portfolios

- Case studies
- Objective structured clinical Exams (OSCE's)
- Scenario analysis
- Examinations

## 9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) at Grade C or above and must include English, Maths and a Science.

<b>Entry Requirements for BSc(Hons) Dietetics</b>	
A-level/AS-level	<b>Candidates are interviewed before an offer is made</b> Normal minimum entry requirements are ABB from three A levels which must include biology and chemistry.
BTEC National Diploma/QCF Extended Diploma	<b>Candidates are interviewed before an offer is made.</b> BTEC/EDEXEL National Diploma DDD – must contain units covering sufficient Chemistry and Biology. Preference is given to those who also have an A level in Biology or Chemistry.
Access to Higher Education at level 3	<b>Candidates are interviewed before an offer is made.</b> Pass an Access to HE Diploma in Science with 60 credits overall. Must include 45 at Level 3, 30 at Distinction to include 15 in Biology and 15 in Chemistry. The remaining 15 credits level 3 at Merit or above. Must have GCSE grade C or above in English and Maths (or be taking them).
Welsh Baccalaureate	<b>Candidates are interviewed before an offer is made</b> Acceptable to accept as add on points of 120 (48) but also to have the 2 Science A Levels i.e. AB from either Maths, Use of Maths, Physics, Chemistry, Biology/Human Biology, Applied Science, Psychology – ALSO, must have 180 (72) points from A Level Biology and Chemistry.
Scottish Qualifications Authority	<b>Candidates are interviewed before an offer is made</b> Scottish Highers and Advanced Highers. 320 (128 new) points from 3 Advanced Highers to include a minimum of AB in Biology/Human Biology & Chemistry. Must achieve B's from Highers.
Irish Leaving Certificate	<b>Candidates are interviewed before an offer is made</b> 320 (128 new) points at Higher Level, to include 5 subjects with at least AAABBB to include Biology and Chemistry plus Ordinary Level Grade C Maths and English.
International Baccalaureate	<b>Candidates are interviewed before an offer is made</b> 31 points overall to include 5 @ Higher Level in Biology and Chemistry If overseas and not studying English within IB, must have IELTS 7.0 overall.

**Applications from recent graduates:**

Recent graduates can apply. They must normally have an Honours degree with a minimum of 2:2 in a scientific subject. Graduates whose previous study was five or more years ago must provide evidence of recent academic study.

**Applications from countries of the European Union and overseas:**

A strong academic profile from the home country is required. In addition, English language qualifications are required. Examples of acceptable language qualifications are the Certificate of Proficiency in English (Cambridge - Grade C) or the International English Language Testing System (at least 7.0 overall with a minimum of 6.5 in every element).

**Other requirements:**

Through their personal statement and their reference all applicants must demonstrate that they have a high level of understanding of dietetics as a profession. In addition, to demonstrate a high level of interest in food and nutrition. Experience of working in a caring environment, working with people, relevant voluntary work and work experience will be a definite advantage. Applicants should also provide evidence of communication skills, ability to empathise with others, problem solving, use of initiative, ability to study/work independently and in teams and also a willingness to learn. The reference must strongly support the application to the dietetics programme.

NHS professional courses are required to select and interview applicants using a 'values based' approach. UCAS personal statement now requires insight into importance of NHS values

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england> in your chosen profession discipline.

**Recognition of Prior learning:**

APEL will be considered for those with clear evidence of previous related learning experiences.

During the first year of study, successful students are required in the week of induction to attend and speak to the Occupational Health Nurse. A further appointment will be made for any vaccinations / immunisation requirements.

**Application from international and European students:** clearance

As international and European students do not currently live and practice in England, it will not be possible for a Disclosure and Barring Service (DBS) form to be completed. Therefore, a letter, on official headed paper, from the local police department, must confirm the applicant has no criminal record or cautions such as driving convictions, and that the applicant is considered a safe practitioner when working with vulnerable clients (adults and children) or patients. As an additional component of the admissions process, an enhanced Disclosure and Barring Service check will be conducted 3 months after commencement of the programme.

## **Accreditation for prior learning (APE)L / AP(C)L**

AP(E)L is an academic term which encompasses Accredited Prior Experiential Learning and Accreditation of Certificated Learning AP(C)L. This process facilitates students to use previous professional experience and learning. Students may be eligible to apply for AP(E)L which could gain some exemption from part of the study programme.

Individual requirements for AP(E)L must be discussed with the Programme Lead and the student is required to complete the AP(E)L and application process. Requirements would include a curriculum vitae, evidence of study within the past five years, and evidence of how they have achieved the assessed learning outcomes for the part of the programme for which exemption is sought. Having met the AP(E)L criteria and a successful application process, they would be eligible to join the programme. If this leads to direct entry at stage two, entry is subject to space being available on the programme.

Claims for AP(E)L would normally be made on receipt of an offer of a place on the Dietetics programme. The amount of AP(E)L that can be awarded is governed by the University rules and regulations. However, the maximum that can be given is currently half the award (60 credits per academic year). There is an established AP(E)L process within the Faculty of Health and Human Sciences and any claim has to meet both the academic and professional criteria. Each claim is considered individually.

### **Transfers from Other Universities**

External transfers from other universities require the applicant to write to the Programme Lead requesting a transfer. Normally the applicant will meet with the Programme Lead or their representative and discuss the issues. If there is a vacancy and suitable practice placements available, the transfer may be authorised. In addition, confirmation is required from the previous University that earlier studies have successfully been completed to a satisfactory standard.

### **Health and Enhanced Disclosures**

Offers are subject to occupational health clearance and enhanced Disclosure and Barring Service (DBS) disclosure. Failure to meet DBS disclosure will result in the offer being withdrawn.

If following an unsatisfactory occupational health assessment or the student reveals a change in health circumstance through the annual declaration, the Programme Lead will need to consult with the Associate Head of School (Practice Learning) School of Health Professions, the student and Head of School in order to determine continuation of the programme.

In addition to references, occupational health screening, and DBS checks students are required to complete a self-declaration form annually regarding any change in their circumstances, on enrolment.

If in the process of the DBS check or students annual declaration, there is any disclosure of a positive criminal conviction, further advice will be sought from the

Head of School, Faculty Professional Issues Committee and Associate Head of School (Practice Learning) School of Health Professions. Should the disclosure indicate any likelihood of influencing clinical practice or career progression and application to the Health and Care Professions Council Register (HCPC), this could result in the HCPC being notified.

### **Fitness to Practice**

The University has a responsibility to ensure that dietetic students are fit to practice and must adhere to regulatory advice provided by the HCPC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected of students training to be a dietitian. It is the student's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practice procedure of the Faculty of Health and Human Sciences.

### **DAS arrangements**

#### **Information for Students with Specific Learning Difficulties and/or disabilities and other (short term) needs**

Students with a disability or a long-term condition will not be excluded from applying to the Dietetics programme, in compliance with the Equality Act 2010 and guidelines set down by the QAA Code of Practice for Students with Disabilities. However there will be no adjustment to the competency standards required for successful completion of the Dietetics programme. Each applicant's application will be considered on an individual basis about their ability to undertake a course of study. In an **extreme** situation, when it becomes apparent that reasonable adjustments cannot be made and/or health and safety or competence standards might be compromised, the Programme Lead, in conjunction with the Head of School, will determine whether an offer is possible for entry on to the programme.

The Dietetics Admissions procedure adopts a pro-active approach for applicants with disabilities. The information that you provide will help us to work with you to establish your support and exam requirements during your time at University.

The University values a diverse community of staff and students and disclosure about a disability will not prejudice your application.

If you are not sure whether your condition is considered to be a disability, it is best to still let the University know.

After you have disclosed your disability to us we will put you in contact with Disability Assist. Further details can be found in this link: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>

Disability Assist is part of Learning Support and Wellbeing and is here to help with your study support requirements if you have a disability.

What does Disability Assist offer?

Individual appointments with a Disability Advisor and Dyslexia Disability Advisor- contact reception on 01752 587676 or email [das@plymouth.ac.uk](mailto:das@plymouth.ac.uk).

Guidance on disclosing a disability.

Advice regarding diagnosis if you think you may have dyslexia or another specific learning disability (e.g. DCD (dyspraxia), ADHD, autism).

A student support document (SSD) reflecting your study requirements.

Modified Assessment Provision (e.g. extra time in exams).

Advice on accessing study skills support and one to one dyslexia study skills tuition.

Help with getting support from the Disabled Students' Allowances.

Liaison with support workers.

Liaison with tutors and other University staff, services and external services where appropriate.

Personal development workshops.

Support groups for ADHD and autism.

Information resources.

Equipment loan library.

Upon successful completion of the programme, students are eligible to apply for registration with the HCPC. The HCPC has produced guiding principles of how they would need to be assured of an individual's ability to and of their fitness to practice when the individual has a disability or health impairment issue. Further information can be obtained from:

<http://www.hpc-uk.org/aboutregistration/healthanddisability/>

## **10. Progression criteria for Final and Intermediate Awards**

The BSc (Hons) Dietetics programme is a full time three year programme. The maximum registration period for full time registrant is six years.

The programme offers exit awards of:

Certificate of Higher Education (Level 4)

Diploma in Higher Education (Level 5)

These awards do not lead to eligibility to apply for registration with the HCPC.

BSc (Hons) Clinical Nutrition (Level 6)

This award is for students who have not achieved in placements and therefore this award does not lead to eligibility to apply for registration with the HCPC.

## **11. Exceptions to Regulations**

- Students must complete 3 placements; a 2 week A placement and both B and C Placements, each of 12 weeks duration. Completion of clinical placement experience is a statutory requirement by the Health and Care Professions Council (HCPC).

- Students must complete and achieve Placement B before progression to Stage 3 is permitted. This may require students to undertake a repeat of Placement B in the next academic year.
- The programme is exempt from the automatic compensation rule.
- There is no compensation between modules at any level.
- Within a module each component of assessment must be passed at a minimum pass mark of 40%.
- Maximum allowed (if extenuating circumstances are not valid) is repeat of one A placement.
- Maximum allowed (if extenuating circumstances are not valid) is repeat of one B or C placement (12 weeks).
- An aegrotat award is not permitted for the BSc (Hons) Dietetics.

## **12. Transitional Arrangements**

The new re-approved programme will commence from 2017/2018. All students who initially enrolled on the previous version of the programme approved in 2013 will continue with that curriculum. Students who are enrolled on the 2013 version of the programme and who return to study after a break or who have to re-sit modules with attendance will be reviewed by the programme lead in relation to the new programme and its requirements. Assistance will be given to such students to complete their programme within the permitted registration period. This assistance may take the form of appropriate learning on the new programme, study packs and personal tutor support.

The table below illustrates some of the possible permutations that may be required for students who are required to resit modules during the transitional phase. As previously indicated additional support and guidance will be provided depending on the possible combinations of modules that require attendance.

**Table 1 indicates some of the possible permutations for students resitting modules with attendance during the transition period.**

Current Dietetic programme		New dietetic programme		Transitional arrangements for referrals
Year 1	credits	Year 1	credits	
SOHP401 Preparation for Practice	20	SOHP401 Preparation for Practice	20	No change to assessment
DIET114 Human Nutrition & Food Studies	30	DIET401 Human Nutrition and Food studies	20	Assessments chosen relevant to element failed
DIET112 Psychosocial Studies for Health	10	DIET402 Human Nutrition and Psychosocial Care	20	
DIET106 Nutritional Biochemistry	20	DIET403 Nutritional Biochemistry	20	No change to assessment
DIET113 Health Sciences: physiology	20	DIET404 Physiology and Genetics	20	Modified exam dependent on whether physiology or genetics was referred.
DIET111 Nutritional Genetics	10			
DIET 110 Nutritional Epidemiology	10	DIET405 Nutritional Epidemiology / Public Health Nutrition	20	Course work set for epidemiology
DIET115 Clinical Placement A (3 weeks)	Pass/fail	DIET406 Placement A (2 weeks)	Pass/fail	No change to assessment
Year 2	credits	Year 2	credits	
DIET216 Pharmacology & Dietetics	10	DIET504 Metabolism and Pharmacology	20	Merger of a 20 credit module with 2 10 credit modules Modified exam or coursework chosen relevant to referred area in immunology / pharmacology or diet, Metabolism and Health
DIET211 Diet, Metabolism and Health	20		20	
DIET220 Nutritional Immunology	10	DIET505 Metabolism and Immunology		
DIET218 Dietetics 1 (CBL)	20	DIET502 Dietetics 1 (CBL)	20	No change to assessment
DIET219 Dietetics in Practice 1	20	DIET503 Dietetics in Practice 1	20	No change to assessment
DIET215 Pathophysiology	20	DIET501 Pathophysiology	20	No change to assessment
DIET 217 Applied Epidemiology/ Public Health Nutrition	20	SOHP501 Project Studies	20	If completing year 2 while the old programme is in place then submit coursework for

				DIET217. If resitting year on new programme, will need to sit SOHP501
DIET213 Clinical Placement B (12 weeks)	Pass/fail	DIET506 Placement B (12 weeks)	Pass/fail	No change to assessment
<b>Year 3</b>	<b>credits</b>	<b>Year 3</b>	<b>credits</b>	
DIET318 Dietetics 2 (CBL)	20	DIET601 Dietetics 2 (CBL)	30	No change to assessment
DIET308 Dietetics in Practice 2	20	DIET602 Dietetics in Practice 2	30	No change to assessment
DIET320 Public Health Nutrition	20	DIET603 Public Health Nutrition	20	Modified assessment
DIET311 Project studies 2	30	SOHP601 Project	20	No change to assessment
DIET317 Project studies 1	20			No change to assessment as this provides the ethics and research protocol for dissertation carried out later in year 3. (Students who resit this year will carry over an extra 20 credits to the assessment panel)
SOHP302 Preparation for professional practice	20	SOHP603 Business and leadership	20	No change to assessment
DIET316 Clinical Placement C (12 weeks)	Pass/fail	DIET604 Placement C (12 weeks)	Pass/fail	No change to assessment

### 13. Mapping and Appendices:

#### 13.1. ILO's against Modules Mapping

##### 13.1.1 Mapping of BSc (Hons) Dietetics Programme ILOs against modules

Programme Intended Learning Outcomes	Module
<b>Knowledge and understanding</b>	
1) Detailed knowledge and understanding of Nutrition	DIET401 Human Nutrition and Food studies, DIET402 Human Nutrition and Psychosocial Care, DIET405 Nutritional Epidemiology /Public Health Nutrition, DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
2) Key concepts and knowledge and understanding of biochemistry, physiology, microbiology, immunology, genetics, pharmacology, pathology in relation to dietetics.	DIET401 Human Nutrition and Food studies DIET402 Human Nutrition and Psychosocial Care DIET403 Nutritional Biochemistry DIET404 Physiology and Genetics DIET501 Pathophysiology DIET504 Metabolism and Pharmacology DIET505 Metabolism and Immunology
3) Knowledge and understanding of food science, food hygiene	DIET401 Human Nutrition and Food studies
4) Key concepts and knowledge and understanding of Catering and the NHS	DIET401 Human Nutrition and Food studies
5) Key concepts and detailed knowledge and understanding of diet therapy	DIET503 Dietetics in Practice 1 DIET602 Dietetics in Practice 2
6) key concepts and knowledge and understanding of social sciences and their application to dietetics	DIET401 Human Nutrition and Food studies, DIET402 Human Nutrition and Psychosocial Care DIET503 Dietetics in Practice 1 DIET602 Dietetics in Practice 2
7) Key concepts and detailed knowledge and understanding of Public Health and epidemiology	DIET405 Nutritional Epidemiology /Public Health Nutrition, DIET603 Public Health Nutrition
8) Key concepts and knowledge and understanding of education theory in dietetics	DIET402 Human Nutrition and Psychosocial Care DIET503 Dietetics in practice 1, DIET602 Dietetics in Practice 2
9) Detailed knowledge and understanding of professional studies	SOHP401 Preparation for Practice DIET406 Placement A DIET506 Placement B DIET604 Placement C DIET503 Dietetics in practice 1, DIET602 Dietetics in Practice 2 SOHP603 Business and Leadership

10) Methods of enquiry including statistics	SOHP501 Project Studies SOHP601 Project DIET405 Nutritional Epidemiology /Public Health Nutrition DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL)
<b>Cognitive and intellectual skills</b>	
1) An analytical approach to examine the available evidence that underpins dietetic practice.	DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) DIET405 Nutritional Epidemiology /Public Health Nutrition,
2) Discern and apply appropriate biomedical, nutrition and dietetic theory to practice.	DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET501 Pathophysiology DIET504 Metabolism and Pharmacology DIET505 Metabolism and Immunology DIET403 Nutritional Biochemistry DIET405 Nutritional Epidemiology /Public Health Nutrition, DIET401 Human Nutrition and Food studies, DIET402 Human Nutrition and Psychosocial Care
3) Engage with technology, particularly the effective and efficient use of information and communication technology.	SOHP603 Business and Leadership DIET401 Human Nutrition and Food studies, DIET406 Placement A DIET506 Placement B DIET604 Placement C DIET603 Public Health Nutrition
4) Demonstrate logical and systematic thinking and draw reasoned conclusions and sustainable judgements in the context of dietetic practice.	DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET506 Placement B DIET604 Placement C DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL)
<b>Key and transferable skills</b>	
1) Demonstrate the ability to manage self, including personal time and workload management, and uncertainty and change in the workplace.	SOHP501 Project Studies SOHP601 Project DIET406 Placement A DIET506 Placement B DIET604 Placement C DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL)
2) Manage self and others within the management structures and standards required.	SOHP501 Project Studies SOHP601 Project SOHP603 Business and Leadership DIET406 Placement A DIET506 Placement B DIET604 Placement C DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL)

3) Make effective and efficient use of information and communication technology.	DIET406 Placement A DIET506 Placement B DIET604 Placement C SOHP603 Business and Leadership DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) DIET405 Nutritional Epidemiology /Public Health Nutrition,
4) Show confidence in understanding, manipulating, interpreting and presenting numerical and narrative data.	SOHP501 Project Studies SOHP601 Project SOHP603 Business and Leadership DIET403 Nutritional Biochemistry DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
5) Communicate confidently and effectively using a range of modes to a diversity of individuals and groups.	DIET406 Placement A DIET506 Placement B DIET604 Placement C DIET402 Human Nutrition and Psychosocial Care DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
<b>Employment related skills</b>	
1) Critical thinking, analysis and synthesis and the ability to articulate a rational argument	DIET602 Dietetics in Practice 2 DIET601 Dietetics 2 (CBL) DIET506 Placement B DIET604 Placement C SOHP501 Project Studies SOHP601 Project SOHP603 Business and Leadership
2) Effective written and spoken communication	SOHP501 Project Studies SOHP601 Project SOHP603 Business and Leadership DIET506 Placement B DIET604 Placement C
3) Effective problem solving, including where appropriate the application of numeracy skills	DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) SOHP501 Project Studies SOHP601 Project
4) Ability to work independently	SOHP601 Project DIET506 Placement B DIET604 Placement C DIET406 Placement A

5) Information and e-literacy and ability to use information and communication technology	SOHP603 Business and Leadership SOHP501 Project Studies SOHP601 Project DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) DIET405 Nutritional Epidemiology /Public Health Nutrition,
6) Enthusiasm and capacity for enquiry and research	SOHP501 Project Studies SOHP601 Project DIET506 Placement B DIET604 Placement C
7) Ability to work collaboratively and assume appropriate team roles	SOHP501 Project Studies SOHP601 Project DIET506 Placement B DIET604 Placement C DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) SOHP603 Business and Leadership DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
8) Social responsibility and ethical conduct	DIET405 Nutritional Epidemiology /Public Health Nutrition SOHP501 Project Studies SOHP601 Project DIET603 Public Health Nutrition DIET406 Placement A DIET506 Placement B DIET604 Placement C
9) An awareness of international perspectives, cultural sensitivity and inclusivity.	DIET603 Public Health Nutrition DIET405 Nutritional Epidemiology /Public Health Nutrition, DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
<b>Practical skills</b>	
1) Demonstrate the ability to utilise safely the full scope of therapeutic regimes available to the dietitian in the successful management of individuals or groups.	DIET506 Placement B DIET604 Placement C DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2
2) Effectively use appropriate clinical assessment and information in accordance with best accepted practice and adherence to dietetic standards and ethical principles.	DIET506 Placement B DIET604 Placement C DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) SOHP401 Preparation for Practice DIET504 Metabolism and Pharmacology DIET505 Metabolism and Immunology

3) Manage self and others effectively and according to professional standards.	DIET506 Placement B DIET604 Placement C DIET406 Placement A SOHP401 Preparation for Practice
4) Demonstrate competency in a range of clinical and public health areas including the application of educational and motivational strategies to these (see page 12 for full details)	DIET506 Placement B DIET604 Placement C DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET603 Public Health Nutrition DIET405 Nutritional Epidemiology /Public Health Nutrition
5) Demonstrate competency in the use of appropriate technologies that aid patient treatment.	DIET506 Placement B DIET604 Placement C
6) Demonstrate a competence in the recognition and adaptation of approaches to practice to meet the needs of modifying circumstances to include specific client groups e.g. children and the older person and taking into consideration physical social, environmental, cultural, occupational activity and economic factors.	DIET503 Dietetics in Practice 1, DIET602 Dietetics in Practice 2 DIET502 Dietetics 1 (CBL) DIET601 Dietetics 2 (CBL) DIET603 Public Health Nutrition DIET401 Human Nutrition and Food studies, DIET402 Human Nutrition and Psychosocial Care DIET506 Placement B DIET604 Placement C DIET405 Nutritional Epidemiology /Public Health Nutrition
7) Demonstrate the ability to identify and respond to a range of clinical incidents, threats, and psycho-social crises.	DIET 601 Dietetics 2 (CBL) DIET602 Dietetics in Practice 2, DIET502 Dietetics in Practice 1, DIET502 Dietetics 1(CBL), DIET402 Human Nutrition and Psychosocial Care DIET506 Placement B, DIET604 Placement C
8) Demonstrate the ability to act swiftly and appropriately in the best interest of the patient and in accordance with contemporary practice.	DIET506 Placement B, DIET604 Placement C
9) Provide written instructions to a patient concerning details of dietary treatment regime.	DIET602 Dietetics in Practice 2, DIET502 Dietetics in Practice 1, DIET506 Placement B, DIET604 Placement C
10) Obtain and record informed consent for the treatment plan.	DIET602 Dietetics in Practice 2, DIET502 Dietetics in Practice 1, DIET506 Placement B, DIET604 Placement C

11) Conform to current data protection legislation.	SOHP401 Preparation for Practice DIET406 Placement A, DIET506 Placement B, DIET604 Placement C
12) Prepare a dietetic care plan and its evaluation in order to convey precise meaning to a dietitian and/or others that may be required to follow up the treatment and to satisfy medico legal requirements	DIET602 Dietetics in Practice 2, DIET502 Dietetics in Practice 1, DIET506 Placement B, DIET604 Placement C

### 13.1.2 Mapping of SEEC Level descriptors against modules

#### BSc (Hons) Dietetics

#### Level 4

	DIET 405	DIET 402	DIET 403	DIET 404	DIET 401	SOH P 101	Placement A
<b>Development of Knowledge and Understanding</b>							
A Knowledge base	X	X	X	X	X	X	X
B Ethical issues	X	X		X	X	X	X
<b>Cognitive/intellectual skills</b>							
C Analysis	X		X	X	X	X	X
D Synthesis		X	X	X	X		
E Evaluation	X	X				X	X
F Application		X				X	
<b>Key/Transferable Skills</b>							
G Group working	X	X	X	X	X	X	
H Learning resources	X					X	
I Self evaluation					X	X	X
J Management of information	X	X	X	X	X	X	
K Autonomy							
L Communications	X	X			X	X	X
M Problem solving	X	X	X	X	X	X	
<b>Practical Skills</b>							
N Application	X	X	X	X	X	X	X
O Autonomy (in skill use)							

**SEEC Level Descriptors  
Level 5**

	<b>DIET 504</b>	<b>DIET 501</b>	<b>DIET 505</b>	<b>DIET 502</b>	<b>DIET 503</b>	<b>SOHP 501</b>	<b>Placement B</b>
<b>Development of Knowledge and Understanding</b>							
A Knowledge base	X	X	X	X	X	X	X
B Ethical issue	X			X	X	X	X
<b>Cognitive/intellectual skills</b>							
C Analysis	X	X	X	X	X	X	X
D Synthesis	X	X	X	X	X		X
E Evaluation	X	X	X	X	X	X	
F Application				X	X		X
<b>Key/Transferable Skills</b>							
G Group working	X	X	X	X	X	X	X
H Learning resources	X	X	X	X	X	X	X
I Self evaluation				X	X		X
J Management of information	X	X	X	X	X	X	X
K Autonomy				X		X	
L Communications	X			X	X	X	X
M Problem solving	X	X	X	X	X	X	X
<b>Practical Skills</b>							
N Application	X	X			X	X	X
O Autonomy (in skill use)						X	

**SEEC Level Descriptors**  
**Level 6**

	<b>SOHP 6XX</b>	<b>DIET 601</b>	<b>DIET 602</b>	<b>DIET 603</b>	<b>SOH P601</b>	<b>Placement C</b>
<b>Development of Knowledge and Understanding</b>						
A Knowledge base	X	X	X	X	X	X
B Ethical issue	X	X	X	X	X	X
<b>Cognitive/intellectual skills</b>						
C Analysis	X	X	X	X	X	X
D Synthesis	X	X	X	X	X	X
E Evaluation	X	X	X		X	
F Application	X	X	X	X		X
<b>Key/Transferable Skills</b>						
G Group working	X	X	X	X	X	X
H Learning resources	X	X	X	X	X	X
I Self evaluation	X		X	X		X
J Management of information	X	X	X	X	X	X
K Autonomy		X	X	X	X	X
L Communications	X	X	X	X	X	X
M Problem solving	X	X	X	X	X	X
<b>Practical Skills</b>						
N Application	X	X	X	X	X	X
O Autonomy (in skill use)		X	X	X	X	



## 13.2. Assessment against Modules Mapping

### Level 4 (Yr1)

Module Code	Module Title	Semester	Credits	Coursework	Examination	Practice
SOHP401	Preparation for Practice	1	20	3000 word essay  1000 word reflection Pass/Fail		
DIET401	Human Nutrition and Food studies	2	20	50% Nutritional assessment workbook  50% Microbiology lab report		Food Hygiene certificate  Pass/fail
DIET402	Human Nutrition and Psychosocial Care	1/2	20	50% Case study of short answers linked to vignette	50% Exam	
DIET403	Nutritional Biochemistry	1	20	50% laboratory	50% Examination	
DIET404	Physiology and Genetics	1/2	20		Exam	
DIET405	Nutritional Epidemiology / Public Health Nutrition	1/2	20	50% Essay		50% Presentation
DIET406	Placement A (2 weeks)	2/3	Pass / fail			Completion of a workbook

### Level 5 (Yr2)

Module Code	Module Title	Semester	Credits	Coursework	Examination	Practice
SOHP501	Project Studies	2	20	50% Research protocol	50% MCQ exam	
DIET501	Pathophysiology	1	20	40% Essay	60% Exam	
DIET502	Dietetics 1 (CBL)	1/2	20		Exam	
DIET503	Dietetics in Practice 1	1/2	20	40% 1500 word case study & reflective critique	60% OSCE	
DIET504	Metabolism and Pharmacology	1	20	25% practical report	75% Exam	
DIET505	Metabolism and Immunology	2	20	25% lab report	75% Exam	
DIET506	Placement B (12 weeks)	2/3	Pass/fail			Portfolio of identified competencies Pass/fail

### Level 6 (Yr3)

Module Code	Module Title	Semester	Credits	Coursework	Examination	Practice
DIET601	Dietetics 2 (CBL)	1	30		Exam (3hours)	
DIET602	Dietetics in Practice 2	1	30	50% Case Study	50% Examination Objective Structured Clinical Examination (OSCE)	
DIET603	Public Health Nutrition	2	20	70% coursework		30% delivery of display ( food and health stall)
SOHP601	Project	1/2	20	50% Group written report		50% Individual presentation
SOHP603	Business and Leadership	2	20	100% Coursework		
DIET 604	Placement C (12 weeks)	1/2	Pass/fail			Portfolio of identified competencies Pass/fail



### 13.3 Appendices

Mapping of intended programme learning outcomes against the following key documents:

- 1 QAA Subject benchmark statements: Dietetics
- 2 HCPC Standards of Proficiency
- 3 HCPC Standards of Education and Training

## Appendix 1

### Mapping of QAA Subject benchmark statements

#### Health care programmes: Dietetics

<b>A The dietitian as a registered health care practitioner; expectations held by the profession, employers and public</b>	
<b>A1 Professional autonomy and accountability of the dietitian</b>	
The award holder should be able to:	
maintain the standards and requirements for state registration and undertake the professional role of the dietitian;	DIET503, DIET602, Placement A, Placement B, Placement C, SOHP401
demonstrate awareness of the roles of the statutory and professional bodies in dietetics;	DIET503, DIET602, Placement A, Placement B, Placement C, SOHP 101
show understanding of the Statement of Conduct and its relevance to him/her;	DIET503, DIET602, Placement A, Placement B, Placement B SOHP401
demonstrate understanding of his/her commitment to the ethics and code of conduct of the profession of dietetics;	DIET503, DIET502, DIET601, DIET602, Placement A, Placement B, Placement C, SOHP401
show an understanding of the need for continuing professional development in order to maintain a credible and professional dietetic role.	DIET602, Placement A, Placement B, Placement C, SOHP401
<b>A2 Professional relationships of the dietitian</b>	
The award holder should be able to:	
show awareness of the role of the dietitian in primary, secondary and tertiary healthcare settings, and other statutory agencies;	Placement A, Placement B, Placement C
report accurately to relevant people, including writing in medical notes and producing technical reports;	DIET503, DIET602, Placement B, Placement C
contribute to, and encourage colleagues to initiate and participate in, enquiry into all areas of dietetic practice;	DIET502, DIET503, DIET601, DIET602
share the findings of evaluation and research with dietitians and other professionals;	DIET502, DIET503, DIET601, DIET602, SOHP601

contribute dietetic advice to a multi-disciplinary team to enhance its effectiveness;	Placement B, Placement C
take account of the normative and moral positions of others to understand how human needs are felt and met with respect to food choice and its provision;	DIET402, DIET502, DIET503, DIET602, DIET601
use interpersonal skills to demonstrate respect for others.	DIET503, DIET602, Placement B, Placement C
<b>A3 Personal and professional skills of the dietitian</b>	
The award holder should be able to:	
demonstrate confidence in delivering a quality of dietetic service at an explicit level;	DIET502, DIET503, DIET601, DIET602, Placement B, Placement C
practise within the framework set out in the Statement of Conduct;	DIET503, DIET602, Placement B, Placement C
show awareness of the limitations of his/her knowledge and experience and know how to obtain advice and guidance;	DIET502, DIET503, DIET601, DIET602, Placement B, Placement C
demonstrate understanding of the need to influence and contribute to all activities that enable each individual and group to make appropriate and safe food choices;	DIET502, DIET503, DIET601, DIET602, Placement B, Placement C
identify strategies that can be used to influence nutritional choices for the individual and within the community;	DIET503, DIET502, DIET601, DIET602, DIET603, Placement B, Placement C
show understanding of the methods used to evaluate self-performance as an individual and as part of a team;	DIET503, DIET502, DIET601, DIET602, Placement B, Placement C
draw up a plan for her/his own professional development including methods for continually updating dietetic knowledge and practice;	SOHP 101, Placement B, Placement C
act as a resource in nutrition and dietetics to develop appropriate educational material and training packages;	DIET502, DIET503, DIET601, DIET602, Placement B, Placement C
show awareness of his/her role and sphere of influence within the organisation, enabling effective dietetic service delivery;	Placement B, Placement C
manage own time, resources and people to complete tasks effectively	All modules and Placements but particularly SOHP601

and meet deadlines.	
<b>A4 Profession and employer context for the practice of dietetics</b>	
The award holder should be able to:	
show understanding of the role of the dietetic service within the NHS and function of the dietetic manager, and the levels of responsibility of other dietetic colleagues in achieving the quality of service;	Placement A, Placement B, Placement C
show familiarity with government policies for the provision of health care as they impinge on dietetic service;	DIET502, DIET503,SOHP401,SOHP603
demonstrate awareness of NHS financial business planning, tendering and contracting, quality, standards, audit and clinical governance;	SOHP603, Placement B and Placement C
show understanding of policy issues concerned with public health nutrition in the United Kingdom (UK);	DIET603, DIET405
demonstrate familiarity with the current systems for the provision of health care, education and social sciences;	DIET502, DIET601
demonstrate familiarity with community services available and the relevant government legislation with respect to dietetic provision;	DIETf502, DIET601
show understanding of the role of the dietitian as an advisor who can influence positively the wider social, commercial and political environment for the modification of factors that influence eating behaviour, and national and local nutritional standards.	DIET405, DIET603
<b>B Principles and concepts held by the profession of dietetics which are applied to secure maintenance to, or improvement in, health/well-being</b>	
<b>B1 Patient/client assessment</b>	
The award holder should be able to:	
collect medical, nutritional (anthropometric, biochemical) social, cultural and economic personal factors and food intake details, organise and then evaluate	DIET503, DIET502, DIET504, DIET505, DIET602, DIET601

all relevant information before initiating the most appropriate dietetic response;	
show awareness of the social and cultural factors which shape the individual's lifestyle and which may affect the interaction between client and dietitian;	DIET 402, DIET503, DIET502, DIET601, DIET602, DIET402
use the dietetic knowledge base to assess the information gathered quantitatively and qualitatively, e.g. the perceived needs of the individual or group depending on their circumstances and attitudes;	DIET401,DIET402, DIET503, DIET502, DIET601, DIET602, SOHP601
assign priorities to the information collected to set appropriate therapeutic dietetic goals;	DIET503, DIET602, DIET601, DIET502
record concisely and in line with established standards and the professional code of conduct all the necessary information to support the professional dietetic judgement.	DIET503, DIET602, Placement B, Placement C
<b>B2 Application of practice of dietetics</b> The award holder should be able to:	
formulate practical dietetic advice and resources by interpreting, translating and critically evaluating information emanating from the various disciplines that contribute to the knowledge base of dietetics;	DIET503, DIET502,DIET601, DIET602, Placement B, Placement C
translate nutritional, medical and social theory into practical dietetic advice on food, eating and drinking for individuals and groups in primary, secondary and tertiary health care;	DIET402, DIET401,DIET503,DIET502, DIET601, DIET602, DIET603 Placement B, Placement C
plan menus for healthy adults and modify these for both sick and healthy people of all age groups and different cultural groups, being aware of personal circumstances and financial constraints involved;	DIET402, DIET503,DIET602, DIET603
integrate health education programmes into patient treatment regimes as part of the overall health care programme;	DIET603, DIET503, DIET502, DIET601, DIET602, Placement B, Placement C
use a detailed knowledge of current theories of human nutrition and clinical dietetics to develop	DIET503, DIET602, DIET601, Placement B, Placement C

strategies that supports safe practice;	
apply knowledge and appropriate skills for the promotion of nutritional health and management of disease;	DIET603, Placement B, Placement C
plan, devise and review nutritional programmes for individuals and groups;	DIET503, DIET601, DIET602, Placement B, Placement C
prepare a plan for achieving an agreed goal, taking into consideration the contribution of the family, health professionals and other agencies, e.g. school meals and social services;	DIET503, DIET601, DIET602, DIET603, Placement B, Placement C
set a timescale to review the achievements for individuals and groups and re-assess priorities as a result of the review;	DIET503, DIET601, DIET602, Placement B, Placement C
apply knowledge of sociology and psychology to support and motivate individuals to change their food behaviour;	DIET503, DIET502, DIET601, DIET602, DIET603, Placement B, Placement C
undertake educational activities that enable others to influence the dietary behaviour of individuals and groups;	DIET603, Placement C, Placement B
use educational and communication skills, together with knowledge of all factors which affect food choice, to give nutritional and dietary advice to individuals and groups.	DIET503, DIET602, DIET603, Placement C, Placement B
<b>B3 Evaluation of dietetic practice</b>	
The award holder should be able to:	
monitor and evaluate the effects of dietary treatment and nutritional interventions;	DIET601, Placement C
undertake a simple audit, interpret the outcome and relate to the practice of dietetics;	Placement B and Placement C
use research from the relevant disciplines as an evaluation skill in day to day work for the advancement of professional knowledge and practice;	DIET502, DIET601
evaluate dietetic practice continually;	DIET503, DIET602, Placement B, Placement C
evaluate dietetic interventions within the total care package (case history);	Placement C

reflect on dietetic experiences and demonstrate reflection in action;	DIET503, DIET602, Placement B, Placement C
apply dietetic knowledge in a way so as not to endanger the health or safety of an individual or group;	DIET503, DIET602, Placement B, Placement C
use nutrition and dietetic research findings to support evidence-based practice in dietetics.	DIET502, DIET503, DIET601, DIET602 Placement B, Placement C
<b>C Subject knowledge, understanding and associated skills that are essential to underpin informed safe and effective practice of dietetics</b> The award holder should be able to demonstrate:	
<b>C1 A systematic understanding of the key aspects of the range of disciplines underpinning dietetics and a detailed knowledge of some aspects including:</b>	
<i>Biochemistry</i>  Knowledge of the chemistry of living processes, the constituents of foods, and have had an introduction to clinical biochemistry. He/she will have a basic understanding of cellular and molecular sciences. He/she will know about the integrated nature of biochemistry, physiology and nutrition. This is needed so that the award holder can understand the cellular and molecular basis of disease, the metabolic complications that occur in common clinical conditions including diabetes, obesity and hyperlipidaemia, the basis for the classification of enzymes, co-factors and inhibitors, the major metabolic pathways and the involvement of nutrients and other food constituents in body chemistry.	DIET403, DIET404, DIET401, DIET505, DIET502, DIET504, DIET 50, DIET402
<i>Catering/food science/food skills</i>  Knowledge of the procedure for safe handling and preparation of food and familiarity with related legislation. He/she must understand the principles of catering management in the NHS, be aware of the financial constraints involved in menu planning, the differing	DIET401, DIET402, DIET503, DIET602, Placement A

<p>methods of food service, and the nutritional standards for catering services and how they are developed, implemented and monitored. He/she must have an appreciation of food labelling regulations and legislation, the types and uses of food additives, and the methods of food preservation. He/she must know how the nutrient content of food is altered by food production methods.</p> <p>He/she must be aware of the wide range of commonly consumed foods, including convenience foods and their nutrient contents, and the suitability of a wide range of foods for inclusion in modified diets. He/she must be able to describe the range and relative cost of nutrient-modified foods available to the general public.</p>	
<p><i>Clinical medicine</i></p> <p>A sound medical background, particularly where diet is a significant part of treatment, including an understanding of medical terminology. He/she must understand the major disease processes and the difference between aetiology and risk factors. He/she should appreciate the different methods of disease classification and their uses with the major diseases. He/she should understand the ways in which patients are investigated to achieve a diagnosis and common types of therapy and patient management.</p>	<p>DIET403, DIET404, DIET505, DIET501, DIET502, DIET503, DIET504, DIET602, DIET60, Placement B, Placement C</p>
<p><i>Dietetics</i></p> <p>An understanding of the role of the profession in the treatment of those disorders which can be treated by</p>	<p>DIET403, DIET404, DIET401, DIET402, DIET505, DIET501, DIET502, DIET03, DIET504, DIET601, DIET602, Placement B, Placement C,</p>

the manipulation of food intake. He/she needs to have knowledge of a wide range of foods, including functional foods, their nutrient profile and possible use. He/she must know the rationale behind the modification of the food and nutrient intake and how these modifications can be applied to the treatment and/or prevention of diseases. This includes knowledge of the most appropriate route for ensuring safe, cost effective and adequate nutrient provision. He/she must know the range and use of foods including those that can be classified as drugs and prescribable products used in artificial feeding. He/she must know how to assess dietary intake, calculate the relevant nutrients and interpret the results to provide an optimum and practicable diet to meet an individual's clinical profile. He/she should know the limitations of the data used to estimate nutrient intake and nutrient requirements.

He/she must know how to modify the diet for individuals with differing food habits, cultural backgrounds and social and economic circumstances, using all available data. He/she must know the nutrient content of food so that the food in the diet can be manipulated to achieve a specified nutrient profile that recognises the nutritional bioavailability of the diet and meets the nutritional requirements of the individual. He/she must know the ways in which dietary modifications can be used for diagnosis and research. He/she must demonstrate knowledge of the dangers of dietary manipulation and how to manage the consequences to the individual.

<p><i>Health promotion/education</i></p> <p>An insight into broad health promotion and public health strategies designed to promote behavioural change.</p>	<p>DIET402, DIET405, DIET603</p>
<p><i>Management</i></p> <p>A general knowledge of the principles of management within organisations, with particular emphasis on the NHS. He/she must understand the professional role of the dietitian, the maintenance of standards and the requirements for state registration.</p>	<p>SOHP603, Placement B, Placement C</p>
<p><i>Microbiology</i></p> <p>Knowledge of the key elements of microbiology applied to human disease, food science and food preparation. He/she must know specialist areas of medical microbiology with reference to the transmission of disease-producing organisms. He/she must have an understanding of clinical microbiology appropriate to dietetic practice, the micro-organisms most commonly associated with infection of all groups of the population and how to minimise the spread of infection. He/she must be aware of the means by which food spoilage can occur and strategies for prevention of food-borne disease.</p>	<p>DIET401,DIET402, DIET503, DIET403</p>
<p><i>Nutrition</i></p> <p>Knowledge of the principles of nutrition and human nutritional requirements. He/she must know the fundamental mechanisms through which nutrition contributes to the maintenance of good health, and what methods are available to monitor nutritional intake and their limitations. He/she must have an understanding of the impact of</p>	<p>DIET402, DIET401, DIET502, DIET503, DIET504, DIET505, DIET 403, DIET 404</p>

<p>nutrients on cellular mechanisms, including gene expression, and the contribution to diet-related disease and its management. He/she should be familiar with the British diet, including sub-group differences such as region, ethnic origin and social class. He/she should have an understanding of the factors that determine food choice through the life cycle and the interaction of diet and other environmental factors in the development of disease.</p>	
<p><i>Pharmacology/immunology/genetics</i></p> <p>An understanding of clinical pharmacology to provide knowledge of the basis of drug/nutrient interactions, the use of nutrients as pharmacological agents and the use of drug therapy in relevant diseases. He/she must know the names, functions and contra-indications of drugs used in the treatment of diseases where the dietitian is usually a key member of the clinical team. He/she must have an understanding of immunology appropriate to dietetic practice. Awareness of the interactions of genetics and individual variation in nutritional requirements.</p>	<p>DIET502, DIET503, DIET501, DIET505, DIET 601, DIET602, DIET404, DIET 504, Placement B, Placement C</p>
<p><i>Physiology</i></p> <p>Knowledge of the functions of the human body in health, including those aspects that are particularly relevant to the study of nutrition and dietetics such as the functioning of the visceral organs, endocrine system and cardiovascular system. He/she must have an awareness of the normal structure of the human body down to the cellular level. The knowledge of the physiology of systems of the human body in</p>	<p>DIET404, DIET501,</p>

<p>health facilitates the establishment of the specialised knowledge of the disease process.</p>	
<p><i>Psychology</i></p> <p>Knowledge of human behaviour, including the effects of personality, group dynamics and aspects of counselling. He/she must know the relative contributions of biological, psychological and social determinants of health. He/she must have an awareness of the psychological background to health behaviour and the patient-client relationship with particular reference to models of health beliefs. He/she must understand the psychological dimensions of hunger, satiety and food choice and be familiar with the psychological aspects of eating normally and eating disorders. He/she must understand the theories of motivation and behaviour change and know of a variety of helping strategies including counselling. He/she must be aware of basic educational theories relating to patient learning and the range of visual aids available.</p>	<p>DIET402, DIET502, DIET503, DIET601, DIET602</p>
<p><i>Methods of enquiry</i></p> <p>Understanding of the principles of scientific enquiry, the need for dietitians to be involved in research and evaluation of practice. He/she must demonstrate understanding of the principles of evidence-based practice, audit and evaluation of practice as applied to dietetics. He/she must demonstrate understanding of the terms used in epidemiology and how descriptive and analytical epidemiological studies can be used to examine the</p>	<p>DIET405, DIET502, DIET601, DIET603, SOHP601</p>

<p>relationship between dietary intake and disease. He/she must show familiarity with the demographic, social and economic aspects of life in Britain, particularly those that impinge on health.</p>	
<p><i>Sociology, social policy and administration</i></p> <p>Knowledge of social problems, social policy and the availability of community services. He/she should know the role of food and eating in a social context, and the sociology of health and illness. He/she should be familiar with different systems of social organisation. He/she must understand the concepts of status, roles, social networks and social mobility relating particularly to health and healthcare, the concept of socialisation and its application to the various stages in the life cycle. He/she must be aware of classification systems and use of social class in relation to health and patterns of related behaviour, and inequalities of health.</p>	<p>DIET402, DIET401, DIET503, DIET502, DIET405, DIET602, DIET601, DIET603</p>
<p><b>C2 Skills</b></p>	
<p><i>A capacity for self reflection on the extent and limitations of:</i></p> <ul style="list-style-type: none"> <li>• the professional role of the dietitian, the maintenance of standards and the requirements for state registration;</li> <li>• monitoring and evaluating the effects of dietary treatment. He/she must know the theory and rationale for reflective practice as a mechanism for maintaining and improving his/her professional practice;</li> <li>• reflection on action and reflection in action and demonstrate his/her understanding of how these two processes can advance his/her</li> </ul>	<p>DIET502, DIET503, DIET601, DIET602 Placement B, Placement C</p>

<p>professional practice</p>	
<p><i>An ability to gather and evaluate evidence and information from a wide range of sources and draw reasoned conclusions or reach sustainable judgements with particular regard to:</i></p> <ul style="list-style-type: none"> <li>• knowledge of the economic, political, social and psychological aspects of nutrition and health promotion initiatives;</li> <li>• an awareness of world nutrition problems;</li> <li>• understanding of the principles of biochemistry and integration of knowledge acquired in physiology and nutrition with biochemistry;</li> <li>• the ways in which dietary modifications can be used in diagnosis and research;</li> <li>• critical appraisal of techniques used to assess the nutritional status of individuals such as anthropometry, biochemical tests, haematology, and clinical chemistry.</li> </ul>	<p>DIET502, DIET503, DIET405, DIET501, DIET505, DIET504, DIET601, DIET602, DIET603, SOHP601, OSHP201, Placement B, Placement C</p>
<p><i>An ability to identify, investigate, analyse and formulate solutions to problems, including a capacity to draw on established analytical techniques where appropriate and particularly to:</i></p> <ul style="list-style-type: none"> <li>• assimilate and assess critically new concepts; and initiate and promote changes in practice;</li> <li>• know how to undertake a practical project of some substance, demonstrating a critical approach to research and involving some original thought.</li> </ul>	<p>SOHP501, SOHP601</p>

*An expertise in an appropriate range of skills and procedures essential for the practice of dietetics including:*

- the rationale behind the modification of nutrient intake and how these modifications can be applied in the prevention and/or treatment of disease;
- how and why the intake of specific nutrients must be modified in the treatment of named diseases and be able to give practical advice to clients from differing social and economic backgrounds to achieve the required modification;
- the ways of fortifying/modifying diets;
- knowledge of the types of nutritional products which are prescribable, and when and how to use them;
- familiarity with objective setting in the delivery of a care plan for patient management;
- knowing how to evaluate and interpret relevant biochemical and medical data;
- awareness of, and the ability to prepare, both standard recipes and recipes modified with those products specifically for use in therapeutic diets, eg gluten-free flour;
- a thorough understanding of the methods of achieving optimal nutritional status in all disease states;
- knowledge of what intervention a patient requires to follow a healthy eating regime taking into consideration financial and

DIET503, DIET502, DIET601, DIET602

<p>other constraints;</p> <ul style="list-style-type: none"> <li>• understanding of the origins, changes and current eating patterns of different sectors of the population.</li> </ul>	
<p><i>An ability to collect and interpret data to provide qualitative information, particularly to:</i></p> <ul style="list-style-type: none"> <li>• understand the theoretical and practical basis for the use of biochemical tests in the detection and management of disease states of patients;</li> <li>• be aware of ways in which dietary modifications can be used in diagnosis and research;</li> <li>• understand basic statistical techniques used in nutrition and dietetics.</li> </ul>	<p>DIET501, DIET505, DIET503, DIET502, DIET504, DIET601, DIET602</p>
<p><i>The range of communication skills and other interpersonal skills necessary for effective performance including:</i></p> <ul style="list-style-type: none"> <li>• knowledge of some elements of educational and learning theories including health promotion strategies;</li> <li>• knowledge of formal and informal methods of communication;</li> <li>• awareness of the different methods and styles of communication that are used when interacting with other health care personnel, catering staff and clients, and appropriate one to one communication with colleagues and the general public;</li> <li>• use of communication skills to establish working relationships and develop</li> </ul>	<p>DIET405, DIET603, DIET503, DIET602 Placement B, Placement C</p>

<p>strategies for coping with pressure;</p> <ul style="list-style-type: none"> <li>• the ability to identify the barriers to communication and ways in which these may be overcome;</li> <li>• knowledge of what factors must be considered to work successfully with colleagues to prepare and present a talk on a given topic;</li> <li>• ability to choose the most appropriate methods of communication for a given situation.</li> </ul>	
<p><i>Confidence in engaging with technology in the pursuit of effective dietetic practice including:</i></p> <ul style="list-style-type: none"> <li>• a working knowledge of the methods commonly used in nutrition research and the ability to evaluate research papers critically;</li> <li>• ability to use basic packages for word processing and statistical analysis, and understand how to set up databases and spreadsheets;</li> <li>• demonstration of appropriate IT skills to communicate with colleagues (eg electronic mail) and search for information;</li> <li>• competence in using a nutritional analysis programme to analyse food intake records/recipes.</li> </ul>	<p>DIET405, DIET401, DET402, DIET502, DIET601, SOHP501, SOHP601</p>



## Appendix 2 Standards of Proficiency Mapping Document

### Standards of proficiency (SOP) mapping – dietitians

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>Registrant dietitians must:</b>	
1 be able to practise safely and effectively within their scope of practice	
1.1 know the limits of their practice and when to seek advice or refer to another professional	SOHP401(LO1), LO1; DIET506 (LO5) ; DIET604(LO5); DIET502(LO3,5); DIET503(LO1); DIET601(LO4-5); DIET602 (LO 3-4)
1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly	DIET213(LO5) ; DIET604(LO5)
2 be able to practise within the legal and ethical boundaries of their profession	

<b>Standard of proficiency</b>	<b>Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)</b>
<b>2.1</b> understand the need to act in the best interests of service users at all times	SOHP401(LO), LO1; DIET406(LO3); DIET506 (LO5) ; DIET604 (LO5) ; DIET502(LO4); DIET503(LO1); DIET601(LO3-5); DIET602 (LO 4).
<b>2.2</b> understand what is required of them by the Health and Care Professions Council	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5), SOHP603 (LO4)
<b>2.3</b> understand the need to respect and uphold the rights, dignity, values, and autonomy of service users and their central role in decisions about their health	SOHP401(LO1); DIET406(LO3); DIET506(LO 5); DIET604(LO5); DIET502(LO4); DIET503(LO1); DIET601(LO3-5); DIET602 (LO1); DIET402 (LO2)
<b>2.4</b> recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO 5); DIET502(LO4); DIET503(LO1); DIET601(LO3-5); DIET602(LO1,4); DIET402(LO2)
<b>2.5</b> know about current legislation applicable to the work of their profession	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5); DIET504; SOHP601(LO1); SOHP603(LO4)
<b>2.6</b> know about policy, ethical, and research frameworks that underpin, inform, and influence the practice of dietetics	SOHP501(LO5); DIET405 (LO4); SOHP601(LO1); SOHP603(LO4)
<b>2.7</b> understand the importance of and be able to obtain informed consent	SOHP501(LO5); SOHP601(LO1); DIET503(LO1,2); DIET602 (LO 2, 4); DIET604(LO5); DIET506(LO5); DIET406(LO3)
<b>2.8</b> be able to exercise a professional duty of care	SOHP401(LO1); DIET406(LO3); DIET506 (LO5); DIET604(LO5) ; DIET502(LO4,5); DIET503(LO1,2); DIET601(LO3-5); DIET602 (LO 4);
<b>2.9</b> understand the ethical and legal implications of withholding and withdrawing feeding including nutrition	SOHP401(LO1); DIET506(LO 5) ; DIET604(LO5) ; DIET502(LO3); DIET503(LO1); DIET601(LO3-5); DIET602 (LO 4);

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>3</b> be able to maintain fitness to practise	
<b>3.1</b> understand the need to maintain high standards of personal and professional conduct	SOHP401(LO1); DIET406(LO3); DIET506( LO5) ; DIET604( LO5) ; DIET502(LO4); DIET503(LO1); DIET601(LO5); DIET602 (LO 4); SOHP603(LO4)
<b>3.2</b> understand the importance of maintaining their own health	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5);
<b>3.3</b> understand both the need to keep skills and knowledge up to date and the importance of career-long learning	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5) ; DIET502(LO1,2); DIET503(LO1,2); DIET601(LO1-2); DIET602 (LO 1, 4); DIET405 (LO1,2,3); DIET603 (LO2,4); SOHP501(LO2); SOHP601(LO2);
<b>4</b> be able to practise as an autonomous professional, exercising their own professional judgement	
<b>4.1</b> 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	SOHP401(LO1); DIET406(LO3); DIET506(LO 5); DIET602( LO5) ; DIET502(LO1-5); DIET503(LO1-5); DIET601(LO1-5); DIET602 (LO 2, 4); DIET501(LO4)
<b>4.2</b> be able to make reasoned decisions to initiate, continue, modify, or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately	DIET506(LO3,5) ; DIET604(LO 3,5) ; DIET502(LO1-5); DIET503(LO1-5); DIET601(LO1-5); DIET602 (LO 2,4)
<b>4.3</b> be able to initiate resolution of problems and be able to exercise personal initiative	DIET506 (LO3,5) ; DIET604(LO3,5) ; DIET502(LO1-5); DIET503(LO1-5); DIET601(LO3-5); DIET602 (LO 3); DIET603 (LO2,3); DIET501(LO2,4)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
4.4 recognise that they are personally responsible for and must be able to justify their decisions	SOHP10(LO1); DIET406(LO3); DIET506 (LO3, 5) ; DIET604(LO3,5) ; DIET502(LO1-5); DIET503(LO1); DIET601(LO3-5); DIET602 (LO1, 2); DIET603 (LO2,3,4); SOHP603(LO1, 4)
4.5 be able to make reasoned decisions to accept or decline requests for intervention	DIET506(LO3, 5) ; DIET604(LO3,5) ; DIET502(LO1-5); DIET503(LO1); DIET601(LO3-5); DIET602 (LO 1)
4.6 be able to make appropriate referrals and requests for interventions from other services	DIET506(LO1-5) ; DIET604(LO1-5) ; DIET502(LO5); DIET503(LO1-3); DIET601(LO3-5); DIET602 (LO 2, 4)
4.7 understand the importance of participation in training, supervision, and mentoring	DIET506(LO5) ; DIET604(LO5); DIET503(LO1); DIET602 (LO 4)
5 be aware of the impact of culture, equality and diversity on practice	
5.1 understand the requirement to adapt practice to meet the needs of different groups and individuals	SOHP401(LO1); DIET406(LO3); DIET506(LO2, 4, 5); DIET604(LO2, 4, 5); DIET502(LO1-4); DIET503(LO1-5); DIET601(LO1-5); DIET602 (LO 1, 2,4); DIET603 (LO2, 3, 4,5); DIET405 (LO5, 6); DIET402 (LO1-3); DIET401 (LO3)
5.2 understand the significance and potential effect of non-dietary factors when helping individuals, groups and communities to make informed choices about interventions and lifestyle	SOHP401(LO1); DIET406(LO3); DIET506(LO4) ; DIET604(LO 4); DIET502(LO3); DIET503(LO3,4); DIET601(LO3-5); DIET602 (LO1, 2); DIET603 (LO2,3,4,5); DIET405 (LO4,5,6); DIET402 (LO1-3); DIET401 (LO3)
6 be able to practise in a non-discriminatory manner	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>6.1</b> be able to demonstrate sensitivity to factors that affect diet, lifestyle, and health and that may affect the interaction between service user and dietitian	SOHP401(LO1); DIET406(LO2); DIET506(LO1, 4,5); DIET604(LO1, 4, 5); DIET502(LO3); DIET503(LO3,4); DIET601(LO3-5); DIET602 (LO1-2); DIET603 (LO2,3,4,5); DIET405 (LO3 and 6); DIET402 (LO1-3); DIET401 (LO2)
<b>7</b> understand the importance of and be able to maintain confidentiality	
<b>7.1</b> be aware of the limits of the concept of confidentiality	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5); SOHP501(LO5); SOHP601 (LO3); DIET503(LO1); SOHP603(LO4)
<b>7.2</b> understand the principles of information governance and be aware of the safe and effective use of health and social care information	SOHP401(LO1); DIET506(5); DIET604(LO5); DIET503(LO1); DIET602 (LO4); SOHP603(LO4)
<b>7.3</b> be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	SOHP401(LO1); DIET406(LO3);DIET506(LO4,5) ; DIET604(LO4,5); SOHP603(LO4)
<b>8</b> be able to communicate effectively	
<b>8.1</b> be able to demonstrate effective and appropriate verbal and non-verbal communication skills when interacting with a diverse range of individuals, groups, and communities	SOHP401(LO1); DIET506(LO2); DIET604(LO2); DIET503(LO2); DIET602 (LO 1, 2); DIET402 (LO2); DIET603 (LO2, 3); DIET405 (LO4,5,6); SOHP(LO3, 4)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>8.2</b> be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5	Admissions document; Programme Handbook; Programme Specifications - IELTS 7.0
<b>8.3</b> understand how verbal and non-verbal communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as the characteristics of the individual, group, or community	SOHP401(LO1); DIET506(LO2,4); DIET604(LO2,4); DIET503(LO2-5); DIET602 (LO1, 2); DIET401(LO3); DIET603 (LO2, 3); DIET405 (LO5, 6) DIET402 (L03-5)
<b>8.4</b> be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others	SOHP401(LO1); DIET506(LO2,4); DIET604(LO2,4); DIET503(LO2,4,5); DIET602 (LO 1); DIET405 (LO1,2,3, 6)
<b>8.5</b> be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as culture, age, ethnicity, gender, religious beliefs and socio-economic status	SOHP401(LO1); DIET506(LO2); DIET604(LO2); DIET503(LO2,3); DIET602 (LO 1); DIET402(LO2); DIET603 (LO2,3,4,5); DIET405 (LO4-6)
<b>8.6</b> understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions	SOHP401(LO1); DIET506(LO2,5); DIET604(LO2,5); DIET503(LO2); DIET602 (LO 1)
<b>8.7</b> understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible	SOHP401(LO1); DIET506(LO2, 5); DIET604(LO2,5); DIET503(LO2); DIET602 (LO 1)
<b>8.8</b> recognise the need to use interpersonal skills to encourage the active participation of service users	SOHP401(LO1); DIET506(LO2,4); DIET604(LO2,4); DIET503(LO2); DIET602(LO1); SOHP603(LO1,4)
<b>9</b> be able to work appropriately with others	

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>9.1</b> be able to work, where appropriate, in partnership with service users, other professionals, support staff, communities, and others	SOHP401(LO3); DIET506(LO1,4); DIET604(LO1,4); DIET503(LO1); DIET602 (LO 1); DIET603 (LO2,3,4,5) SOHP603(LO1,2,4)
<b>9.2</b> understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	SOHP401(LO3); DIET506 (LO4); DIET604(LO4); DIET503(LO1); DIET602 (LO 1, 4)
<b>9.3</b> understand the need to empower and engage individuals, groups, and communities in planning and evaluating interventions to meet their needs and goals	SOHP401(LO3); DIET506(LO4,5); DIET604(LO4,5); DIET503(LO2,4,5,6); DIET602 (LO12);DIET402(LO1-3)
<b>9.4</b> be able to contribute effectively to work undertaken as part of a multi-disciplinary team	SOHP401(LO3); DIET506(LO4); DIET604(LO4); DIET503(LO1); DIET502(LO5); DIET601(LO3-5); DIET602 (LO1); DIET405; DIET603 (LO4,5); SOHP603(LO1,2)
<b>9.5</b> be able to empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments	DIET506(LO2,4); DIET604(LO2,4); DIET503(LO4-6); DIET602 (LO1-4); DIET402(LO3); DIET405 (LO2,3,5, 6); DIET603 (LO1-5)
<b>9.6</b> be able to work with service users to implement changes in interventions in line with new developments	DIET506(LO5); DIET604(LO5);
<b>10</b> be able to maintain records appropriately	
<b>10.1</b> be able to keep accurate, comprehensive, and comprehensible records in accordance with applicable legislation, protocols, and guidelines	SOHP401(LO1); DIET406(LO1); DIET506(LO3,5) ; DIET604 (LO3,5) ;DIET503(LO1,2); SOHP603(LO4)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>10.2</b> recognise the need to manage records and all other information in accordance with applicable legislation, protocols, and guidelines	SOHP401(LO1); DIET406(LO3); DIET506 (LO3,5); DIET604(LO4,5) ;DIET503(LO1,2); DIET602 (LO2, 4); SOHP603(LO4)
<b>11</b> be able to reflect on and review practice	
<b>11.1</b> understand the value of reflection on practice and the need to record the outcome of such reflection	SOHP401(1,4) LO1; DIET406(LO2); DIET506(LO4) ; DIET604 (LO4) ;DIET503(LO6); DIET602 (LO 3); SOHP603(LO1, 2)
<b>11.2</b> recognise the value of multi-disciplinary team review and other methods of review	SOHP401(LO1,3); DIET406(LO2); DIET506(LO4) ; DIET604(LO4) ;DIET503(LO3); DIET602 (LO 4); DIET502(LO5); DIET601(LO3-5);
<b>12</b> be able to assure the quality of their practice	
<b>12.1</b> be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures	SOHP401(LO2); DIET506(LO3, 5) ; DIET604(LO3, 5) ;DIET503(LO1,2); DIET602 (LO4); DIET502(LO1,2); DIET601(LO1); DIET405 (LO 1-4); SOHP501(LO2,5); SOHP601(LO1-3); SOHP603(LO2)
<b>12.2</b> recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of accurate data for quality assurance, governance, clinical audit, research, and improvement programmes	SOHP401(LO1); DIET506(LO3,5) ; DIET604(LO3,5) ;DIET503(LO1,2); DIET602 (LO 2, 4); DIET502(LO2); DIET601(LO5);DIET405 (LO1-6); SOHP501(LO1-5); SOHP601,2); DIET603 (LO2-4); SOHP603(LO2,4)
<b>12.3</b> be able to gather and share information, including qualitative and quantitative data, that evaluates outcomes	DIET405 (LO1-6); SOHP501; DIET603 (LO2,3,4); SOHP601 (LO1-4)
<b>12.4</b> be aware of, and able to participate in, quality improvement processes to assure the quality of their practice	SOHP401(LO1); DIET506(LO5) ; DIET604(LO5) ;DIET503(LO1,2); DIET602 (LO4);DIET405 (LO1-6); SOHP501(LO1); SOHP601(LO1-3); DIET603 (LO1, 4, 5)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
12.5 be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in partnership with individuals, groups, and communities	SOHP401(LO1); DIET506(LO 3,4,5) ; DIET604 (LO3,4,5) ;DIET503(LO2); DIET602 (LO2, 4); DIET502(LO2); DIET601(LO5);DIET405 (LO4-6); SOHP501(LO4); SOHP601(LO2); DIET603 (LO1-5); SOHP603(LO2,4)
13 understand the key concepts of the knowledge base relevant to their profession	
13.1 understand the structure and function of the human body, together with knowledge of health, disease, disorder, and dysfunction relevant to their profession	DIET402 (LO1); DIET401 (LO3); DIET404 (LO1,2); DIET504 (LO1,4); DIET403 (LO1); DIET501(LO2,3); DIET503(LO2); DIET502(LO1,2); DIET602 (LO4); DIET601(LO2); DIET506 (LO3); DIET604(LO3) DIET505 (LO1,2)
13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of interventions and the research process	DIET405 (LO1-6); SOHP501(LO1); DIET603 (LO1-5); SOHP601 (LO1)
13.3 understand the concept of leadership and its application to practice	DIET604 (LO6); SOHP603(LO1)
13.4 recognise the role of other professions in health and social care	SOHP401(LO1,3); DIET406(LO2); DIET506(LO1) ; DIET604(LO1);DIET503(LO1,3); DIET602 (LO4); DIET502(LO5); DIET601(LO3-5);DIET405 (LO3 ,6); SOHP501(LO5); SOHP601(LO2); DIET603 (LO2,3,4,5); SOHP603(LO1,2)
13.5 understand the structure and function of health and social care services in the UK	SOHP401(LO1); DIET506(LO1) ; DIET604( LO1) ;DIET503(LO1); DIET602(LO4); DIET502(LO3); DIET601(LO5);DIET405 (LO5, 6); SOHP501(LO5); SOHP601(LO1); DIET603 (LO2,3,4); SOHP 6XX(LO2)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
13.6 understand the wider determinants of health and wellbeing	SOHP401(LO1); DIET506(LO4) ; DIET604(LO4) ;DIET503(LO4,5); DIET602 (LO 4); DIET502(LO3); DIET601(LO3-4);DIET405 (LO1-6); SOHP601(LO1); DIET603 (LO1-5)
13.7 understand the theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention, and evaluation	DIET401 (LO3); DIET406(LO4); DIET506(LO3); DIET604(LO3); DIET503(LO1-5); DIET602 (LO4); DIET502(LO1-5); DIET601(LO1-5);DIET405 (LO1-6); SOHP501(LO1); SOHP601 (LO1,2); DIET603 (LO1-5)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p><b>13.8</b> understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> <li>– biochemistry</li> <li>– physiology</li> <li>– clinical medicine</li> <li>– clinical dietetics</li> <li>– public health nutrition</li> <li>– epidemiology</li> <li>– genetics</li> <li>– immunology</li> <li>– microbiology</li> <li>– nutritional sciences</li> <li>– pathophysiology</li> <li>– pharmacology</li> </ul>	<p>Biochemistry DIET403, DIET502(LO3), DIET601(LO4,5), DIET506,DIET604(LO3)</p> <ul style="list-style-type: none"> <li>– physiology DIET404 (LO1,2), DIET504 (LO1)</li> <li>– clinical medicine DIET502(LO1-2), DIET601(LO1-2),DIET602 (LO1-4); DIET604(LO1-5); DIET506(LO1-5);DIET406 SOHP401(LO1-4)</li> <li>– clinical dietetics DIET502(LO1-4) ,DIET503(LO1-6), DIET601(LO1-5); DIET602(LO1-4); DIET604(LO1-4); DIET506(LO1-4);DIET406(LO2,4)</li> <li>– public health nutrition DIET502(LO1-2), DIET405 (LO4-6) and DIET603 (LO1-5)</li> <li>– epidemiology DIET405 (LO1-6)</li> <li>– genetics DIET404</li> <li>– immunology DIET505</li> <li>– microbiology DIET401 (LO4,5)</li> <li>– nutritional sciences DIET402 (LO1); DIET404, (LO1,2); DIET601(LO1,2)</li> <li>– pathophysiology DIET501,DIET502(LO1-2),DIET601(LO1-2)</li> <li>– pharmacology DIET504, DIET502(LO3), DIET601(LO4), DIET602 , DIET604(LO3), DIET506(LO3)</li> </ul> <p>(Specify each module for each bullet point).</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p><b>13.9</b> understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> <li>– food hygiene</li> <li>– food science</li> <li>– food skills</li> <li>– menu planning</li> <li>– food systems management</li> <li>– the factors that influence food choice</li> </ul>	<ul style="list-style-type: none"> <li>- food hygiene DIET401 (LO4,5)</li> <li>– food science DIET401 (LO4); DIET402 (LO2)</li> <li>– food skills DIET406 (LO1)</li> <li>– menu planning DIET406 (LO1)</li> <li>– food systems management DIET406 (LO1); DIET603 (LO2-4)</li> <li>– the factors that influence food choice DIET406(LO1), DIET405 (LO4-6) DIET603(LO2-4)</li> </ul> <p>DIET401; DIE402, DIET405; DIET603; DIET406; DIET506; DIET604</p>
<p><b>13.10</b> understand the principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results</p>	<p>DIET406(LO1); DIET401(LO2); DIET405 (LO1,2,4,6); SOHP501(LO1);</p>
<p><b>13.11</b> understand in the context of nutrition and dietetic practice legislation relating to food labelling and health claims</p>	<p>DIET406 (LO1); DIET401 (LO1); DIET504; DIET603 (LO1,2,4,5)</p>
<p><b>13.12</b> understand, in the context of nutrition and dietetic practice, the use of appropriate educational strategies, communication, and models of empowerment, behaviour change, and health promotion</p>	<p>DIET402(LO3); DIET503(LO2); DIET601(LO3-5); DIET405 (LO3-6); DIET603 (LO1-5)</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<p><b>13.13</b> understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> <li>– sociology</li> <li>– social policy</li> <li>– management of health and social care</li> <li>– public health relevant to the dietetic management of individuals, groups or communities</li> </ul>	<ul style="list-style-type: none"> <li>– sociology DIET603 (LO2, 4); DIET402(LO4)</li> <li>– social policy DIET603 (LO1-5)</li> <li>– management of health and social care DIET603 (LO2)</li> <li>– public health relevant to the dietetic management of individuals, groups or communities DIET405 (LO3,5,6) DIET603 (LO1-5)</li> </ul> <p>DIET402(LO 5); DIET401 (LO1); DIET405;</p>
<p><b>13.14</b> understand the methods commonly used in nutrition research and be able to evaluate research papers critically</p>	<p>DIET405 (LO1-6); SOHP501(LO1,2); SOHP601(2); DIET603 (LO1-5); DIET502(LO2); DIET603</p>
<p><b>14</b> be able to draw on appropriate knowledge and skills to inform practice</p>	
<p><b>14.1</b> be able to accurately assess nutritional needs of individuals, groups, and populations, in a sensitive and detailed way using appropriate techniques and resources</p>	<p>DIET406(LO1,2,4); DIET506(LO2,3,4)  DIET604(LO2,3,4);DIET503(LO2-6); DIET602(LO1, 2, 3):  DIET502(LO1-5); DIET601(LO1-5);DIET405 (LO1-6);  SOHP501(LO4); DIET504 (LO2); DIET401 (LO2)</p>
<p><b>14.2</b> be able to change their practice as needed to take account of new developments or changing contexts</p>	<p>DIET506(LO4,5) ; DIET604(LO4,5) ;DIET503(LO2-6); DIET602 (LO2, 3, 4); DIET502(LO3); DIET601(LO1);DIET405 (LO3-6);  SOHP501(4,5);</p>
<p><b>14.3</b> be able to gather appropriate information</p>	<p>SOHP401(LO2); DIET406(LO4); DIET506(LO2,3,4) ;  DIET604(LO2,3,4) ;DIET503(LO2,3,4); DIET602 (LO2);  DIET502(LO3); DIET601(LO5);DIET405 (LO2,5);  SOHP501(LO2); SOHP601 (LO2,3)</p>

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
14.4 be able to select and use appropriate assessment techniques	SOHP401(LO2); DIET406(LO1); DIET506(LO2, 3,4); DIET604(LO 2,3,4) ;DIET503(LO2,3,4,5,6); DIET602 (LO 2,4); DIET502(LO1-5); DIET601(LO1,2,5);DIET405 (LO2,5,6); SOHP501(LO5); SOHP601(LO3)
14.5 be able to undertake or arrange investigations as appropriate	DIET506(LO4) ; DIET604(LO4); SOHP501; SOHP601(LO3)
14.6 be able to analyse and critically evaluate the information collected in order to identify nutritional needs and develop a diagnosis	DIET506(LO3) ; DIET604(LO3) ;DIET503(LO2,3,4,5); DIET602 (LO 2, 4); DIET502(LO2); DIET601(LO1-5); DIET501; DIET403 (LO1,4)
14.7 be able to analyse and critically evaluate assessment information to develop intervention plans including the setting of timescales, goals and outcomes	DIET506(LO3); DIET604(LO3) ;DIET503(LO2-5); DIET602 (LO2, 4); DIET601(LO5); DIET(LO1-5); DIET403 (LO1,4); DIET501(LO1-4); DIET603(LO1-5)
14.8 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, interventions, or other actions safely and effectively	DIET516(LO2, 3,4) ; DIET604 (LO2, 3,4) ;DIET503(LO2-6); DIET602 (LO2,4);DIET502(1-5); DIET601(LO1-5); DIET403 (LO1,4); DIET501(LO1-4); DIET603 (LO2,3,4);
14.9 be able to monitor the progress of nutrition and dietetic interventions using appropriate information, techniques, and measures	DIET506(LO3) ; DIET604(LO3) ;DIET503(LO2-6); DIET602 (LO2,3,4 ) ; DIET502(LO2); DIET601(LO5); DIET403 (LO1,4); DIET501(LO1-4); DIET603 (LO1-5);
14.10 be able to critically evaluate the information gained in monitoring to review and revise the intervention	DIET506(LO3) ; DIET604(LO 3);DIET503(LO2-6); DIET602(LO2, 3,4); DIET601(LO1-5);
14.11 be able to use nutritional analysis programs to analyse food intake, records, and recipes and interpret the results	DIET406(LO1); DIET402 (LO1); DIET405; DIET506(LO3) ; DIET604(LO3); DIET503(LO2); DIET602 (LO2)

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>14.12</b> be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions	DIET405 (LO2); K; E; SOHP601 (LO1-3); DIET506(LO3,4) ; DIET606(LO3,4); DIET503(LO2-6); DIET602 (LO 3, 4); DIET501; DIET601(LO1-5); DIET502(LO1-5); DIET603 (LO1-5)
<b>14.13</b> recognise the value of research to the critical evaluation of practice	SOHP401(LO2); DIET405 (LO2); DIET502(LO2); DIET601(LO1); SOHP501(LO1,2); SOHP601(LO1-3)
<b>14.14</b> be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice	DIET405 (LO1-6); SOHP501(LO3,3); SOHP601 (LO2,3); DIET603 (LO1-5);
<b>14.15</b> be aware of a range of research methodologies and be able to critically evaluate research in order to inform practice	DIET405 (LO1-6); SOHP501(LO1-3); SOHP601 (LO2,3); DIET603 (LO1-5);
<b>14.16</b> be able to use information and communication technologies appropriate to their practice	SOHP401(LO1); DIET406(LO2); DIET506(LO2) ; DIET604(LO2); DIET603 (LO1-5); SOHP603(LO3)
<b>14.17</b> be able to choose the most appropriate strategy to influence nutritional behaviour and choice	DIET402(LO2); DIET602 (LO 1-3); DIET503(LO2,4,5); DIET506(LO4); DIET604(LO4); DIET405 (LO1-6) ; DIET603 (LO1-5);
<b>14.18</b> be able to undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice	DIET602 (LO1, 3, 4); DIET503(LO2); DIET506(LO2); DIET604 (LO2); DIET405 (LO1-6) ;DIET603 (LO1-5);
<b>14.19</b> be able to advise on safe procedures for food preparation and handling, and any effect on nutritional quality	DIET406(LO1); DIET402 (LO1,2); DIET503(LO2)
<b>14.20</b> be able to advise on the effect of food processing on nutritional quality	DIET406(LO1); DIET401 (LO4);

Standard of proficiency	Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (eg Module descriptor AB1234, Learning outcome XXXX)
<b>14.21</b> be able to advise on menu planning, taking account of food preparation and processing, nutritional standards, and requirements of service users	DIET406(LO1); DIET506(LO4); DIET604(LO4)
<b>14.22</b> be able to interpret nutritional information including food labels which may have nutritional or clinical implications	DIET406(LO1); DIET402 (LO2); DIET506(LO4); DIET604(LO4); DIET504
<b>15</b> understand the need to establish and maintain a safe practice environment	
<b>15.1</b> understand the need to maintain the safety of both service users and those involved in their care	SOHP401(LO1); DIET406(LO3); DIET506 (LO5) ; DIET604(LO5);
<b>15.2</b> be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	SOHP401(LO1); DIET406 (LO3); DIET506(LO5); DIET604(LO5); ; SOHP501(LO5); SOHP601(LO3); SOHP603(LO4)
<b>15.3</b> be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation	SOHP401(LO1); DIET406(LO3); DIET506(LO5) ; DIET604(LO5); SOHP501(LO5); SOHP601(LO3); SOHP603(LO4)
<b>15.4</b> be able to select appropriate personal protective equipment and use it correctly	SOHP401(LO1); DIET406(LO3); DIET506(LO4); DIET604(LO4); SOHP501(LO5); SOHP601(LO3)
<b>15.5</b> be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control	SOHP401(LO1); DIET406(LO3); DIET506(LO4) ; DIET604(LO4); SOHP501(LO1,4); SOHP601(LO 3); SOHP603(LO4)

**Appendix 3: Major change standards of education and training (SETs) mapping**



Standards of education and training	How did you meet the SET?	How do you now meet the SET?	In which document / page of the document provided can this information be found?
<b>1. Level of qualification for entry to the Register</b>			
<p><b>1. 1</b> The Council normally expects that the threshold entry routes to the Register will be the following: Bachelor degree with honours for:</p> <ul style="list-style-type: none"> <li>• biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);</li> <li>• chiropodists / podiatrists;</li> <li>• dietitians;</li> <li>• occupational therapists;</li> <li>• orthoptists;</li> <li>• physiotherapists;</li> <li>• prosthetists / orthotists;</li> <li>• radiographers;</li> </ul>	Documents approved September 13	No change	<p>Programme Specifications p17</p> <p>Programme Handbook section 1.1 and 2.2</p>

<ul style="list-style-type: none"> <li>• social workers in England; and</li> <li>• speech and language therapists.</li> </ul> <p>Masters degree for arts therapists.</p> <p>Foundation degree for hearing aid dispensers.</p> <p>Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).</p> <p>Diploma of Higher Education for operating department practitioners.</p> <p>Equivalent to Certificate of Higher Education for paramedics.</p> <p>Professional doctorate for clinical psychologists.</p> <p>Professional doctorate for counselling psychologists, or equivalent.</p> <p>Professional doctorate for educational psychologists, or equivalent.</p> <p>Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).</p>			
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<p>Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).</p> <p>Masters degree for occupational psychologists (with the award of the British Psychological Society qualification in occupational psychology, or equivalent).</p> <p>Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).</p>			
<b>2. Programme admissions</b>			
<p><b>2.1</b> The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Programme Specifications p 13-16 Programme Handbook section 2.1</p>
<p><b>2.2</b> The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Programme Specifications p14 Programme Handbook section 2.1</p>
<p><b>2.3</b> The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Programme Specifications p15 Programme Handbook section 2.1</p>

<b>2.4</b> The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	Documents approved September 13	No Change	Programme Specifications p15 -16 Programme Handbook section 2.1
<b>2.5</b> The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.	Documents approved September 13	No Change	Programme Specifications p13 -14 Programme Handbook section 2.1
<b>2.6</b> The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	Documents approved September 13	No Change	Programme Specifications p13 Programme Handbook section 2.1
<b>2.7</b> The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	Documents approved September 13	No Change	Programme Specifications p13-16 Programme Handbook section 2.1
<b>3. Programme management and resources</b>			
<b>3.1</b> The programme must have a secure place in the education provider's business plan.	Documents approved September 13	No Change	Operational Specification section 1 Programme Handbook Appendix 1
<b>3.2</b> The programme must be effectively managed.	Documents approved September 13	No Change	Operational Specification section 1
<b>3.3</b> The programme must have regular monitoring and evaluation systems in place.	Documents approved September 13	No Change	As reported in Annual Monitoring form 13 <sup>th</sup> Jan 2015 to HCPC and BDA accreditation for approval June 2016

<p><b>3.4</b> There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.</p>	<p>Dr Avril Collinson is now the Academic Lead for Dietetics and Dr Tracey Parkin now has responsibility as the named Programme Lead for the BSc (Hons) Dietetics programme and she is the named HCPC contact for this programme</p>	<p>As outlined in previous box and advised to the HCPC on our Annual Monitoring Form, January 2015. Approval for change in Programme Lead from Dr Avril Collinson to Dr Tracey Parkin was provided by the HCPC on 26<sup>th</sup> May 2016</p>	<p>Operational Specification section 1 Programme Handbook Section 1.5 and Appendix 1</p>
<p><b>3.5</b> There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</p>	<p>We continue to employ the equivalent of 6.0 FTE Registered Dietitians on our Programme Team.</p>	<p>As before</p>	<p>Operational Specification section 1 Programme Handbook section 1.5 and Appendix 1</p>
<p><b>3.6</b> Subject areas must be taught by staff with relevant specialist expertise and knowledge.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Operational Specification section 1 Programme Handbook section 1.5 and Appendix 1</p>
<p><b>3.7</b> A programme for staff development must be in place to ensure continuing professional and research development.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Approval Document section 7</p>
<p><b>3.8</b> The resources to support student learning in all settings must be effectively used.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Approval Document section 8 Programme Handbook section 3.63 Operational Specification section 6</p>

<b>3.9</b> The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.	Documents approved September 13	No Change	Approval Document section 8 Programme Handbook section 3.63 Operational Specification section 6
<b>3.10</b> The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.	Documents approved September 13	No Change	Approval Document section 8 Programme Handbook section 3.63 and Appendix 5 and 6 Operational Specification section 6
<b>3.11</b> There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.	Documents approved September 13	No Change	Programme Handbook section 3.63 and Appendix 2 Operational Specification section 6 Placement Handbook section 11
<b>3.12</b> There must be a system of academic and pastoral student support in place.	Documents approved September 13	No Change	Operational Specification section 6 Programme Handbook section 3.6.3 and 4.7 Placement Handbook section 11

<p><b>3.13</b> There must be a student complaints process in place.</p>	<p>n/a</p>	<p>No Change</p> <p>We have well developed processes to address student complaints, dependant on the nature of the complaint:</p> <ul style="list-style-type: none"> <li>• Assessment/exam board issue (appeal process)</li> <li>• Teaching and learning – via student-staff meetings; module evaluation reports</li> <li>• Resources and facilities – via site meeting and student-staff meetings</li> <li>• Misc – via personal tutor for guidance in first instance</li> </ul> <p>This was outlined in our Annual Monitoring Audit form submitted in January 2015. There has been no change to our procedures since then.</p>	<p>Please refer to our Approval Documentation as follows:</p> <p>Our Dietetic Programme Handbook provides a link to the Plymouth University Student Handbook for guidance on Assessment Regulations, Complaints, Appeals, Examination and Assessment Offences, Regulations on late coursework, Extenuating Circumstances and Repeat with Attendance.</p>
<p><b>3.14</b> Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>Documents approved September 13</p>	<p>No Change</p>	<p>Programme Handbook section 3.61</p>

<b>3.15</b> Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.	Documents approved September 13	No Change	Programme Handbook section 4.1
<b>3.16</b> There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.	n/a	No Change  The Faculty of Health, and Human Sciences has a Fitness to Practice Procedure.	Programme Handbook section 4.9
<b>3.17</b> Service users and carers must be involved in the programme. <sup>1</sup>	Documents approved September 13	No Change This was outlined in our Annual Monitoring Audit form submitted in January 2015.	Approval Document p14 Programme Handbook page 47 paragraph 3
<b>4. Curriculum</b>			
<b>4.1</b> The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.	Documents approved September 13	Please refer to the updated mapping of our learning outcomes with the HCPC SOP's for dietitians	Programme Handbook section 2.2 Programme Specifications Mapping of HCPC SOP's Placement Handbook Section 4.0
<b>4.2</b> The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.	Documents approved September 13	Please refer to updated documentation	Programme Specifications p7-12 and Appendix 1 Programme Handbook section 3.0

<sup>1</sup> All programmes undertaking the approval process from the 2014–15 academic year onwards will need to meet this standard. Approved programmes will need to demonstrate they meet this standard in either the 2015–16 or 2016–17 academic year via their annual monitoring audit submission. Information about this standard can be found [on our website](#)

<b>4.3</b> Integration of theory and practice must be central to the curriculum.	Documents approved September 13	Please refer to updated documentation	Approval Document section 5.1 Programme Handbook section 3.4
<b>4.4</b> The curriculum must remain relevant to current practice.	Documents approved September 13	Please refer to updated documentation	Approval Document section 2.2
<b>4.5</b> The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.		No Change  HPC standards of conduct, performance and ethics are introduced in Year 1 during SOHP401 and for placement preparation with DIET406. They reinforced in year 2 in DIET503 and prior to placement B: DIET506. They are also addressed in clinical practice modules in year 3.	Please refer to the Definitive Module Records for: SOHP401; DIET406; DIET503; DIET506; DIET604
<b>4.6</b> The delivery of the programme must support and develop autonomous and reflective thinking.	Documents approved September 13	Please refer to updated documentation/modules and mapping with SOP's.	Approval Document p25 -31 Please refer to Definitive Module Records
<b>4.7</b> The delivery of the programme must encourage evidence based practice.	Documents approved September 13	Please refer to updated documentation/modules and mapping with SOP's.	Approval Document p25 -31 Please refer to Definitive Module Records for all modules particularly DIET405,DIET503, DIET502, DIET601,DIET602, DIET603, SOHP 201, SOHP601

<b>4.8</b> The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.	Documents approved September 13	Please refer to updated documentation	Approval Document section 5 p 20 -31
<b>4.9</b> When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.	Documents approved September 13	Please refer to updated documentation	Approval Document section 5 p 25 - 31
<b>5 Practice placements</b>			
<b>5.1</b> Practice placements must be integral to the programme.	Documents approved September 13	No change. Please refer to updated documentation for overview of placement provision	Approval Document p 29 -31 Programme Handbook section 3.6.2 Operational Document section 4
<b>5.2</b> The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.	Documents approved September 13	No change.	Approval Document p 29 -31 Programme Handbook section 3.6.2 Operational Document section 4 Placement Handbook section 3-9
<b>5.3</b> The practice placement settings must provide a safe and supportive environment.	Documents approved September 13	No change.	Approval Document p 29 -31 Quality monitoring of Clinical Placements
<b>5.4</b> The education provider must maintain a thorough and effective system for approving and monitoring all placements.	Documents approved September 13	No change.	Approval Document p 29 -31 Quality monitoring of Clinical Placements

<b>5.5</b> The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.	Documents approved September 13	No change.	Approval Document p 29 -31 Quality monitoring of Clinical Placements
<b>5.6</b> There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.	Documents approved September 13	No change.	Approval Document p 29 -31 Quality monitoring of Clinical Placements
<b>5.7</b> Practice placement educators must have relevant knowledge, skills and experience.	Documents approved September 13	No change.	Placement Handbook section 8
<b>5.8</b> Practice placement educators must undertake appropriate practice placement educator training.	Documents approved September 13	No change.	Approval Document p 29 -31 Placement Handbook section 8
<b>5.9</b> Practice placement educators must be appropriately registered, unless other arrangements are agreed.	Documents approved September 13	No change.	Approval Document p 29 -31 Placement Handbook section 8
<b>5.10</b> There must be regular and effective collaboration between the education provider and the practice placement provider.	Documents approved September 13	No change.	Approval Document p 29 -31 Placement Handbook section 3.0, 8.0, 9.0

<p><b>5.11</b> Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about and understanding of:</p> <ul style="list-style-type: none"> <li>• the learning outcomes to be achieved;</li> <li>• the timings and the duration of any placement experience and associated records to be maintained;</li> <li>• expectations of professional conduct;</li> <li>• the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and</li> <li>• communication and lines of responsibility.</li> </ul>	<p>Documents approved September 13</p>	<p>Please refer to updated documentation</p>	<p>Approval Document section p 29 -31 Programme Handbook section 3.6.2 Placement Handbook sections 5; 7-9; and 11-14</p>
<p><b>5.12</b> Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.</p>	<p>Documents approved September 13</p>	<p>No change.</p>	<p>Placement handbook sections 5.0, 6.0 and 9.0</p>
<p><b>5.13</b> A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>Documents approved September 13</p>	<p>No change.</p>	<p>Placement Handbook section 5.0, 6.0 and 7.0</p>

<b>6 Assessment</b>			
<b>6.1</b> The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.	Documents approved September 13	No change.	Approval Document Section 5 Programme Specifications p17 Placement Handbook Section 4.0
<b>6.2</b> All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.	Documents approved September 13	No change to process. Please refer to updated documentation	Programme Specifications p18 Approval Document section 5
<b>6.3</b> Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.	Documents approved September 13	No change.	Approval Document section 5 Programme Handbook section 3.5 Operational Document section 2.2
<b>6.4</b> Assessment methods must be employed that measure the learning outcomes.	Documents approved September 13	No change to process. Please refer to updated documentation for current assessment methods	Approval Document section 5 Operational Document section 2.2 Programme Handbook section 3.5
<b>6.5</b> The measurement of student performance must be objective and ensure fitness to practise.	Documents approved September 13	No change.	Programme Handbook : Assessment Regulations, Appendix 4

<p><b>6.6</b> There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>Documents approved September 13</p>	<p>No change.</p>	<p>Programme Handbook : Assessment Regulations, Appendix 4 Operational Document section 1 Approval Document p33-37</p>
<p><b>6.7</b> Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>Documents approved September 13</p>	<p>No change.</p>	<p>Programme Specification section 10 and 11 Programme Handbook: assessment Regulation, Appendix 4</p>
<p><b>6.8</b> Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.</p>	<p>Documents approved September 13</p>	<p>No change<sup>39</sup></p>	<p>Programme Specifications p17</p>
<p><b>6.9</b> Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>Documents approved September 13</p>	<p>No change.</p>	<p>Programme Specifications p17</p>
<p><b>6.10</b> Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>Documents approved September 13</p>	<p>No change – as 3.13 above</p>	<p>Programme Handbook: Assessment Regulation, Appendix 4</p>

<p><b>6.11</b> Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	<p>Documents approved September 13</p>	<p>No change</p>	<p>Approval Document p 43 Programme Handbook 39</p>
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