



UNIVERSITY OF PLYMOUTH

**Faculty of Health
School of Health Professions**

Programme Specification

**BSc (Hons) Dietetics
Leading to eligibility to apply for registration with
the Health and Care Professions Council**

Date of Re-Approval: 3rd August 2021

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Year of first award: 2023

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1. Award

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:

Level 6 BSc in Clinical Nutrition

This award is for students who have not achieved in practice based learning, students must have 320 credits with 80 of the credits from level 6.

This award does not lead to eligibility to apply for registration with the HCPC.

UCAS code

JACS code: B410

2. Institution

Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth

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 and across the UK. We are proud to have a good employment record, data from the graduate outcome survey indicates that over the previous two years 90% of dietetic graduates are working in highly skilled work. With 95% of graduates perceiving training to be useful as utilising what they have learnt during their studies in current work. In addition, Plymouth dietetic graduates find their current work meaningful.

The programme enjoys a very high level of student satisfaction, signified through NSS results. NSS data from 2020 indicates that 95.45% of students find the dietetic programme intellectually stimulating, while 100% of students agree that the course has provided them with opportunities to apply what they have learnt.

The programme is ranked in the second quartile in the Good University Guide league tables. The distinctive features of this programme are:

- Uniquely, the majority of our Dietetic team have both doctoral 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. The programme team therefore have extensive experience of running this intensive and demanding programme which is completed in three years rather than four by extending the academic year.
- Recognised nationally as an innovative dietetic programme
- Has pioneered the use objective structured clinical examinations (OSCE) 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.
- The new programme has innovated further by introducing online nutrition clinics as part of routine dietetic skill training. Students will be supported and mentored by final year dietetic masters MDiet (Hons) Dietetics students. Not only is this a novel sustainable approach to supporting skill development in dietetic students, it also provides opportunities for the MDiet (Hons) Dietetics students to gain skills in management, leadership and mentoring through facilitating and supporting undergraduate dietetic students.
- Provides opportunities 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), pharmacology, leadership skills required for an ever changing work environment, as well as a focus on core skills required to support the delivery of patient centred care.
- Continuing professional development (CPD) learning in addition to the academic curriculum is offered with invited guest speakers, access to online webinars and outside training events, as well a range of experiential events, including service user involvement.
- Sustainability is championed throughout the programme with a focus on digital interventions and assessments, resulting in students' work being showcased on the British Dietetic Association's One Blue Dot sustainability webpage.

Each academic year is organised into university based teaching blocks interspersed with practice based learning. Students study for 120 credits per teaching year. The summer vacation period is used to deliver 2 weeks of practice based learning in year 1 (level 4) and 12 weeks of practice based learning in year 2 (level 5). Students therefore get a shortened summer vacation period in year 2 of at least 6 weeks. Practice based learning occurs at all three levels (4, 5 and 6) of academic study.

In addition, students are encouraged to undertake a two week voluntary industrial practice-based learning experience outside of the NHS setting. This could be undertaken during the summer of the first academic year, but is not assessed. It provides students with an opportunity to develop a range of transferable skills to enhance their achievement of personal goals and learning needs, which will strengthen their professional skill set. Students are provided with a list of contacts and encouraged to seek a 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.

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 the 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 School of Biomedical Sciences at the University of Plymouth, and shared learning takes place. In addition, students who study dietetics at the University of Plymouth 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, such as Nursing, Midwifery, Speech and Language Therapy, Dentistry and Medicine are available in later parts of the programme, strengthening collaborative and inter-professional working.

The BSc (Hons) degree in Dietetics at the University of Plymouth has pioneered a shift away from the use of traditional lectures and seminars, 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 pioneered with our programme is the use of objective structured clinical examinations (OSCEs) to assess 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. Innovation has continued with digital assessments and the development of online clinics to support students' skill development and competence in placement learning outcomes.

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 the University of Plymouth will receive a first-class education taught by dedicated professionals actively engaged in research and embedding research informed teaching throughout the programme. Students will also have access to a range of laboratories, including skills laboratories, such as simulation suites to support skill attainment. In addition, the use of online nutrition clinics will provide further learning opportunities to develop the core skills required for a dietitian in a supported environment.

The introduction of online nutrition clinics is a novel approach and one designed to support skill attainment. Online clinics will be used to support student's communication and clinical reasoning skills, professional behaviour, time management and ability to reflect on practice. Online clinics will run alongside placements and academic study providing opportunities for students to attain competency in practice based learning outcomes.

The 'leadership roles for sustainability' module in the final year builds on prior experiences with the 'business and leadership' module that was previously used. This new module will focus on strengthening the leadership roles required to promote dietetic practice and best nutritional care for individuals and the population, as well as continuing to build on and strengthen the successful sustainability elements currently within the programme. This will provide 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 healthcare environment, while considering implications around food sustainability.

This programme produces honours graduates with a specialist core knowledge of applied nutrition and practical skills in therapeutic dietetics, enabling eligibility to apply 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 public health and the social sciences of sociology and psychology to underpin models of behavioural change for individuals and groups. Preparation for practice, proposal project design, leadership roles for sustainability are taught as inter-professional learning, promoting intellectual skills of critical appraisal, reasoning, and future career planning for dietitians.

5. Relevant Quality Assurance Agency Subject Benchmark Group(s)

The programme is informed by the:

- Quality Assurance Agency (QAA) - Benchmark statement: Health care programmes - Dietetics (2019)
- HCPC - Standards of Practice (2013)
- HCPC - Standards of Education and Training (2018)
- HCPC - Standards of Conduct, Performance and Ethics (2016)
- British Dietetic Association (BDA) - A Curriculum Framework for the pre-registration education and training of dietitians 2020.

6. Programme Structure

The BSc (Hons) Dietetics is based in the School of Health Professions. The planned structure is shown in Figure 1. Shared inter-professional modules are shown in blue and practice placements in green.

Figure 1: Overall structure of the BSc (Hons) Dietetics

| FHEQ level | Semester 1 | | Semester 2 | |
|------------|--|---|---|-------------------------------------|
| Level 4 | SOHP401 Preparation for Practice 20 credits | DIET407 Nutritional Biochemistry 20 credits | DIET410 Psychosocial Aspects of Patient Centred Care 20 credits | DIET411 Placement A Pass/fail |
| | | DIET408 Physiology and Genetics 20 credits | | |
| | | DIET409 Human Nutrition, Food Studies and the Lifecycle 20 credits | | |
| | | DIET412 Nutritional Epidemiology and Public Health Nutrition 20 credits | | |
| Level 5 | DIET508 Metabolism and Pharmacology 20 credits | DIET509 Metabolism and Immunology 20 credits | DIET510 Placement B 20 credits | |
| | DIET507 Dietetics 1 (CBL) 20 credits | | | |
| | DIET511 Dietetics in Practice 1 20 credits | | | |
| | DIET501 Pathophysiology 20 credits | | | |
| Level 6 | DIET605 Project Design 20 credits | DIET608 Placement C 20 credits | DIET609 Dissertation 20 credits | |
| | DIET606 Dietetics 2 (CBL) 20 credits | | DIET611 Leadership Roles for Sustainability 20 credits | |
| | DIET607 Dietetics in Practice 2 20 credits | | | |

7. Programme Aims

The programme is designed to offer a progressive, relevant and rewarding student experience in order to prepare students for working within a diverse range of settings. Inspiring students to take the lead in promoting the dietetic profession and the benefits of evidence based nutrition across the political, health and social spheres.

The core philosophy that supports the educational approaches and delivery of the dietetic programmes delivered here at the University of Plymouth are in line with the fundamental professional, ethical, and legislative principles underpinning the dietetic profession and higher education, including the QAA benchmarking statements for dietetics (2019), the BDA curriculum framework for the pre-registration education and training of dietitians (2020), such that they fulfil the HCPC's Standards of Proficiency for dietitians (HCPC, 2013).

The programme is intended to:

- Develop the full range of generic, graduate and transferable skills in every student, including autonomy and accountability.
- 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.
- Develop independent reflective practitioners who are able to critique and evolve their own knowledge, personal and professional goals for continuing professional development and lifelong learning.
- Develop enquiring practitioners with research and clinical reasoning skills, who use evidence based-inquiry: to diagnose, implement and inform best practice.
- Provide a comprehensive education in the applied biological and social sciences that are essential for understanding dietetics and nutrition
- Develop an understanding of the role of nutrition and application of dietetics in the prevention of ill health to ensure proficiency in educational and therapeutic approaches that support self-care.
- Develop practitioners who are able to practice dietetics competently and safely upon graduation in a variety of service and practice settings.
- Meet the requirements of the Health and Care Professions Council, enabling eligibility to apply for registration as a dietitian.

8. Programme Intended Learning Outcomes

8.1 Knowledge and understanding

On successful completion graduates should have developed:

1. An understanding of relevant standards of ethics and professional conduct and the importance of evidence based practice.
2. Broad knowledge, understanding and application of nutrition and food science,

physiology, immunology, genetics, pharmacology, pathophysiology and public health nutrition with respect to dietetic and nutrition interventions.

3. Extensive critical, integrated and applied knowledge and understanding of dietetics for the prevention and treatment of disease in a wide range of diverse settings including health and social care, third sector industry through digital media.
4. Critical, integrated and applied knowledge and understanding of psychosocial aspects of health care, communication, educational theories.
5. A critical understanding of the evidence base and application of research skills (quantitative and qualitative research theories) to inform current and developing dietetic practice.

8.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The skills of complex and systematic problem solving, critical evaluation, clinical reasoning and reflective practice that underpins dietetic practice.
2. The ability to critically analyse, synthesise, interpret and apply the current evidence base to underpin sound clinical reasoning in making timely and informed decisions regarding nutritional and dietetic care to individuals, groups or communities and demonstrate this through application to current and developing practice.
3. The ability to engage with technology, particularly the effective and efficient use of information and communication technology to promote and support nutritional health and dietetic care to individuals, groups and communities.

8.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Employ the full range of generic, graduate and transferable skills to practice effectively across a variety of settings.
2. Effectively communicate complex information to individuals, groups and communities in a variety of settings, using diverse media as appropriate.
3. Understand the importance of inter-professional working and links between effective inter-professional practice, leadership and patient outcomes.
4. Critically evaluate personal learning needs in the context of relevant professional ethical and practice frameworks, formulating, implementing and evaluating development plans, which address these needs.

8.4 Employment related skills

On successful completion graduates should have developed:

1. Ability to demonstrate a critical, integrated and applied understanding of professionalism, social responsibility, accountability and ethical conduct to be able to work autonomously as defined by professional standards and regulatory bodies.
2. Ability to demonstrate a critical, integrated and applied understanding of evidence-based practice & behaviour including an awareness of international perspectives,

cultural sensitivity, inclusivity and sustainability.

3. The skills to promote, deliver, lead on and critically evaluate high quality, inclusive patient centred dietetic services through effective integration and multi-professional working, across current and developing practice.
4. Ability to utilise a range of digital literacy skills that can be applied to professional practice.

8.5 Practical skills

On successful completion graduates should have developed:

- Ability to demonstrate critical, integrated and applied knowledge, understanding and application of communication and educational methods including the use of technology in relation to dietetic practice.
- Ability to demonstrate critical, integrated and applied knowledge, understanding and application of the nutrition and dietetic model and process.
- The skills to consistently deliver inclusive, holistic, ethical and non-discriminatory nutritional and dietetic care in a diverse range of sociological, economic and psychological contexts, through knowledge of professional standards and guidelines.
- Ability to demonstrate critical, integrated and applied knowledge, understanding of nutrition analysis alongside a broad understanding and application of the physical assessment of individuals.
- Ability to demonstrate critical, integrated and applied understanding and application of the theories, concepts and principles of research and evidence informed practice.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

Entry Requirements for BSc (Hons) Dietetics

All applicants must have at least 5 GCSE (or equivalent) at Grade C/4 or above and must include English, Maths and a Science. Please note the institution may consider equivalent numeracy and literacy qualifications. The details of the entry requirements are shown in Figure 2. Candidates are interviewed before an offer is made.

Figure 2: Entry requirements for BSc (Hons) Dietetics

| | |
|---|--|
| <p>A-level/AS-level</p> | <p>Candidates are interviewed before an offer is made.</p> <p>UCAS tariff: 112-128 (BBC-ABB) to include BB in Biology and second science, preferable Chemistry but will consider Mathematics, Physics, Psychology, Sociology, Geography, Geology and Environmental science. Excluding General Studies</p> <p>Extended project will be counted if nutrition related subject (this will be considered at confirmation)</p> |
| <p>BTEC National Diploma / QCF Extended Diploma</p> | <p>Candidates are interviewed before an offer is made.</p> <p>DMM-DDM - Science related. Must contain Biology and 2nd Science, preferably Chemistry modules, but will consider Mathematics, Physics, Psychology, Sociology, Geography, Geology and Environmental science.</p> |
| <p>Access to Higher Education at level 3</p> | <p>Candidates are interviewed before an offer is made.</p> <p>Pass an Access to Higher Education Diploma in Science with 60 credits overall (D 30 credits; M:15 credits). Pass with 45 credits at level 3, 30 at distinction to include 15 credits in Biology and 15 credits in 2nd Science (Chemistry, Maths, Physics, Psychology, Sociology, Geography, Geology or Environmental science). A further 15 credits at L3 must be at Merit level. Will need GCSE English and Maths at grade C/4</p> |
| <p>Welsh Baccalaureate</p> | <p>Candidates are interviewed before an offer is made</p> <p>Considered in combination with A level</p> <p>Acceptable as 'add on' points (48) if science based. Also need 2 Science A Levels (BC 72 points) preferably biology and Chemistry. Also consider Maths, Physics, Applied Science, Psychology</p> |
| <p>Scottish Qualifications Authority</p> | <p>Candidates are interviewed before an offer is made</p> <p>112-128 UCAS points to include Advanced Highers CC in Biology & 2nd relevant science, preferably Chemistry (but will consider Mathematics, Physics, Psychology, Sociology, Geography, Geology and Environmental science. GCSE equivalent: Scottish National 5 Grade C.</p> |
| <p>Irish Leaving Certificate</p> | <p>Candidates are interviewed before an offer is made</p> <p>112- 128 points at Higher Level to include H2H2 in Biology and 2nd Science, preferable Chemistry (but will consider Maths, Physics, Psychology, Sociology, Geography, Geology and Environmental science) GCSE equivalent: H1-H7 or O1-O4</p> |
| <p>International Baccalaureate</p> | <p>Candidates are interviewed before an offer is made</p> <p>28-30 to include HL 5 in Biology and HL 5 in second Science. Preferably Chemistry but will consider Mathematics, Physics, Psychology, Sociology, Geography, Geology and Environmental science GCSE equivalent: Higher Level 4 or Standard Level 5. If overseas and not studying English within IB, must have IELTS 7.0 overall (6.5 in all elements)</p> |

9.1 Applications from recent graduates:

Graduates with a recent honours degree minimum of 2:2 in a nutrition/scientific subject can apply. Graduates whose previous study was five or more years ago must provide evidence of recent academic study.

9.2 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 (IELTS) (at least 7.0 overall with a minimum of 6.5 in every element).

If applicants need to improve their English language to get onto a degree course at the University of Plymouth, they can book a pre-sessional academic English course. <https://www.plymouth.ac.uk/student-life/services/international-students/english-language-centre/pre-sessional-academic-english-course>

9.3 Selection Procedure

On receipt of the UCAS form, the admissions team assesses the applicant's achieved or predicted qualifications against the criteria set out above, and, if these are met, the application is passed to the admissions tutor who is a member of the academic team. The admissions tutor assesses and selects students based on the personal statement and reference of all applications against a set of predetermined criteria appropriate for a professional programme in dietetics. The team may wish to clarify details with applicants at interview. It must be emphasised that the selection procedure encompasses a total approach and considers a wide range of factors and not just academic ability. Where any anomalies or queries occur in relation to the application then the admissions tutor makes contact with the applicant in order to seek clarification. Meeting the academic minimum is the first stage of the application being considered.

Applicants must also submit a strong personal statement in order to be considered further. Through their personal statement and their reference, applicants must demonstrate that they have a high level of understanding of dietetics as a profession. In addition, they must 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 or work independently and in teams, and also a willingness to learn. The reference must strongly support the application to the dietetics programme. 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 the chosen profession discipline.

If successful, applicants are invited to attend a Values Based Recruitment interview event before an offer is made (face to face or using Skype or Zoom).

9.4 Health screening and Enhanced Disclosures

Offers are made subject to satisfactorily clearing Occupational Health and Enhanced Disclosure and Barring Service (DBS) checks. For those situations where a disclosure is reported via the enhanced DBS check or Occupational Health, the case is discussed by a Professional Issues Committee within the Faculty of Health. Each case is discussed confidentially and a decision made as to whether the application can continue. The applicant is informed of the decision and may be invited to provide information to this committee should they wish. In these cases, consideration will have to be made regarding potential employability and eligibility to apply for registration with the Health and Care Professions Council. The University reserves the right to pass on appropriate information to potential employers when a reference is requested.

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.

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 and immunisation requirements.

9.5 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.

9.6 Accreditation for prior learning: AP(E)L & AP(C)L

Accreditation for prior learning is an academic term which encompasses Accredited Prior Experiential Learning (AP(E)L) 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 accreditation for prior learning which could gain some exemption from part of the study programme.

Claims for accreditation for prior learning would normally be made on receipt of an offer of a place on the Dietetics programme. Accreditation of Prior Learning, as either APCL or APEL, is permitted up to a maximum of 120 credits for this

programme; those who APL directly into stage 2 of the programme will be required to undertake the level 4 zero credit-rated practice module. There is an established online accreditation process within the Faculty of Health and any claim has to meet both the academic and professional criteria. Each claim is considered individually. (<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>)

For students applying for accreditation for direct entry at stage two, entry is subject to spaces being available on the programme.

9.7 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. The maximum limit of 120 credits of APL will normally apply to student transfers from equivalent programmes at external institutions, but will be reviewed on an individual basis. 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.

9.8 Applicants with Special Needs

Applicants with special needs are encouraged to disclose any disability without prejudice, so that appropriate adjustments can be made in learning support and their individual needs met. A comprehensive procedure is in place involving Disability Services, the Admissions Team and the admissions tutor to ensure that all applicants are treated equitably (See Programme Handbook).

9.9 Conditions of Acceptance

All applicants must also agree in writing to accept practice placements wherever they may be offered and the necessary travel to access the placements. Applicants are required to sign an agreement to participate in all elements of the programme. This will include practical sessions, such as measuring anthropometry, sensory feeding, cooking with modified products and role-play. The University undertakes to ensure that these activities are offered in a culturally sensitive way that is respectful of all students and their beliefs. Students may wish to discuss issues arising from this policy with the Programme Lead so that a way forward can be managed that is mindful of their circumstances. Subsequent to DBS enhanced check on entry to study, students are required to sign an annual declaration at the beginning of each academic year to state that their DBS status has remained unchanged. This is kept on the student's file. After extended periods of illness that interrupt study, students may be required by the Programme Lead to participate in Occupational Health Screening prior to re-commencing academic or practice placement elements of the programme. Students agree as part of their conditions of acceptance to abide by the decisions of the Occupational Health service.

10. Progression routes and criteria for progression to final and intermediate awards

Subject to successful completion of the programme requirements, students will normally graduate with a BSc (Hons) in Dietetics after 3 years of full time study. The maximum registration period for the award is normally five years.

The programme will offer a range of entry and interim exit awards for candidates who are not able to complete the whole undergraduate curriculum. Entry points will be subject to, and be determined by, University of Plymouth's APEL / APCL procedures. Exit awards will apply to students who decide to leave their study early, those who opt to study to achieve an exit level award, and those students whose studies are terminated due to academic achievement issues or University of Plymouth action following a Fitness to Practise Panel Procedure.

Summary of typical step on and off points is listed below:

- Students who successfully complete year 1 of the programme and wish to step off are awarded a Certificate in Higher Education.
- Students successfully completing year 1 and 2 of the programme who wish to step off are awarded a Diploma in Higher Education.
- Students who successfully complete year 1 and 2 but fail to achieve placement module (DIET608) and have more than 80 academic credits may be awarded a BSc in Clinical Nutrition (this award does not confer eligibility to apply for registration with the Health and care Professions Council (HCPC)).
- Students successfully completing year 1, 2 and 3 of the programme are awarded a BSc (Hons) in Dietetics.

Exit awards do not confer eligibility to apply for registration with the Health and Care Professions Council (HCPC).

10.2 Transfer to Integrated Masters MDiet (Hons) Dietetics

The 4-year MDiet (Hons) Dietetics integrated masters programme has integrated teaching and learning with the BSc (Hons) Dietetics programme. Students forecasted to successfully complete year 2 (level 5) of the BSc (Hons) Dietetics programme, may apply to transfer to year 3 (level 6) of the MDiet (Hons) Dietetics. This will be subject to the following conditions:

- Place(s) being available on the Integrated Masters programme
- Demonstration of consistent and appropriate professional behaviour across all modules, including practice based learning placements.
- Students at level 5 wishing to transfer from the BSc (Hons) to the MDiet (Hons) Dietetics will be required to register their interest with their personal tutor and apply for a transfer by Christmas. Applications will be collected by the BSc (Hons) Dietetic programme lead who will seek confirmation from the MDiet (Hons) Dietetics programme lead that capacity is available.
- Applicants will be interviewed after Christmas and transfers will take place before the commencement of Level 6.

10.3 Professional suitability and fitness for practise

The Faculty of Health uphold their duty on vocational programmes such as this to ensure that student health and social care professionals recognise their obligations under the HCPC Code of Student Conduct (2016) and the BDA Code of Professional Conduct (2017). There are clear policies that are used to investigate and manage student behaviour and performance that is deemed to put the student, School or their chosen profession in question or at risk, whether in academic study, practice placement or general behaviour. This process can lead to termination of studies. The Fitness to Practise procedure is detailed on the University website and within the Programme handbook.

<https://www.plymouth.ac.uk/student-life/your-studies/academic-services/poppi/poppi-health/policies-procedures-and-guidelines>

11. Non Standard Regulations

The following non-standard regulations are applied to this award:

1. Accreditation of Prior Learning, as either APCL or APEL, is permitted up to a maximum of 120 credits; those who APL directly into stage 2 of the programme will be required to undertake and achieve the level 4 zero-credit rated practice module prior to undertaking their level 5 practice module. This non-standard regulation also applies to student transfers internally from other programmes within University of Plymouth, and will also normally apply to student transfers from equivalent programmes at external institutions, but will be reviewed on an individual basis.
2. All elements and components of assessment within the programme must be achieved, with a minimum of 40% for all percentage-weighted assessments.
3. There is no compensation within or across modules.
4. Students are required to pass each level of practice before moving onto the next level of practice:
 - Students who have been given a referral opportunity for their level 4 practice component may progress to the next stage but must pass their level 4 practice component prior to undertaking their level 5 practice component;
 - Students who have been given a referral opportunity for their level 5 practice component will be required to undertake the referred placement in the following year, and must subsequently achieve their practice component prior to moving onto the next level and stage of the programme. As this is a referral opportunity and not a repeat of the module, students will not be required to repeat other components of the module if successfully passed by the end of the normal referral period.
 - Students who have been given a referral opportunity for their level 6 practice component will be required to undertake the referred placement in the following year. As this is a referral opportunity and not a repeat of the module, students will not be required to repeat other components of the

module if successfully passed by the end of the normal referral period.

- Students are permitted to have a second attempt at either level 5 or level 6 practice components; those who fail their first attempt at both level 5 and level 6 practice components, without valid extenuating circumstances, will be withdrawn with the appropriate exit award.

This is in line with the BDA Curriculum Framework for the pre-registration education and training of dietitians (2020):

Repeat practice-based learning Learners should usually be allowed to extend or repeat not more than 500 hours (or 50% of the total standard hours) of practice-based learning. Any designated period of practice-based learning may usually only be repeated once. Learners absent from practice-based learning through sickness will usually be expected to make up an agreed number of hours subject to discussion between the HEI and named practical trainer. This will take account of current performance and potential effects on future progression. Guidelines for managing learner absence should be made available from practice-based learning sites.

- Where a student has been confirmed as being permitted a referral attempt for a practice component by the Award Assessment Board, they are permitted one opportunity to retrieve the practice component on a subsequent occasion, in another setting and at a time to be agreed between the placement area and programme lead.
- Students in a repeat situation who have successfully passed their practice component will not be required to repeat the placement or practice component.
- The maximum period of registration for the award of BSc (Hons) Dietetics will normally be 5 years, in line with British Dietetic Association Guidelines.
- An Aegrotat award of BSc (Hons) Dietetics is not permitted as this is a registerable qualification with the HCPC; other aegrotat awards may be considered.
- The following exit awards are permitted:

| Level/credits: | Award: |
|---|--|
| Less than 120 credits at level 4 | Transcript of academic achievement for Credit Accumulation Transfer Scheme (CAT) |
| 120 Credits at Level 4 | Certificate of Higher Education |
| 120 Credits at Level 4 plus 120 Credits at Level 5 | Diploma of Higher Education |
| 120 Credits at Level 4 plus 120 Credits at Level 5 plus 80 or more credits at Level 6 | BSc Clinical Nutrition |

The above exit awards do not lead to eligibility to apply for registration with the HCPC.

12. Transitional Arrangements for existing students looking to progress onto the programme

The new re-approved programme BSc (Hons) Dietetics will commence from September 2021. First year students on the existing undergraduate BSc (Hons) Dietetics programme will transfer onto the second year of the re-approved BSc (Hons) Dietetics programme in September 2021. There are minimal changes for current students, these relate to practice based learning assessment and the movement of the research module and assessment from year 2 into year 3. Students returning from an interruption of studies will need an individual scheme of study to enable them to complete their relevant pathway. However, as there are minimal differences between the new proposed programme and the old programme, this is not envisaged to be a problem.

Current stage 2 students will complete stage 3 of the existing BSc curriculum in 2021-22 (they will not be transferred across to the new curriculum).

Current stage 2 students who have to repeat the year in 2021-22 will have to undertake the existing stage 2 curriculum in 2021-22 if they have to repeat SOHP503 and the 0 credit placement.

Students who are enrolled on the 2019 version of the programme and who return to study after a break or who have had 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.

Table 2 illustrates some of the possible permutations that may be required for students who are required to resit modules during the transitional phase or students returning following a period of interrupt. As previously indicated additional support and guidance will be provided depending on the possible combinations of modules that require attendance.

Table 1: Some of the possible permutations for students resitting modules with attendance, or returning following a period of interrupt during the transition period.

| Current Dietetic programme | | New dietetic programme | | Transitional arrangements for referrals |
|--|----------------|--|----------------|---|
| Year 1 | Credits | Year 1 running September 2021 | Credits | |
| SOHP401 Preparation for Practice | 20 | SOHP401 Preparation for Practice | 20 | No change to assessment |
| DIET401 Human Nutrition & Food Studies | 20 | DIET409 Human Nutrition, Food Studies and the Lifecycle | 20 | Assessments chosen relevant to element failed |
| DIET402 Human Nutrition and Psychosocial Care | 20 | DIET410 Psychosocial Aspects of Patient Centred Care | 20 | No change to psychosocial assessment |
| DIET403 Nutritional Biochemistry | 20 | DIET407 Nutritional Biochemistry | 20 | No change to assessment |
| DIET404 Physiology and Genetics | 20 | DIET408 Physiology and Genetics | 20 | No change to assessment |
| DIET412 Nutritional Epidemiology / Public Health Nutrition | 20 | DIET412 Nutritional Epidemiology / Public Health Nutrition | 20 | No change to assessment |
| DIET406 Placement A (2 weeks) | Pass/fail | DIET411 Placement A (2 weeks) | Pass/fail | No change to assessment |
| Year 2 | Credits | Year 2 running September 2021 | Credits | |
| DIET504 Metabolism and Pharmacology | 20 | DIET508 Metabolism and Pharmacology | 20 | No change to assessment |
| DIET505 Metabolism and Immunology | 20 | DIET509 Metabolism and Immunology | 20 | No change to assessment |
| DIET502 Dietetics 1 (CBL) | 20 | DIET507 Dietetics 1 (CBL) | 20 | No change to assessment |
| DIET511 Dietetics in Practice 1 | 20 | DIET511 Dietetics in Practice 1 | 20 | No change to assessment |
| DIET501 Pathophysiology | 20 | DIET501 Pathophysiology | 20 | No change to assessment |
| SOHP503 Project Studies | 20 | | | Students who have completed SOHP503 and are returning to the programme in (2021/202) following a period of interrupt or referral of the year, will be asked to undertake a different project proposal at level 6 (year 3). Projects are very distinct and range from lab based to audits, surveys, working with service users or the student populations. Students are therefore guaranteed a different learning experience while attaining the research focused learning outcomes required at level 6. Current stage 2 students who are repeating the year in 2021/2022 and need to complete SOHP503 will undertake a modified assessment |
| DIET506 Placement B (12 weeks) | Pass/fail | DIET510 Placement B (12 weeks) | 20 | No change to competencies assessment pass/fail for students repeating placement, placement would remain 0 credit rated for these repeating students. |
| Year 3 | Credits | Year 3 running September 2022 | Credits | |
| DIET601 Dietetics 2 (CBL) | 30 | DIET606 Dietetics 2 (CBL) | 20 | No change to assessment |
| DIET602 Dietetics in Practice 2 | 30 | DIET607 Dietetics in Practice 2 | 20 | No change to assessment |
| | | DIET605 Project Design | 20 | No change to written assessment- viva replaces exam |
| SOHP605 Project | 20 | DIET609 Dissertation | 20 | No change to assessment |
| DIET603 Public Health Nutrition | 20 | | | |
| SOHP603 Business and leadership | 20 | DIET611 Leadership Roles for Sustainability | 20 | Modified assessment |

| | | | | |
|---|-----------|--------------------------------|----|--|
| DIET604 Clinical Placement C (12 weeks) | Pass/fail | DIET608 Placement C (12 weeks) | 20 | No change to competencies assessment pass/fail for students repeating placement. If repeating placement on old programme code module remains 0 credit rated. |
|---|-----------|--------------------------------|----|--|

Appendices

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

Appendix 2: Mapping of BSc (Hons) Dietetics programme Knowledge and Skills Framework

Appendix 3: Mapping of BSc (Hons) Dietetics programme against BDA curriculum (2020)

Appendix 4: Mapping of BSc (Hons) Dietetics programme against Standards of Proficiency (SOHP's) (2013)

Appendix 5: mapping of BSc (Hons) Dietetics programme against Standards of Education and Training (SETs) (2018)

Appendix 6: Mapping of BSc (Hons) Dietetics programme to the QAA benchmark statements (2019)

13. Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

| Core Modules | | Award Learning Outcomes contributed to (for more information see Section 8) | | | | | | | | | | | | | | | | | | | | Compensation Y/N | Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical | | |
|--------------|---------|---|---|---|---|---|---------------------------------|---|---|---|---------------------------|---|---|---|---------------------------|---|---|---|------------------|---|---|------------------|--|------------------|----------------|
| | | Knowledge & understanding | | | | | Cognitive & intellectual skills | | | | Key & transferable skills | | | | Employment related skills | | | | Practical skills | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | | | 4 | 5 |
| Level 4 | SOHP401 | X | | | | X | | X | X | | | | X | X | | | X | | | X | | | N | C1 100% | |
| | DIET409 | X | | X | | X | X | X | X | | X | | | | X | | | X | | | X | X | N | C1 50%: 50% Exam | |
| | DIET410 | X | X | | X | X | X | X | x | | X | X | X | X | X | X | | X | | X | | X | N | C1 100% | |
| | DIET408 | | X | | | | | X | X | | | X | | | | | | | | | | X | N | E1 100% | |
| | DIET407 | | X | X | | X | X | | | | X | | | | | | X | | | | | X | N | E1 50%: C1 50% | |
| | DIET412 | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | | X | N | C1 50%: P1 50% |
| | DIET411 | X | X | | | | X | | | | X | | X | X | X | X | | X | X | | X | | N | P1 Pass | |
| Level 4 LOs | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 5 | DIET501 | | X | | | | | X | | | | X | X | X | X | | X | | | | X | X | N | E1 100% | |
| | DIET507 | X | X | X | X | X | X | X | | X | X | X | X | | X | X | | | X | X | X | X | N | E1 100% | |
| | DIET511 | X | | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | N | E2 60%: C1 40% | |
| | DIET508 | | X | | | | | X | | | | X | | | X | | | | | | X | | N | C1 25%: E1 75% | |
| | DIET509 | X | X | X | | X | | X | | | | X | | | X | | | | | X | X | | N | C1 25%: E1 75% | |
| | DIET510 | X | | X | X | | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | N | P1 Pass: P100% | |
| Level 5 LOs | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 6 | DIET606 | X | X | X | X | X | X | X | X | | X | X | X | X | | X | X | | | X | X | X | N | E1 100% | |
| | DIET607 | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | | X | X | X | X | X | N | C1 50%: E2 50% | |
| | DIET609 | X | X | | | X | X | X | X | | X | X | X | X | X | | X | | X | | | X | N | C1 100% | |
| | DIET605 | X | X | | | X | X | X | | | X | X | X | X | X | | X | | X | | | X | N | C1 150%: P 50% | |
| | DIET611 | X | X | X | X | X | X | X | X | | X | X | X | | X | X | | X | | X | X | X | N | P 100% | |
| | DIET608 | X | | X | X | | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | N | P1 Pass: C1 100% | |
| Level 6 LOs | | | | | | | | | | | | | | | | | | | | | | | | | |

14. Appendix 2: Knowledge and Skills Framework mapping

NHS KSF DIMENSIONS

Core 1: Communication

Core 2: Personal and People Development

Core 3: Health, Safety and Security

Core 4: Service Improvement

Core 5: Quality

Core 6: Equality and Diversity

HWB1 Promotion of Health and Wellbeing and prevention of adverse effects on Health and Wellbeing

HWB2 Assessment and care planning to meet Health and Wellbeing needs

HWB3 Protection of Health and Wellbeing

HWB4 Enablement to address Health and Wellbeing needs

HWB5 Provision of care to meet Health and Wellbeing needs

HWB6 Assessment and treatment planning

HWB7 Interventions and treatments

HWB10 Products to meet Health and Wellbeing needs

IK1 Information Processing

IK2 Information Collection and Analysis

IK3 Knowledge and information resources

G1 Learning and development

G2 Development and innovation

G5 Services and project management

G6 People management

BSc (Hons) Dietetics

| KSF | SOHP401 | DIET407 | DIET408 | DIET412 | DIET411 | DIET410 | DIET409 | DIET501 | DIET507 | DIET511 | DIET508 | DIET509 | DIET510 | DIET605 | DIET609 | DIET611 | DIET606 | DIET607 | DIET608 |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Core 1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Core 2 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Core 3 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Core 4 | √ | | √ | √ | √ | | √ | | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ |
| Core 5 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Core 6 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| HWB1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB2 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB3 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB4 | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB5 | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB6 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |

| KSF | SOHP401 | DIET407 | DIET408 | DIET412 | DIET411 | DIET410 | DIET409 | DIET501 | DIET507 | DIET511 | DIET508 | DIET509 | DIET510 | DIET605 | DIET609 | DIET611 | DIET606 | DIET607 | DIET608 |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| HWB7 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| HWB 10 | √ | | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | | √ | √ | √ |
| IK1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| IK2 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| IK3 | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| G1 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ |
| G2 | √ | | √ | √ | √ | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ |
| G5 | | | | | | | | | √ | √ | | | √ | √ | √ | √ | √ | √ | √ |
| G6 | | | | | | √ | | | √ | √ | | | √ | √ | √ | √ | √ | √ | √ |

15. Appendix 3: Mapping of BSc(Hons) Dietetics programme against BDA curriculum (2020)

Mapping of BSc(Hons) Dietetics against BDA curriculum

| DIETETIC KNOWLEDGE | |
|--|---|
| K1 Extensive critical, integrated and applied knowledge and understanding of dietetics for the prevention and treatment of disease. | Module |
| <ul style="list-style-type: none"> a) Overall aims of dietary management and the underpinning evidence base. b) Translation of nutrition guidelines appropriate to enable the empowerment of individuals and communities/groups to make informed choices. c) The rationale for modification of energy and nutrient intake. d) Ethical issues associated with dietetic practice. e) Anthropometric methodology, reference standards and their applications and limitations with individuals and populations. f) Specific modification in the maintenance of wellbeing and the treatment of named diseases. g) Use of nutrient exchange systems. h) Methods and use of nutritional support strategies including oral and artificial nutrition. i) Artificial nutrition including enteral and parenteral feeding. j) Types, uses, sustainability and financial implications of nutritional products. k) Methods of monitoring and evaluation of dietary interventions. l) Physical assessments. | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET410 Psychological Aspects of Patient Centred Care</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET501 Pathophysiology</p> <p>DIET507 Dietetics 1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET606 Dietetics 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>DIET508 Metabolism and Pharmacology</p> |
| K2 Extensive, critical integrated and applied knowledge and understanding of applied nutrition and food. | Module |
| <ul style="list-style-type: none"> a) Sources of nutrients, functional foods and bio-active substances. b) The diet of the UK population. c) Methods of assessing dietary intake of groups, communities, population. d) How to optimise nutritional status in individuals and communities. e) Nutrient standards, dietary guidelines and nutrient requirements in individuals and populations. f) How nutrients impact on cellular mechanisms, including gene expression. | <p>DIET411 Placement A</p> <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET408 Physiology and</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> g) The role and function of energy and nutrients in human metabolism and in physical assessment, including the effects of deficiency and toxicity and requirements through the lifecycle. h) The role and function of non-nutritive dietary components in human metabolism. i) The strengths and limitations of the assessment of dietary intake. j) Nutritional status in individuals and populations. | <p>Genetics</p> <p>DIET501 Pathophysiology</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET508 Metabolism and Pharmacology</p> <p>DIET607 Dietetics in Practice 2</p> |
| K3 Broad knowledge and understanding of food science, food skills and food systems management. | Module |
| <ul style="list-style-type: none"> a) The effects of food production, preparation and processing on the nutrient content of food. b) How foods are analysed for their nutritional content and physical appearance. c) Food preparation methods and their application to dietetic practice. d) The principles of catering management. e) The use of nutritional standards within organisations and institutions. f) The organisation of mealtimes within organisations and institutions. g) Food provision, including production, procurement and delivery and food security and sustainability. h) Sustainable food farming, production, packaging and transportation in terms of long- and short-term environmental impact. i) The range and relative cost of commonly consumed foods available to the general public including nutrient modified foods. j) Portion sizes of common foods. k) The derivation and limitations of food composition data. l) The range, suitability, sustainability and costs of foods for dietetic treatment. m) Food legislation and food labelling regulations including health claims for food. n) Food safety. | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET411 Placement A</p> <p>DIET412 Nutrition Epidemiology and Public Health Nutrition</p> <p>DIET611 Leadership Roles for Sustainability</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>DIET606 Dietetics 2</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET508 Metabolism and Pharmacology</p> |
| K4 Critical and applied knowledge of physiology and biochemistry. Broad knowledge & understanding of immunology, genetics and microbiology. Critical, integrated and applied knowledge & understanding of clinical medicine, disease processes and pharmacology with respect to dietetic and nutrition interventions | Module |
| <ul style="list-style-type: none"> a) The structure of the human body. b) Factors affecting biochemical measurements and reference standards. c) The principles of genetics and the effect of food, nutrients and the environment on gene expression. d) The genetic basis of disease. | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET407 Nutritional</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> e) The role, function and regulation of major body systems in health and disease including a detailed knowledge of the GI system. f) Major metabolic pathways in the fed and fasted state. g) Physical appearance of dehydration. h) The physiology of physical activity and exercise and interactions with diet and sleep. i) Metabolic effects of common clinical conditions. j) The main cells & processes involved in innate and adaptive immunity. k) The principles of immunology in health and disease including the specific immunological treatments of infection and disease. l) The structure and function of common microbes which cause food spoilage, infection and disease. m) Immunological aspects of conditions which require dietetic treatment. n) Preventing and treating infection and infectious diseases. o) Epidemiology, pathophysiology, causes, clinical manifestations, diagnosis and treatment of disease. p) Current therapies, interventions, and person management strategies in disease. q) The interaction between physical and mental health. r) The modes of action of the main types of drugs. s) Drug nutrient interactions. t) Different classifications of prescription only medicines and Nutrition Borderline Substances, and the role of the dietitian within medicines optimisation and appropriate prescribing. u) The use of and the evidence underpinning complementary and alternative medicine | <p>Biochemistry</p> <p>DIET408 Physiology and Genetics</p> <p>DIET501 Pathophysiology</p> <p>DIET508 Metabolism and Pharmacology</p> <p>DIET509 Metabolism and Immunology</p> <p>DIET410 Psychological Aspects of Patient Centred Care</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET606 Dietetics 2</p> <p>DIET507 Dietetics 1</p> <p>DIET412 Nutrition Epidemiology and Public Health Nutrition</p> |
| <p>K5 Critical, integrated and applied knowledge and understanding of sociology and psychology including social, communication, educational and qualitative research theories</p> | <p>Module</p> |
| <ul style="list-style-type: none"> a) Educational/learning theories such as behaviourism, cognitivism, constructivism and transformative learning theories, required for establishing educational strategies for groups and individuals including students. b) Communication models and theories such as agenda setting theory and actor-network theory, required for communicating with groups and individuals. c) Health promotion and disease prevention theories and models, such as theory of reasoned action, socio-ecological model, health belief model. d) Theories of behaviour change and modification as applied to health. e) Qualitative research methodologies, including educational, sociological, ethnographical, phenomenological research methods. f) Social theory in relation to: - human behaviour around food choice, health, illness - health behaviour, behaviour change - | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET410 Psychological Aspects of Patient Centred Care</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> |

| | |
|--|--|
| <p>service user-professional relationships and the influence of power</p> <p>g) Food in the context of poverty, economic insecurity and social exclusion</p> <p>h) The psychological dimensions: - of normal and disordered eating, hunger, satiety and food choice - of the psychological background to health behaviour - of long-term health conditions</p> | <p>DIET605 Project Design</p> <p>DIET609 Dissertation</p> |
| <p>K6 Broad knowledge and understanding of the role of dietetics in public health and public health nutrition.</p> | <p>Module</p> |
| <p>a) Diet, lifestyle and other environmental factors and disease processes throughout the life cycle.</p> <p>b) Factors influencing health and illness decisions [by individuals and populations].</p> <p>c) How social organisation including inclusion, exclusion, health inequalities, social injustice, social inequality and different cultural belief systems impact on health and disease.</p> <p>d) The application of nutrition in the promotion of good health and the primary prevention of diet related illness in communities and populations.</p> <p>e) Health improvement/promotion/education strategies in relation to nutrition.</p> <p>f) Definitions, theories of and relationships between health improvement, health promotion, public health, health education, health advocacy and community development. Theories e.g. behaviour change theory and wheel.</p> <p>g) Needs assessments of communities and populations.</p> <p>h) How to use demographic, epidemiological, anthropometric and nutrition survey data in developing and evaluating public health strategies.</p> <p>i) Public health outcomes.</p> <p>j) Ethical and political issues in public health.</p> <p>k) The settings approach to health promotion; consideration of key settings: school; hospital; workplace; informal contexts.</p> <p>l) Models of programme planning; elements of programme planning; assessing needs; determining priorities; setting aims and objectives; selection of methods and resources; evaluation.</p> <p>m) Every contact counts approach and the reablement agenda.</p> <p>n) Interactive e-health strategies to suggest personalised preventative care through to supporting population level health and care planning.</p> <p>o) Using/enhancing supported self-management.</p> <p>p) The public health policy element of health promotion: key players and processes in policy development.</p> <p>q) How to promote workforce wellbeing.</p> | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET507 Dietetics 1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET606 Dietetics 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET611 Leadership Roles for Sustainability</p> <p>DIET410 Psychological Aspects of Patient Centred Care</p> |
| <p>K7 Broad knowledge and understanding of the roles of dietetics within the health and social care sector, third sector and industry.</p> | <p>Module</p> |
| <p>a) How health and social care is structured and functions within the integrated systems.</p> <p>b) The roles, responsibilities and inter-relationships within organisations and the wider health and care sector.</p> | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> |

| <p>c) How corporations may influence decision making within health and social care.</p> <p>d) How government policies impact on health outcomes.</p> <p>e) Business and innovation as applied to health and social care.</p> <p>f) The dietitian's roles within a variety of settings.</p> <p>g) The legislation applicable to Equality, Diversity and inclusion [EDI] and the important role registrants play in challenging discrimination and ensuring EDI is respected in the workplace.</p> | <p>DIET410 Psychosocial Aspects of Patient Centred Care</p> <p>SOHP401 Preparation for Practice</p> <p>DIET611 Leadership Roles for Sustainability</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> |
|--|--|
| <p>K8 Critical and applied knowledge and understanding of research and information management</p> | <p>Module</p> |
| <p>a) The principles of research design, data management, statistical analysis and interpretation.</p> <p>b) Compliance with research ethics and research governance processes and policies.</p> <p>c) The use of quantitative research including RCT, PCT, surveys, questionnaires.</p> <p>d) Qualitative research methodologies, including educational, sociological, ethnographical, phenomenological research methods.</p> <p>e) The application of research to change practice within health care.</p> <p>f) The principles of scientific enquiry, evidence informed practice, critical appraisal of the literature, audit and evaluation of practice.</p> <p>g) The principles of quantitative and qualitative research design, data management and analysis including statistical analysis and interpretation.</p> <p>h) Sources and grading of evidence, guidelines and systematic review and meta-analysis.</p> <p>i) The principles of epidemiology and the methods of applying descriptive and analytical epidemiology to dietetic practice.</p> <p>j) Research ethics including:</p> <ul style="list-style-type: none"> • Participant involvement and protection: Understand the regulations surrounding person identifiable information including: legislation, regulatory guidance, protocols and individual responsibility governing the security, confidentiality and sharing of information • .Understand the use of clinical records to inform service management and improvement, evaluation of interventions, research and public health and by services users. <p>k) Research bias:</p> <ul style="list-style-type: none"> • Knowledge of self as researcher: reflection and reflexivity • Understanding the effects of research funding and unpublished trials. <p>l) The regulations surrounding person identifiable information including: legislation, regulatory guidance, protocols and</p> | <p>DIET605 Project Design</p> <p>DIET609 Dissertation</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET507 Dietetics 1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET508 Metabolism and Pharmacology</p> <p>DIET509 Metabolism and Immunology</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET606 Dietetics 1</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>SOHP401 Preparation for Practice</p> <p>DIET411 Placement A</p> |

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| <p>individual responsibility governing the security, confidentiality and sharing of information.</p> <p>m) The use of clinical records to inform service management and improvement, evaluation of interventions, research and public health and by services users.</p> <p>n) Data quality, terminologies, classifications and their use in health and social care.</p> <p>o) E-health (Telehealth, telecare and assistive technologies) including use of communications technology.</p> <p>p) Electronic health records including, coded and free text, access and confidentiality.</p> <p>q) The structure of the electronic health record.</p> <p>r) The principles of record keeping.</p> <p>s) Information governance, infection control, informed consent and duty of candour.</p> <p>t) Importance of confidentiality and appropriate disclosure</p> | |
| DIETETIC SKILLS | |
| S1 Communication and Education ability to: | |
| Ability to demonstrate critical, integrated and applied knowledge, understanding and application of communication and educational methods including the use of technology in relation to dietetic practice. | Module |

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| <ul style="list-style-type: none"> a) Develop knowledge skills and professional practice (conduct and capability) as a result of feedback. b) Recognise own accountability to act where performance of self and others should be improved. c) Facilitate learning, including the promotion of self-care, for groups, individuals and populations d) Tailor educational sessions to ensure meaning to audience. e) Use a range of methods and styles of communication including active listening, facilitation, establishing a rapport and interpreting non-verbal cues f) Use educational and communication skills, together with knowledge of all factors which affect food choice, to give nutritional and dietary advice to individuals, groups and communities. g) Participate in interactions with various individuals and groups across a variety of situations and settings. h) Apply basic behaviour change and behaviour modification techniques as appropriate, identifying barriers to communication in practice and develop strategies to overcome these. i) Communicate in written form with service users, healthcare professionals and other stakeholders as appropriate. j) Use available IT for the organisation and evaluation of all relevant data. k) Understand and, where appropriate, confidently engage with e-health, tele-health, tele-care and assistive technologies to improve effectiveness of practice both in terms of quality and cost. l) Appropriately use information and communication technology (ICT) to communicate with colleagues and service users (maintaining ethical practice). m) Show how dietitians can communicate messages through the appropriate use of social media. n) Understand and support the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of the wider multi-disciplinary team. o) Participate in practice supervision in a positive manner. Accept support and feedback offered and reflect upon this, implementing changes to own practice as appropriate. p) Provide feedback to others in a constructive, objective and timely manner | <p>DIET410 Psychological Aspects of Patient Centred Care</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>SOHP401 Preparation for Practice</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET611 Leadership Roles for Sustainability</p> <p>DIET411 Placement A</p> |
| S2 Applying Nutrition and Dietetic Process Ability to: | |
| Ability to demonstrate critical, integrated and applied knowledge, understanding and application of the model and process. | Module |
| <ul style="list-style-type: none"> a) Use the Model and Process for Nutrition and Dietetic Practice. b) Apply principles of standardised terminology in electronic health records in line with the Model and Process for Nutrition and Dietetic Practice. | <p>DIET507 Dietetics 1</p> <p>DIET606 Dietetics 2</p> <p>DIET510 Placement B</p> |

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| <ul style="list-style-type: none"> c) Understand the rationale for and gather appropriate sources of information regarding medical, social, psychological, personal, cultural and economic factors. d) Undertake the most appropriate method of dietary and nutritional assessment. e) Demonstrate sensitivity to social, economic and cultural factors that may affect the interaction between the dietitian and service user. f) Estimate of nutritional requirements considering the translation of this into practical advice and care planning. g) Analyse and critically evaluate information gathered in order to identify nutritional needs and achieve a diagnosis'. h) Evaluate and interpret of relevant biochemical and clinical data. i) Use dietary assessment relevant techniques to specific situations. j) Estimate nutritional requirements translate them into practical advice and care planning. k) Use appropriate recognised nutritional analysis programmes and interpret the information gained. l) Assess the nutritional status of individuals and groups through interpretation of anthropometric measurements, biochemical, haematological and clinical chemistry test results. m) Use critical reasoning to assess the information gathered quantitatively and qualitatively. n) Assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem, towards initiating a solution. o) Use reasoning and problem-solving skills to make judgements in prioritising actions. p) Apply existing standards, including nutritional standards, to the evaluation of food service systems. q) Plan, assess and adapt menus r) Use an assessment to prioritise nutrition and dietetic diagnosis/es. s) Assign priorities to the information collected to set appropriate dietetic outcomes and goals. t) Identify the nutrition related problem/s to be addressed in the dietetic diagnosis. u) Identify the aetiology/aetiologies corresponding to the nutrition related problem in the dietetic diagnosis. v) Specify measurable signs and symptoms corresponding to the nutrition related problem in the dietetic diagnosis. w) Use reasoning and problem-solving skills to make judgements in prioritising actions. x) Justify the reasoning behind decisions made, taking into account the integration of evidence-based knowledge, skills and experience, alongside service user values. y) Develop and formulate appropriate and practical dietary advice for individuals and populations. Support the service user to meet the aims of the intervention plan, by agreeing a range of activities including the possibility of referral to other agencies. | <p>DIET608 Placement C</p> <p>DIET410 Psychological Aspects of Patient Centred Care</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET501 Pathophysiology</p> |
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| <ul style="list-style-type: none"> z) Support the service user to meet the intervention outcomes and goals by agreeing a range of activities including the possibility of referral to other agencies. aa) Critically evaluate and translate nutritional, medical and social theory into practical dietetic advice on food, eating and drinking for individuals and populations. bb) Contribute to all activities that enable each individual and group to make appropriate and safe food choices. cc) Apply knowledge and appropriate skills for the promotion of nutritional health and management of disease. dd) Understand and apply knowledge of sociology and psychology to support and motivate individuals to change their dietary intake and food habits. ee) Identify external resources, as appropriate, in order to support the client's dietetic needs and care plan. ff) Use educational and communication skills, together with knowledge of all factors which affect food choice, to give nutritional and dietary advice to individuals, groups and communities. gg) Engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals. hh) Plan, devise and review nutritional programmes to achieve agreed goals, taking into consideration the contribution of the family, other health professionals and other agencies. ii) ii. Plan, devise and review dietetic interventions to achieve agreed outcomes and goals, taking into consideration the contribution of the family, other health professionals and other agencies. jj) Integrate health education programmes into service user treatment regimens as part of overall health care. kk) Review, monitor and evaluate the progress of nutrition and dietetic interventions. ll) Work with catering services to ensure the nutritional needs of the population are served. mm) Prepare meal plans for individuals and groups which meet nutritional, cultural and socio-economic need. nn) Plan, monitor and evaluate dietary protocols for diagnosis and in research. oo) Recognise the importance of rehabilitation and reablement and focus activity on this. | |
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| S3 Physical Assessments Ability to: | |
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| Ability to demonstrate broad knowledge, understanding and application of the physical assessment of individuals | Module |
| <ul style="list-style-type: none"> a) Undertake an appropriate / basic physical assessment including blood pressure and pulse rate and temperature monitoring. b) Undertake a visual observation of service user to (i) assess degree of malnourishment related to fat loss, muscle loss (ii) to distinguish between oedema and other source of weight gain. c) Undertake appropriate measurements using relevant tools and teaching techniques. d) Identify xanthelasma and arcus senilis. | <ul style="list-style-type: none"> DIET501 Pathophysiology DIET509 Metabolism and Immunology DIET511 Dietetics in Practice 1 DIET607 Dietetics in |

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| e) List physical signs of nutrient deficiency/abnormality e.g. Dental caries, taste changes, glossitis. | Practice 2 DIET510 Placement B DIET608 Placement C |
| S4 Nutritional Analysis Ability to: | |
| Ability to demonstrate critical, integrated and applied knowledge, understanding and application of nutrition analysis. | Module |
| <ul style="list-style-type: none"> a) Use food tables and computerised dietary analysis packages for individual assessments, recipe analysis and menu planning to meet the needs of the population served, taking into account constraints. b) Use standard recipes and advise how to modify them with products specifically for use in therapeutic diets. c) Apply knowledge of food safety legislation and practice to manage and evaluate the service of safe food. d) Plan a menu to meet the needs of the population served; taking into account any constraints such clinical, social, economic and food system | DIET511 Dietetics in Practice 1 DIET510 Placement B DIET608 Placement C DIET412 Nutritional Epidemiology and Public Health Nutrition DIET409 Human Nutrition, Food Studies and the Lifecycle DIET411 Placement A |
| S5 Research Ability to | |
| Ability to demonstrate critical, integrated and applied understanding and application of the theories, concepts and principles of research and evidence informed practice | Module |
| <ul style="list-style-type: none"> a) Understand how research/innovation becomes integrated into practice. b) Confidently use research in assessing, evaluation and improving practice. c) Become partners and leaders in research and innovation as well as being consistent users of research. d) Devise, measure and evaluate outcomes as part of the dietetic intervention. e) Search, evaluate and use information from a range of sources. f) Adopt systematic approaches to analysing and evaluating the information collected. g) Understand, manipulate and interpret numerical data, using statistical packages. h) Use research, reasoning and problem-solving skills to determine appropriate actions. i) Use research from the relevant disciplines as an evaluation tool in day to day work for the advancement of professional knowledge and practice. j) Use nutrition and dietetic research findings to support evidence-based practice in dietetics. | DIET606 Dietetics 2 DIET507 Dietetics 1 DIET611 Leadership Roles for Sustainability DIET412 Nutritional Epidemiology and Public Health Nutrition DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET510 Placement B DIET608 Placement C DIET605 Project Design DIET609 Dissertation |

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| <ul style="list-style-type: none"> k) Respect the contribution that service users make to the research process and recognise that this is integral to the success of the research. l) Carry out research projects which demonstrate understanding of the ethical aspects of research and the critical and analytic skills required to draw reasoned conclusions m) Undertake dietetic research projects and audits in a variety of settings. | |
| Dietetic Values and Behaviours | |
| V1 Professionalism demonstrate the ability to: | |
| Ability to demonstrate a critical, integrated and applied understanding of professionalism. | Module |
| <ul style="list-style-type: none"> a) Act with integrity in all aspects of behaviour and practice. b) Act in accordance with current legislation applicable to Equality, Diversity and Inclusion. c) Report accurately and appropriately to relevant people, including documentation in healthcare records. d) Critically reflect on dietetic interventions to inform future practice. e) Maintain relationships with other professionals and service users that are culturally sensitive and respect the rights of individuals and their specific needs. f) Practise as an autonomous professional, exercising their own professional judgement. g) Understand the importance of resilience and self-care by maintaining their own health and wellbeing and knowing when to seek further support. h) Keep skills and knowledge up to date and demonstrate career-long learning. i) Take responsibility for own continuing professional development, reflecting on own practice and ensuring ongoing professional development. j) Draw up a plan for own professional development including methods for continually updating dietetic knowledge and practice (in line with HCPC standards of Continuing Professional Development). k) Maintain a professional portfolio. l) Reflect on practice by learning from clinical incident and modifying behaviour where necessary m) Actively seek and respond to feedback, changing behaviour in light of feedback and reflection, as appropriate. n) Acknowledge mistakes and treat them as learning opportunities. o) Demonstrate evaluation of own performance as an individual and as part of a team. p) Evaluate own performance as an individual and as part of a team. q) Deliver values based care; acting with integrity, self-management and self-awareness Take an objective | <p>DIET511 Dietetics in Practice 1</p> <p>DIET507 Dietetics 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET606 Dietetics 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET411 Placement A</p> <p>SOHP401 Preparation for Practice</p> <p>DIET611 Leadership Roles for Sustainability</p> |

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| <p>approach to meeting service user needs at all times, irrespective of personal beliefs and values.</p> <ul style="list-style-type: none"> r) Participate in practice supervision in a positive manner. Accept support and feedback offered and reflect upon this, implementing changes to own practice as appropriate. s) Practice safe working practices in line with infection control legislation and workplace policies as stipulated by the HCPC. t) Discuss openly what constitutes professional behaviour, actively contributing to ongoing debate, sharing ideas whilst respecting the views of others. u) Effectively, sustainably and safely use resources. v) Seek evaluation of own professional performance. w) Practise in accordance with current legislation applicable to dietitians and advise others of this. x) Act in a manner consistent with the values and priorities of the organisation and profession. | |
| V2 Evidence and Behaviour Demonstrate the ability to: | |
| Ability to demonstrate a critical, integrated and applied understanding of evidence-based practice & behaviour. | Module |
| <ul style="list-style-type: none"> a) Show the effectiveness of shared decision making and the relationship to the delivery of patient centred care. b) Keep up to date through continual professional development and lifelong learning to ensure a safe and competent practitioner through evidence based, knowledgeable personalised care. c) Understand the importance of sustainability by focussing on reducing the environmental impacts on the workplace. d) Conduct appropriate activities in accordance with best/evidence-based practice recognising conflicts of interests and how to manage it. e) Use a detailed knowledge of current theories of human nutrition and clinical dietetics to develop strategies that support safe and effective practice | <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET507 Dietetics 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET606 Dietetics 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>DIET611 Leadership Roles for Sustainability</p> <p>DIET408 Physiology and Genetics</p> <p>DIET501 Pathophysiology</p> <p>DIET508 Metabolism and Pharmacology</p> <p>DIET509 Metabolism and Immunology</p> <p>SOHP401 Preparation for Practice</p> |

| V3 Safe & Ethical Practice Demonstrate the ability to: | |
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| Ability to demonstrate a critical, integrated and applied understanding of evidence-based practice & behaviour | Module |
| <ul style="list-style-type: none"> a) Recognise the need for effective self-management of workload and resources and practise accordingly. b) Ensure safe case-load management. c) Take personal responsibility for professional decision making, implementing safe practice within their individual scope of practice. d) Recognise and work within the limits of their practice, knowing when to seek advice or refer to another professional. e) Demonstrate awareness of own limitations knowing when and from whom to seek help, recognising when to use skills available to them and when not to. f) Understand and apply the legal and ethical responsibilities of professional practice. g) Maintain the standards and requirements for registration and undertake the professional role of the dietitian within their own scope of practice. h) Demonstrate awareness of the roles of the statutory and professional bodies in dietetics. | DIET606 Dietetics 2 DIET510 Placement B DIET608 Placement C DIET611 Leadership Roles for Sustainability DIET511 Dietetics in Practice 1 DIET507 Dietetics 1 DIET607 Dietetics in Practice 2 SOHP401 Preparation for Practice |
| V4 Quality Improvement demonstrate the ability to: | |
| Ability to demonstrate a critical, integrated and applied understanding of quality improvement | Module |
| <ul style="list-style-type: none"> a) Engage in all required change management. b) Evaluate individual practice and service delivery to deliver evidence based/informed practice, addressing unexplained variances in service quality and efficiency c) Collect and evaluate evidence of clinical and cost effectiveness routinely to support continuing improvement and innovation in service delivery d) Gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care; as a framework for quality improvement. e) Recognise and implement the principles of clinical governance and the applicability of this to their practice as a framework for quality improvement. f) Engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures. g) Evaluate epidemiology and demographic statistics h) Engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals. i) Contribute to dietetic research projects and audits. j) Disseminate key messages / ideas fostered through practice supervision in order to benefit the MDT, clients, service users and the public. k) Share the findings of evaluation and research with dietitians and other professionals. | DIET606 Dietetics 2 DIET510 Placement B DIET608 Placement C DIET611 Leadership Roles for Sustainability DIET511 Dietetics in Practice 1 DIET507 Dietetics 1 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET609 Dissertation DIET412 Nutritional Epidemiology and Public Health Nutrition DIET411 Placement A |

- l) Contribute to the development of the profession through audit, use of evidence informed practice, service evaluation and role modelling.
- m) Actively contribute to plans to achieve service goals.
- n) Support plans for services that are part of the strategy for the wider healthcare system, as appropriate.
- o) Monitor the effects and outcomes of change.
- p) Recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public.
- q) Actively contribute to change processes that lead to improving healthcare.
- r) Question the status quo, as appropriate, and its impact on people and services.

V5 team working & Leadership Demonstrate the ability to:

Ability to demonstrate a critical, integrated and applied understanding of team working and leadership

Module

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| <ul style="list-style-type: none"> a) Work independently, as well as in teams, to co-ordinate, delegate and supervise care for a designated group of individuals. b) Demonstrate initiative in own learning and in the care of others. c) Recognise the difference between leadership and management. d) Recognise and promote the importance of leadership skills and self-directed learning. e) Be confident to challenge the practice of others where appropriate. f) Contribute to multi-disciplinary care plans / initiatives. g) Work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers. h) Contribute dietetic advice to a multi-disciplinary team to enhance its effectiveness. i) Understand and advocate the role of the dietitian in primary, secondary and tertiary healthcare settings, and other statutory agencies j) Recognise and value the central role of the service user in the MDT. k) Understand the benefits of liaising with colleagues through formal and informal networks. Examples include: joining professional bodies, attending branch meetings, participating in discussion forums, responding to consultations, joining specialist groups as appropriate to own practice. l) Foster strong working relationships with members of the MDT, including colleagues and external organisations. m) Delegate activities to other members of the nutrition dietetic team appropriately and, if required, the wider healthcare team. n) Demonstrate appropriate leadership skills o) Act in accordance with the national health and social care leadership policy guidance. | <p>DIET606 Dietetics 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET507 Dietetics 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET611 Leadership Roles for Sustainability</p> |
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16. Appendix 4: Mapping of BSc (Hons) Dietetics programme against Standards of Proficiency (SOHP's) (2013)

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
|---|---|
| Registrant dietitians must: | |
| 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); DIET510 (LO4); DIET608(LO4); DIET507(LO3,5); DIET511(LO1); DIET606(LO4-5); DIET607 (LO 3-4) |
| 1.2 recognise the need to manage their own workload and resources effectively and be able to practise accordingly | DIET510(LO4); DIET608(LO4) |
| 2 be able to practise within the legal and ethical boundaries of their profession | |
| 2.1 understand the need to act in the best interests of service users at all times | SOHP401(LO1), DIET411(LO3); DIET510 (LO4); DIET608 (LO4); DIET507(LO4); DIET511(LO1-6); DIET606(LO3-5); DIET607 (LO 4); |
| 2.2 understand what is required of them by the Health and Care Professions Council | SOHP401(LO1); DIET411(LO3); DIET511(LO1); DIET510(LO4); DIET608 (LO4), DIET611 (LO4); DIET607 (LO4) |
| 2.3 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); DIET411(LO3); DIET510(LO 4); DIET608(LO4); DIET507(LO4); DIET511(LO1, 2,4,5); DIET606(LO3-5); DIET607 (LO1); DIET410 (LO3-4) |
| 2.4 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); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET507(LO4); DIET511(LO1,2,4-6); DIET606(LO3-5); DIET607(LO1,4); DIET410 (LO3-4) |
| 2.5 know about current legislation applicable to the work of their profession | SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET508 (LO3); |
| 2.6 know about policy, ethical, and research frameworks that underpin, inform, and influence the practice of dietetics | DIET605(LO4); DIET609 (LO4) DIET412 (LO1-2) DIET611 (LO4) |
| 2.7 understand the importance of and be able to obtain informed consent | DIET605(LO4); DIET609 (LO4) DIET511(LO1,2); DIET607 (LO 2, 4); DIET608(LO4); DIET510(LO4); DIET411(LO3) |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 2.8 be able to exercise a professional duty of care | SOHP401(LO1); DIET411(LO3); DIET510 (LO4); DIET608(LO4); DIET507(LO4,5); DIET511(LO1,2,6); DIET606(LO3-5); DIET607 (LO 4); |
| 2.9 understand the ethical and legal implications of withholding and withdrawing feeding including nutrition | SOHP401(LO1); DIET510(LO4); DIET608(LO4); DIET507(LO3); DIET511(LO1,2,3); DIET606(LO3-5); DIET607 (LO 4); |
| 3 be able to maintain fitness to practise | |
| 3.1 understand the need to maintain high standards of personal and professional conduct | SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET507(LO4); DIET511(LO1,6); DIET606(LO5); DIET607 (LO 4); DIET611 (LO4-5) |
| 3.2 understand the importance of maintaining their own health | SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); |
| 3.3 understand both the need to keep skills and knowledge up to date and the importance of career-long learning | SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET507(LO1,2); DIET511(LO1,2,6); DIET606(LO1-2); DIET607 (LO 1, 4); DIET412 (LO1-5); DIET611 (LO4-5) DIET605(LO1,5) DIET609 (LO1-5) |
| 4 be able to practise as an autonomous professional, exercising their own professional judgement | |
| 4.1 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); DIET411(LO3); DIET510(LO 4); DIET607(LO4) ; DIET507(LO1-5); DIET511(LO1-6); DIET606(LO1-5); DIET607 (LO 2, 4); |
| 4.2 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 | DIET510(LO2-4); DIET608(LO 2-4); DIET507(LO1-5); DIET511(LO1-6); DIET606(LO1-5); DIET607 (LO 2,4) |
| 4.3 be able to initiate resolution of problems and be able to exercise personal initiative | DIET510 (LO3,4); DIET608(LO3,4); DIET507(LO1-5); DIET511(LO1-6); DIET606(LO3-5); DIET607 (LO 3); DIET611 (LO4-5) |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
|---|---|
| 4.4 recognise that they are personally responsible for and must be able to justify their decisions | SOHP401(LO1); DIET411(LO3); DIET510 (LO3, 4); DIET608(LO3,4); DIET507(LO1-5); DIET511(LO1-3,6); DIET606(LO3-5); DIET607 (LO1, 2); DIET611 (LO4-5) |
| 4.5 be able to make reasoned decisions to accept or decline requests for intervention | DIET510(LO3, 4); DIET608(LO3,4); DIET507(LO1-5); DIET511(LO1-4); DIET606(LO3-5); DIET607 (LO 1) |
| 4.6 be able to make appropriate referrals and requests for interventions from other services | DIET510(LO1-4); DIET608(LO1-4); DIET507(LO5); DIET511(LO1-4); DIET606(LO3-5); DIET607 (LO 2, 4) |
| 4.7 understand the importance of participation in training, supervision, and mentoring | DIET510(LO4); DIET608(LO4); DIET511(LO1,6); DIET607 (LO4) |
| 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); DIET411(LO3); DIET510(LO2, 3, 4); DIET608(LO2, 3, 4); DIET507(LO1-4); DIET511(LO1-5); DIET606(LO1-5); DIET607 (LO 1, 2,4); DIET412 (LO5, 6); DIET409 (LO1-4); DIET611 (LO1-2) |
| 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); DIET411(LO3); DIET510(LO3); DIET608(LO3); DIET507(LO3); DIET511(LO2-5); DIET606(LO3-5); DIET607 (LO1, 2); DIET412 (LO4,5,6); DIET409 (LO1-4); DIET410(LO1-4); |
| 6 be able to practise in a non-discriminatory manner | |
| 6.1 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); DIET411(LO2); DIET510(LO1, 3,4); DIET608(LO1, 3, 4); DIET507(LO3); DIET511(LO1-6); DIET606(LO3-5); DIET607 (LO1-2); DIET412 (LO3-5); DIET409 (LO1-4); DIET410(LO1-4); |
| 7 understand the importance of and be able to maintain confidentiality | |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 7.1 be aware of the limits of the concept of confidentiality | SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET605(LO4); DIET511(LO1,2); DIET410 (LO3) |
| 7.2 understand the principles of information governance and be aware of the safe and effective use of health and social care information | SOHP401(LO1); DIET510(LO4); DIET608(LO4); DIET511(LO1,2); DIET607 (LO4); DIET605(LO4); DIET609 (LO4) |
| 7.3 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); DIET411(LO3); DIET510(LO3,4); DIET608(LO3,4); |
| 8 be able to communicate effectively | |
| 8.1 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); DIET510(LO1); DIET608(LO1); DIET511(LO2,4,5); DIET607 (LO 1, 2); DIET410(LO2-4); DIET412 (LO3-5); |
| 8.2 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 | Programme Specifications p 13; University web page for the BSc (Hons) Dietetic programme - IELTS 7.0 UCAS collector document |
| 8.3 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); DIET510(LO1,3); DIET608(LO1,3); DIET511(LO1-6); DIET607 (LO1, 2); DIET410(LO2-4); DIET412 (LO3-5) DIET409 (LO2-5); |
| 8.4 be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others | SOHP401(LO1); DIET510(LO1,4); DIET608(LO1,4); DIET511(LO2,4,5); DIET607 (LO 1); DIET410(LO2-4); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 8.5 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); DIET510(LO1); DIET608(LO1); DIET511(LO2,4,5); DIET607 (LO 1); DIET410(LO2-4); DIET412 (LO3-5) |
| 8.6 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); DIET510(LO2,3); DIET608(LO2,3); DIET511(LO2-5); DIET607 (LO 1); DIET410 (LO4) |
| 8.7 understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible | SOHP401(LO1); DIET510(LO1); DIET608(LO1); DIET511(LO2,5); DIET607 (LO 1); DIET410(LO4) |
| 8.8 recognise the need to use interpersonal skills to encourage the active participation of service users | SOHP401(LO1); DIET510(LO1,3,4); DIET608(LO1,3,4); DIET511(LO2,5); DIET410(LO3-4) DIET607(LO1); DIET412 (LO5); |
| 9 be able to work appropriately with others | |
| 9.1 be able to work, where appropriate, in partnership with service users, other professionals, support staff, communities, and others | SOHP401(LO3); DIET510(LO1,3); DIET608(LO1,3); DIET511(LO1,2,5); DIET607 (LO 1); DIET605(LO1-5); DIET611 (LO4-5); |
| 9.2 understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team | SOHP401(LO3); DIET510 (LO3); DIET608(LO3); DIET511(LO1,2); DIET607 (LO 1, 4); DIET611 (LO4-5); |
| 9.3 understand the need to empower and engage individuals, groups, and communities in planning and evaluating interventions to meet their needs and goals | SOHP401(LO3); DIET510(LO3,4); DIET608(LO3,4); DIET511(LO1-6); DIET607 (LO12); DIET412 (LO5); DIET410 (LO2-4); |
| 9.4 be able to contribute effectively to work undertaken as part of a multi-disciplinary team | SOHP401(LO3); DIET510(LO3); DIET608(LO3); DIET511(LO1); DIET507(LO5); DIET606(LO3-5); DIET607 (LO1); DIET412 (LO5); DIET608(LO1-4); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 9.5 be able to empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments | DIET510(LO2,4); DIET608(LO1-3); DIET511(LO1-5); DIET607 (LO1-4); DIET412 (LO3-5); DIET410(LO2-4); |
| 9.6 be able to work with service users to implement changes in interventions in line with new developments | DIET510(LO4); DIET608(LO4) DIET511(1-5); DIET410(LO2-4); |
| 10 be able to maintain records appropriately | |
| 10.1 be able to keep accurate, comprehensive, and comprehensible records in accordance with applicable legislation, protocols, and guidelines | SOHP401(LO1); DIET411(LO1); DIET510(LO2,4); DIET608 (LO2,4); DIET511(LO1,2); |
| 10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols, and guidelines | SOHP401(LO1); DIET411(LO3); DIET510 (LO2,4); DIET608(LO2,4); DIET511(LO1,2); DIET607 (LO2, 4); |
| 11 be able to reflect on and review practice | |
| 11.1 understand the value of reflection on practice and the need to record the outcome of such reflection | SOHP401(1,4) DIET411(LO2); DIET510(LO3); DIET608 (LO3); DIET511(LO6); DIET607 (LO 3); DIET611(LO5) |
| 11.2 recognise the value of multi-disciplinary team review and other methods of review | SOHP401(LO1,3); DIET411(LO2); DIET510(LO3); DIET608(LO3); DIET511(LO1-3); DIET607 (LO 4); DIET507(LO5); DIET606(LO3-5); |
| 12 be able to assure the quality of their practice | |
| 12.1 be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures | SOHP401(LO2); DIET510(LO2-4); DIET608(LO2-4); DIET511(LO1,2); DIET607 (LO4); DIET507(LO1,2); DIET606(LO1); DIET412 (LO 1-3); DIET605(LO1-5); DIET609 (LO1-5); DIET611(LO3); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| <p>12.2 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</p> | <p>SOHP401(LO1); DIET510(LO2,4); DIET608(LO2,4); DIET511(LO1,2); DIET607 (LO 2, 4); DIET507(LO2); DIET606(LO5); DIET412 (LO1-5); DIET605(LO1-5); DIET609 (LO1-5); DIET611 (LO2-5);</p> |
| <p>12.3 be able to gather and share information, including qualitative and quantitative data, that evaluates outcomes</p> | <p>DIET412 (LO1-5); DIET605(LO1,5); DIET511(LO2); DIET609 (LO2-5); DIET611 (LO3);</p> |
| <p>12.4 be aware of, and able to participate in, quality improvement processes to assure the quality of their practice</p> | <p>SOHP401(LO1); DIET510(LO4); DIET608(LO4); DIET511(LO1,2); DIET607 (LO4); DIET412 (LO1-5); DIET605 (LO1-3); DIET609 (LO1-5); DIET611 (LO3);</p> |
| <p>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</p> | <p>SOHP401(LO1); DIET510(LO 3,4,5); DIET608 (LO3,4,5); DIET511(LO2,3); DIET607 (LO2, 4); DIET507(LO2); DIET606(LO5); DIET412 (LO3-5); DEIT605(LO1-3); DIET609 (LO1-5); DIET611 (LO3);</p> |
| <p>13 understand the key concepts of the knowledge base relevant to their profession</p> | |
| <p>13.1 understand the structure and function of the human body, together with knowledge of health, disease, disorder, and dysfunction relevant to their profession</p> | <p>DIET409 (LO3-4); DIET408 (LO1,2); DIET501 (LO2); DIET508 (LO1,4); DIET407 (LO1); DIET501(LO2,3); DIET511(LO2); DIET507(LO1,2); DIET607 (LO4); DIET606(LO2); DIET510 (LO3); DIET608(LO3) DIET509 (LO1,2)</p> |
| <p>13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of interventions and the research process</p> | <p>DIET412 (LO1-5); DIET605 (LO1); DIET609 (LO1-5);</p> |
| <p>13.3 understand the concept of leadership and its application to practice</p> | <p>DIET608 (LO6); DIET511 (LO2); DIET611 (LO1,4,5);</p> |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
|--|--|
| 13.4 recognise the role of other professions in health and social care | SOHP401(LO1,3); DIET411(LO2); DIET510(LO1,3); DIET608(LO1,3); DIET511(LO1,3); DIET607 (LO4); DIET507(LO5); DIET606(LO3-5); DIET412 (LO3,5); DIET605(LO3-5); DIET609 (LO1); DIET611 (LO4,5); |
| 13.5 understand the structure and function of health and social care services in the UK | SOHP401(LO1); DIET510(LO3); DIET608(LO3); DIET511(LO1,2,4); DIET607(LO4); DIET507(LO3); DIET606(LO5); DIET412(LO4,5); DIET611 (LO1,2,5) |
| 13.6 understand the wider determinants of health and wellbeing | SOHP401(LO1); DIET409(LO3) DIET410 (LO 2); DIET501(LO2); DIET510(LO2,3); DIET608(LO2,3); DIET511(LO4,5); DIET607 (LO 4); DIET507(LO3); DIET606(LO3-4); DIET412 (LO1-5); |
| 13.7 understand the theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention, and evaluation | DIET409(LO2,3,5) DIET410(LO1-4); DIET411(LO4); DIET501(LO2) DIET510(LO2); DIET608(LO2); DIET511(LO1-5); DIET607 (LO4); DIET507(LO1-5); DIET606(LO1-5); DIET412 (LO1-5); DIET605(LO1); DIET609 (LO1,3); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
|---|---|
| <p>13.8 understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> – biochemistry – physiology – clinical medicine – clinical dietetics – public health nutrition – epidemiology – genetics – immunology – microbiology – nutritional sciences – pathophysiology – pharmacology | <p>(Specify each module for each bullet point).</p> <p>Biochemistry DIET407, DIET501 (LO1, 2, 3), DIET507 (LO3), DIET606 (LO4, 5), DIET607 (LO2) DIET510, DIET608 (LO2) DIET511 (LO2).</p> <ul style="list-style-type: none"> – physiology DIET408 (LO1,2), DIET501(L02), DIET508 (LO1) – clinical medicine DIET501(LO2,3), DIET507(LO1-2), DIET511(LO2,3); DIET606(LO1-2), DIET607 (LO1-4); DIET608 (LO1-4) DIET510(LO1-4); – clinical dietetics DIET501(LO3) DIET507(LO1-4), DIET511(LO1-6), DIET606(LO1-5); DIET607(LO1-4); DIET608(LO1-4); DIET510(LO1-4); DIET411(LO2,4); – public health nutrition DIET507(LO1-2), DIET412 (LO3-5); DIET511 (L04) – epidemiology DIET412 (LO1-5) – genetics DIET408 – immunology DIET509 – microbiology DIET409(LO1) – nutritional sciences DIET412 (LO5); DIET409(LO1-2); DIET408, (LO1,2); DIET606(LO1,2) – pathophysiology DIET501(LO2); DIET507(LO1-2); DIET606(LO1-2) – pharmacology DIET508, DIET507(LO3), DIET606(LO4), DIET607 (LO2), DIET608(LO3), DIET510(LO3) |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| <p>13.9 understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> – food hygiene – food science – food skills – menu planning – food systems management – the factors that influence food choice | <ul style="list-style-type: none"> - food hygiene DIET411 (Placement A) (LO1) – food science DIET409 (LO1) – food skills DIET411 (LO1); DIET511(LO3) DIET409 (LO5) DIET410 (LO1) – menu planning DIET411 (LO1) DIET511(LO3); DIET607 (L02) – food systems management DIET411 (LO1); DIET511(LO3) – the factors that influence food choice DIET409(LO3) DIET410(LO1); DIET411(LO1), DIET412 (LO3-5) DIET511(LO2,3,4); DIET607(LO2); DIET510 (L03); DIET608(L03); DIET411 (L01,4) |
| <p>13.10 understand the principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results</p> | <p>DIET411(LO1); DIET409 (LO5); DIET511(LO3); DIET412 (LO1,3); DIET609 (LO1);</p> |
| <p>13.11 understand in the context of nutrition and dietetic practice legislation relating to food labelling and health claims</p> | <p>DIET411 (LO1); DIET409(LO4,5); DIET508; DIET412 (LO3,5); DIET511(LO2,3)</p> |
| <p>13.12 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>DIET410(LO1-4); DIET511(LO2,4,5); DIET606(LO3-5); DIET412 (LO3-5); DIET607 (LO1,2); DIET510 (LO1-3); DIET608 (LO1-3);</p> |
| <p>13.13 understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> – sociology – social policy – management of health and social care – public health relevant to the dietetic management of individuals, groups or communities | <ul style="list-style-type: none"> – sociology DIET410(LO1) – social policy DIET409 (L03) – management of health and social care DIET611(LO1,2,4) – public health relevant to the dietetic management of individuals, groups or communities DIET412 (LO3-5) DIET409(LO3); DIET410(LO2) DIET507(LO1-2); DIET511(LO4) |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 13.14 understand the methods commonly used in nutrition research and be able to evaluate research papers critically | DIET412 (LO1-5); DIET605(LO1); DIET609 (LO1,2.5); DIET507(LO2); DIET611 (LO 2,4); DIET606(LO1) |
| 14 be able to draw on appropriate knowledge and skills to inform practice | |
| 14.1 be able to accurately assess nutritional needs of individuals, groups, and populations, in a sensitive and detailed way using appropriate techniques and resources | DIET411(LO1,2,4); DIET510(LO2,3,) DIET608(LO2,3,); DIET511(LO2-6); DIET607(LO1, 2, 3); DIET507(LO1-5); DIET606(LO1-5); DIET412 (LO1-5); DIET605(LO3); DIET508 (LO2); DIET409 (LO2) |
| 14.2 be able to change their practice as needed to take account of new developments or changing contexts | DIET510(LO4,5) ; DIET608(LO4,5); DIET511(LO1-6); DIET607 (LO2, 3, 4); DIET507(LO3); DIET606(LO1); DIET412 (LO3-5); DIET605 (LO2, 4); DIET611 (LO 1,5) |
| 14.3 be able to gather appropriate information | SOHP401(LO2); DIET411(LO4); DIET510(LO2,3); DIET608(LO2,3); DIET511(LO2,3,4,5); DIET607 (LO2); DIET507(LO3); DIET606(LO5); DIET412 (LO1,3,4,5); DIET605(LO2,4); DIET609 (LO1); DIET611 (LO 2,4); DIET410 (LO2) |
| 14.4 be able to select and use appropriate assessment techniques | SOHP401(LO2); DIET411(LO1); DIET510(LO2, 3,); DIET608(LO 2,3,); DIET511(LO2-5); DIET607 (LO 2,4); DIET507(LO1-5); DIET606(LO1,2,5); DIET412 (LO1,3,4,5); DIET605(LO2,4); DIET609 (LO1) DIET611 (LO 3) |
| 14.5 be able to undertake or arrange investigations as appropriate | DIET510(LO3); DIET608(LO3); DIET605(LO2,4); DIET609(LO1); DIET611 (LO 3) |
| 14.6 be able to analyse and critically evaluate the information collected in order to identify nutritional needs and develop a diagnosis | DIET510(LO2); DIET608(LO2); DIET511(LO2,3,4,5); DIET607 (LO 2, 4); DIET507(LO2); DIET606(LO1-5); DIET501; DIET407 (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 | DIET412 (LO5); DIET410(LO4) DIET510(LO2); DIET608(LO2); DIET511(LO2-5); DIET607 (LO2, 4); DIET606(LO5); DIET(LO1-5); DIET407 (LO1,4); DIET501(LO1-4); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 14.8 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, interventions, or other actions safely and effectively | DIET510(LO2, 3,); DIET608 (LO2, 3,); DIET511(LO2-5); DIET607 (LO2,4); DIET507(1-5); DIET606(LO1-5); DIET407 (LO1,4); DIET501(LO1-4); |
| 14.9 be able to monitor the progress of nutrition and dietetic interventions using appropriate information, techniques, and measures | DIET412 (LO5); DIET510(LO2); DIET608(LO2); DIET511(LO2-6); DIET607 (LO2,3,4); DIET507(LO2); DIET606(LO5); DIET407 (LO1,4); DIET501(LO1-4); |
| 14.10 be able to critically evaluate the information gained in monitoring to review and revise the intervention | DIET510(LO2); DIET608(LO 2); DIET511(LO2-6); DIET607(LO2, 3,4); DIET606(LO1-5); |
| 14.11 be able to use nutritional analysis programs to analyse food intake, records, and recipes and interpret the results | DIET411(LO1); DIET409 (LO5); DIET412; DIET510(LO2); DIET608(LO2); DIET511(LO2,3); DIET607 (LO2) |
| 14.12 be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions | DIET412 (LO2); DIET609(LO1,2,3,5); DIET510(LO2,3); DIET608 (LO2,3) DIET511(LO2-6); DIET607 (LO 3, 4); DIET501; DIET606(LO1-5); DIET507(LO1-5); DIET611(LO1,2,3) |
| 14.13 recognise the value of research to the critical evaluation of practice | SOHP401(LO2); DIET412 (LO2); DIET507(LO2); DIET511 (LO2); DIET606(LO1); DIET605(LO2,3); DIET609 (LO1,2,3,4) DIET611 (LO2,3,4) |
| 14.14 be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice | DIET412 (LO1-5); DIET605(LO1-3); DIET609 (LO1,2,3,4) |
| 14.15 be aware of a range of research methodologies and be able to critically evaluate research in order to inform practice | DIET412 (LO1-5); DIET605(LO1-3); DIET609 (LO1,2,3,4); DIET611 (LO2,3,4); |
| 14.16 be able to use information and communication technologies appropriate to their practice | SOHP401(LO1); DIET411(LO2); DIET511(LO2,5) DIET510(LO1); DIET608(LO1); DIET607(LO1); DIET611 (LO5-6); |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| 14.17 be able to choose the most appropriate strategy to influence nutritional behaviour and choice | DIET409(LO2,3); DIET410(LO1-4) DIET607 (LO 1-3); DIET511(LO2,3,4,5); DIET510(LO3); DIET608(LO3); DIET412 (LO1-5); |
| 14.18 be able to undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice | DIET607 (LO1, 3, 4); DIET511(LO2-5); DIET510(LO2,3); DIET608 (LO2,3); DIET412 (LO1-5) |
| 14.19 be able to advise on safe procedures for food preparation and handling, and any effect on nutritional quality | DIET411(LO1); DIET409 (LO5) DIET511(LO2,3) |
| 14.20 be able to advise on the effect of food processing on nutritional quality | DIET411(LO1); DIET409(LO1). |
| 14.21 be able to advise on menu planning, taking account of food preparation and processing, nutritional standards, and requirements of service users | DIET411(LO1); DIET510(LO3); DIET608(LO3) DIET511 (LO3); DIET607(LO2) |
| 14.22 be able to interpret nutritional information including food labels which may have nutritional or clinical implications | DIET411(LO1); DIET409 (LO1); DIET510(LO3); DIET608(LO3); DIET511 (LO3); DIET508; DIET607 (LO2) |
| 15 understand the need to establish and maintain a safe practice environment | |
| 15.1 understand the need to maintain the safety of both service users and those involved in their care | SOHP401(LO1); DIET411(LO3); DIET510 (LO4); DIET608(LO4); DIET605 (LO4); DIET511(LO-6); DIET607(LO4); DIET609 (LO4) |
| 15.2 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); DIET411 (LO3); DIET510(LO4); DIET608(LO4); DIET511 (LO3) DIET609 (LO4) |

| Standard of proficiency | Where can evidence relating to the delivery and assessment of each standard be found in the accompanying documentation? (e.g. Module descriptor AB1234, Learning outcome XXXX) |
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| <p>15.3 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</p> | <p>SOHP401(LO1); DIET411(LO3); DIET510(LO4); DIET608(LO4); DIET605(LO4); DIET609(LO4)</p> |
| <p>15.4 be able to select appropriate personal protective equipment and use it correctly</p> | <p>SOHP401(LO1); DIET411(LO3); DIET511(LO2,3); DIET510(LO3); DIET608(LO3); DIET609(LO4)</p> |
| <p>15.5 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</p> | <p>SOHP401(LO1); DIET411(LO3); DIET511(LO3); DIET510(LO3) ; DIET608(LO3); DIET605(LO4); DIET609 (LO4)</p> |

17. Appendix 5: Mapping of BSc (Hons) Dietetic programme against standards of education and training (SETs) map (2017)

| 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? |
|--|-----------------------------------|--|---|
| 1. Level of qualification for entry to the Register | | | |
| <p>1.1 The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> dietitians. | Documents approved November 2016 | Course documentation states the full award of BSc Hons Dietetics allows graduates to apply for eligibility to register with HCPC | Programme specification section 11 Programme Handbook section 1.1 and 2.2 Approval document section 4 |
| 2. Programme admissions | | | |
| <p>2.1 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> | Documents approved November 2016. | In addition to prospectus and website information open days and applicant days provide information to enable applicants to make an informed choice | Programme specification section 9 Programme website https://www.plymouth.ac.uk/courses/undergraduate/bsc-dietetics |
| <p>2.2 The selection and entry criteria must include appropriate academic and professional entry standards.</p> | Documents approved November 2016 | UCAS tariff: 112-128 to include Biology and 2nd Science, preferably Chemistry but will consider Mathematics, Physics, Psychology, Sociology, | Programme specification section 9 Programme website https://www.plymouth.ac.uk/courses/undergraduate/bsc-dietetics |

| | | | |
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| | | Geography, Geology and Environmental science. Excludes General Studies. All applicants must have at least 5 GCSE (or equivalent) at Grade C /4 or above and must include English, Maths and a Science | |
| 2.3 The admissions process must ensure that applicants have a good command of English. | Documents approved November 2016 | Where English is a second language applicants need an IELTS score of 7 or above (minimum 6.5 in all elements) | Programme specification section 9 Programme website https://www.plymouth.ac.uk/courses/undergraduate/bsc-dietetics |
| 2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks. | Documents approved November 2016 | All places on the programme are initially provisional until CRB (DBS) checks have been completed. | Programme specification section 9 |
| 2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements. | Documents approved November 2016 | University will only enrol students who pass selection criteria this includes satisfactory occupational health clearance. Any queries are taken to the Professional Issues Committee of the Faculty where a final decision is made | Programme specification section 9 |
| 2.6 There must be an appropriate and effective process for assessing applicants' prior learning and | Documents approved November 2016 | The University has an admissions procedure that includes assessing applicants prior knowledge | Programme specification section 9 |

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| experience. | | and requires evidence of this before enrolment. Clear APEL / APCL statements are made in the documentation and adhered to by the University APEL Department. | |
| 2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored. | Documents approved November 2016 | University Equality and Diversity policies are referenced in the documentation and monitored by the University admissions department and the dietetic admissions team. | Operational specification section 6.3 Programme handbook section 4.17 |
| 3. Programme governance, management and leadership | | | |
| 3.1 The programme must be sustainable and fit for purpose. | Documents approved November 2016 | The aims of the programme are designed to offer a challenging and rewarding experience that prepares them for working in the world of health and social care and pursuing further research or study | Programme specification section 8 Programme handbook section 3.1 |
| 3.2 The programme must be effectively managed. | Documents approved November 2016 | Programme management forms part of a robust management structure as part of the School of Health Professions. | Approval document section 10 Staff curriculum vitae operational specification section 1 |
| 3.3 The education provider must | Documents approved | Programme management | operational specification section 1 |

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| <p>ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.</p> | <p>November 2016 Additional clarification provided to HCPC in January 2020 and approved by HCPC</p> | <p>forms part of a robust management structure as part of the School of Health Professions.</p> | <p>approval document section 10 staff curriculum vitae Dr Tracey Parkin As reported in Annual Monitoring form submitted 29th January 2020 to HCPC - CAS-15188-C0S2Q0 (approved 29th May 2020)</p> |
| <p>3.4 The programme must have regular and effective monitoring and evaluation systems in place.</p> | <p>Documents approved November 2016</p> | <p>Each programme in the University holds an Annual Programme Monitoring Committee that produces an Action Plan for the programme team. The team also provides monitoring information to HCPC and BDA. Students complete annual feedback questionnaires and external examiners actively contribute to all programme monitoring and evaluation systems.</p> | <p>Operational Specification section 1 Programme handbook section 4.18</p> |
| <p>3.5 There must be regular and effective collaboration between the education provider and practice education providers.</p> | <p>Documents approved November 2016</p> | <p>The dietetic team have regular stakeholder meetings with placement providers these have ensured an effective and collaborative relationship between the practice educators and the dietetic team at the University. The practice placement team provide</p> | <p>Operational specification section 1, section 4.1 Approval document section 3.2.4 Programme handbook section 3.6.2</p> |

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| | | <p>regular training sessions using a blended approach (face to face and online) and the programme lead meets regularly with dietetic managers and stakeholders. The feedback from practice educators and managers is used to develop and tweak the programme to ensure it meets practice demands. In addition, an open learning dle link is provided to all practice based educators to ensure access to latest training, resources and support.</p> | |
| <p>3.6 There must be an effective process in place to ensure the availability and capability of practice-based learning for all learners.</p> | <p>Documents approved November 2016</p> | <p>The dietetic practice placement team continue to develop new placements that reflects changing practice, this is supported by the school wide lead for placements. Placement offers are managed by the placement team to ensure capacity. Placement capacity is a regular item for discussion at the stakeholder meetings held with placement providers. Normally held twice a year currently every 3 months</p> | <p>Programme handbook section 3.6.2 Placement handbook section 3</p> |

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| | | online due to Covid-19. | |
| 3.7 Service users and carers must be involved in the programme. | Documents approved November 2016 | The Dietetic team are represented on a school wide Service User forum where service user's feedback on curriculum development is sought. Service users and carers have been included in module teaching. In addition, service users are used in the OSCE exam as well as supporting online placement activities. | Approval document section 5.1.4, Programme handbook section p44 |
| 3.8 Learners must be involved in the programme. | Documents approved November 2016 | Learners are involved in the programme, in a variety of ways including seeking feedback. | Year representatives, a peer assisted learning scheme, regular student/staff liaison meetings and an active Nutrition Society. Operational specifications p 10, section 7 Programme Handbook section 5 Approval document section 3.2 |
| 3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. | Documents approved November 2016 | We continue to employ the equivalent of 6.0 FTE Registered Dietitians on our Programme Team. | Operational specification section 1 Programme handbook section 1.5 Approval document section 8.1, 10 |
| 3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise. | Documents approved November 2016 | The programme has been designed with modules led and taught by staff with appropriate expert | Operational specification section 1 Programme handbook section 1.5 and approval document section 8.1, 10 |

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| | | professional knowledge. | Staff curriculum vitae |
| 3.11 An effective programme must be in place to ensure the continuing professional and academic development of educators, appropriate to their role in the programme. | Documents approved November 2016 | The University continues to support research, scholarship and professional development activities - these include research, professional liaison and collaboration both in the UK and overseas. | Approval document section 7, 8 Staff curriculum vitae |
| 3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators. | Documents approved November 2016 | Resources both in the University setting and on placement are highlighted to all students and staff so that they can be effectively used. A wide range of resources are available both at PAHC and on the main campus at Drake Circus. Students are directed to appropriate online learning resources by module teams, including the DLE/Moodle system. | Approval document section 8 Programme handbook page 8, section 3.6, Operational specification section 6 |
| 3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings. | Documents approved November 2016 | There is a well-established personal tutoring system in place which is well supported by the wider University resources. Personal tutors will direct the students to the appropriate resources/support, this may | Programme handbook page8, section 3.63 and section 4. Operational specification section 1 and 6 Placement handbook section 11 |

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| | | include University support services including Counselling, Chaplaincy, Finance and Student Union where necessary. | |
| 3.14 The programme must implement and monitor equality and diversity policies in relation to learners. | Documents approved November 2016 | Provision within programme takes into consideration equality and diversity with additional adjustments agreed with students. Disability assist advises were necessary. Staff mandatory training includes equality and diversity, regular review of programme content and delivery is undertaken to consider this | Operational specification section 6.4 Programme handbook disclaimer |
| 3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints. | Documents approved November 2016 | Student feedback is sought throughout the programme, each level has student representatives who feedback to year leads and the programme leads, attend student/staff liaison meetings and they are also invited to programme committee meetings. The university has a formal complaints process and a well developed processes to address student | Operation specification section 1.2.2 Approval document section 4 Programme handbook page 8 provides links to the University of Plymouth Assessment Regulations, Complaints, Appeals, Examination and Assessment Offences, Regulations on late coursework, Extenuating Circumstances and Repeat with Attendance – section 4.6 |

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| | | <p>complaints, dependant on the nature of the complaint:</p> <p>Assessment/exam board issue (appeal process)</p> <p>Teaching and learning – via student-staff meetings; module evaluation reports</p> <p>Resources and facilities – via site meeting and student-staff meetings</p> <p>Misc – via personal tutor for guidance in first instance</p> | |
| <p>3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners’ conduct, character and health.</p> | <p>Documents approved November 2016</p> | <p>Professional suitability will continue to be dealt with through the Personal tutor system and the University Disciplinary Procedures and Fitness to Practice Procedure. Students will be made aware of the professional expectations of their conduct at induction and through the programme informed by BDA and HCPC Standards.</p> | <p>Approval document Section 4</p> <p>Programme handbook Section 1.3 section 4.9</p> <p>Placement handbook p18, 22. section10</p> <p>Programme specification section 8</p> |
| <p>3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and welfare of service users.</p> | <p>Documents approved November 2016</p> | <p>Before placement all students have preparation sessions which includes highlighting the procedure to follow if they have concerns about a service user.</p> | <p>University policy in place – placement incidents and concerns policy</p> <p>Placement handbook section 10</p> |

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| <p>3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</p> | <p>Documents approved November 2016</p> | <p>This fact is stated throughout the documentation and is part of the reference that they receive from the University. Also stated in open days, interview days and applicant days to prospective students.</p> | <p>Programme specification – front page and page 3 Programme handbook section 1.1</p> |
| <p>4. Programme design and delivery</p> | | | |
| <p>4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.</p> | <p>Documents approved November 2016</p> | <p>The programme has been carefully designed to ensure that graduates will successfully meet the HCPC standards of proficiency for Dietitian</p> | <p>Module records (DMR) booklet Programme handbook section 3.2 and 3.5 Programme specification appendix 4 Placement handbook section 4</p> |
| <p>4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p> | <p>Documents approved November 2016 updated</p> | <p>The HCPC standards of conduct, performance and ethics are embedded within the curriculum design, they are introduced in Year 1 during SOHP401 and for placement preparation with DIET411. They are reinforced in year 2 in DIET511 and prior to placement B: DIET510. They are also addressed in clinical practice modules in year 3.</p> <p>The Standards will continue to be used as part of the</p> | <p>Module Records (DMR) booklet- particularly SOHP401, DIET411, DIET511, DIET507, DIET510, DIET606, DIET607, DIET608, DIET611</p> <p>Programme handbook section 3.2 programme specification section 8 Placement handbook appendix 3 and 8</p> |

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| | | University professional suitability process and procedures | |
| 4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance. | Documents approved November 2016 updated- these have been updated to include the 2020 BDA curriculum framework guidance for pre-registration education and training for dietitians | <p>The programme has been mapped against HCPC - Standards of Proficiency (2013) and HCPC - Standards of Education and Training (2018), HCPC - Standards of Conduct, Performance and Ethics (2016)</p> <p>And other relevant professional standards</p> <p>British Dietetic Association (BDA) - A Curriculum Framework for the pre-registration education and training of dietitians 2020.</p> <p>Quality Assurance Agency (QAA) - Benchmark statement: Health care programmes - Dietetics (2019)</p> <p>Knowledge and Skills Framework</p> <p>SEEC Level descriptors (2016)</p> | <p>Programme specifications section 6 and appendices</p> <p>Programme handbook section 3</p> |
| 4.4 The curriculum must remain | Documents approved | The themed spiral curriculum | Approval Document section 1, 2, 3 and staff curriculum |

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| <p>relevant to current practice.</p> | <p>November 2016 updated</p> | <p>design is key to the effective delivery of the programme-ensuring core principles are embedded and revisited allowing flexibility around content delivery to ensure the curriculum remains relevant and current. Please see updated documentation</p> | <p>vitae Programme Handbook section 3.2 Module records (DMR's) Placement handbook appendix 3 and 8</p> |
| <p>4.5 Integration of theory and practice must be central to the programme.</p> | <p>Documents approved November 2016 updated</p> | <p>The themed curriculum design, which encourages problem solving and critical skills early on in the curriculum to support the development of autonomous practitioners, is carried forward. This is an area regularly commended by external examiners as a key strength of the programme design</p> | <p>Approval documentation section 5 Programme handbook section 3.4, 3.5. Programme specification section 6, 7, 8</p> |
| <p>4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.</p> | <p>Documents approved November 2016 updated</p> | <p>The programme uses a range of learning and teaching methods to ensure the effective delivery of the learning outcomes. These include lectures, seminars, workshops, tutorials, cased based learning, and there is an increase in the use of technology to deliver</p> | <p>Operational specification section 2 Approval document section 5 Programme handbook section 3.5 Module records DMR's)</p> |

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| | | teaching including recorded lectures and webinars, online sessions and virtual activities. | |
| 4.7 The delivery of the programme must support and develop autonomous and reflective thinking. | Documents approved November 2016 updated | The programme aims to encourage reflective thinking from the outset. There is a graded emphasis on autonomy as students' progress through the programme, this is reflected in the learning objectives and delivery of learning. | Approval document section 5 Programme handbook section 3.4 Module records Operational specification section 2.1 Placement handbook appendix 3 and 8 |
| 4.8 The delivery of the programme must support and develop evidence-based practice. | Documents approved November 2016 updated | Evidence-based practice underpins all teaching and learning delivery of the programme. This is embedded into the programme from level 4 where students are introduced to the concepts and practice in DIET412. This is followed in level 5 and level 6 during case based learning DIET507, DIET606 and in practical dietetic modules DIET511, DIET607 and when they undertake a small evidence-based practice research project (DIET605, DIET609) as well | Approval document section 5 Programme handbook section 3 Module records (DMR's) particularly DIET412, DIET511, DIET507, DIET607, DIET606, DIET611, DIET605, DIET609 and section 3.2 Operational specification section 2.1 |

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| | | as the Leadership Roles for Sustainability module DIET611. Reading lists and resources are updated by the module teams each year to ensure that students are made aware of the most up to date evidence | |
| 4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions. | Documents approved November 2016 updated | Inter professional learning opportunities have been built into the programme to further develop the opportunities for students to learn with and from each other. There are interprofessional learning modules and specific interprofessional learning activities in year 1, SOHP401, DIET411, year 2, DIET511, DIET510, year DIET605, DIET607, DIET608, DIET611. | Programme specification section 6 programme handbook section 3 and 5 module records (DMR's)DMRs |
| 4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners. | Documents approved November 2016 updated | Ensuring learners gain informed consent from service users is discussed in both interprofessional modules and profession specific modules. This is emphasised in sessions preparing students for placement and is listed as a | covered in dietetic practical modules and research modules DIET605, DIET609, DIET412, DIET507, DIET511, DIET606, DIET607, DIET411, DIET510, DIET608, SOHP401 |

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| | | competency on all levels. Students also sign a consent form at the start of the programme agreeing to take part in practicals and role-play activities. | |
| 4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place. | Documents approved November 2016 updated | Learners are informed that their attendance will be monitored for all teaching sessions and that an 80% (or above) attendance is expected to ensure they are safe to go out on placement. This is monitored through the University S4 system. | Programme handbook section 4.1 |
| 5 Practice-based learning | | | |
| 5.1 Practice-based learning must be integral to the programme. | Documents approved November 2016 updated | Learner will complete 3 placements within the programme – one at each level of study – students will be placed within a range of settings usually within the South West of England this covers (Cornwall, Devon, Somerset, Avon, Gloucester, Wiltshire and Dorset) Placements are integrated into the modular design of the programme | Approval document section 5 Programme specification section 7 Operational specification section 4 |
| 5.2 The structure, duration and | Documents approved | The 3 placements are graded | Operational specification section 4. |

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| <p>range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.</p> | <p>November 2016 updated</p> | <p>with increasing complexity as reflected in the practice based learning outcomes for placement. Ensuring increased autonomy and that students gain opportunities to demonstrate practice based competencies for each level of placement.</p> | <p>Programme specification section 7 Approval document section 5 Programme handbook section 3.4 Placement handbook appendix 7 and 8</p> |
| <p>5.3 The education provider must maintain a thorough and efficient system for approving and ensuring the quality of practice-based learning.</p> | <p>Documents approved November 2016 updated</p> | <p>All new placements continue to receive a setup visit from the dietetic team, half way placement contact for students and educators (either face to face, telephone, ZOOM or Microsoft teams). Students evaluate placements at the end of their placement. All placements are subject to Faculty HHS Workplace agreement and audit on biannual basis.</p> | <p>Placement handbook section 8 Approval document section 5 Programme handbook section 3.6.1, 3.6.2</p> |
| <p>5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.</p> | <p>Documents approved November 2016 updated</p> | <p>The Dietetic Practice Placement Lead and team will continue to support students on practice placements. The dietetic Team visit placements and maintain virtual contact during covid in order to</p> | <p>Approval document section 5 Operational specification section 4 Programme handbook section 3.7.2 Placement handbook section 9 and 16</p> |

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| | | maintain and develop supportive relationships with practice colleagues and students. All placements have workplace agreements and biannual audits. | |
| 5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning. | Documents approved November 2016 updated | The dietetic placement team and the school placement lead monitor this. The dietetic placement as part of their responsibilities meet with placement colleagues to support the development of qualified and experienced educators. This has taken on a blended approach since Covid-19 which practice educators have welcomed | Approval document page 17 Programme specification section 4 Placement handbook section 8 |
| 5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate must be on the relevant part of the Register. | Documents approved November 2016 updated | All placements are made aware of the need for staff with relevant knowledge, skills and experience at the practice placement setting and support placement staff to this end. The dietetic Team maintain strong links with placement providers through regular stakeholder meetings. Clinical supervisory skills training is offered across the South | Programme handbook section 3.6.2 Placement handbook section 8 |

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| | | <p>West to all placement providers for new staff and as a refresher. In addition, smaller bespoke updating and CPD events negotiated with Trusts are provided. Named placement educators are HCPC registered as Dietitians.</p> | |
| <p>5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.</p> | <p>Documents approved November 2016 updated</p> | <p>All placement educators continue to be offered a wide range of training according to their learning needs including basic supervisory skills training and bespoke training. Training, resources, paperwork and support is also available through an online moodle site including discussion forums where ideas can be exchanged.</p> | <p>Programme handbook section 3.6.2 Online web site for practice educators</p> |
| <p>5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.</p> | <p>Documents approved November 2016 updated</p> | <p>Learners are prepared for placement through designated teaching time and professional studies modules. All students are required to meet mandatory training standards each year in areas such as basic life support and meet the CRB (DBS) Enhanced and health</p> | <p>Programme handbook section 3.6.2 Online web site for practice educators Placement handbook</p> |

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| | | <p>requirements expected of them. Students are supplied with a placement handbook to outline these expectations and procedures that manage difficulties. Placement providers and Placement educators are provided with the placement handbook and University support to ensure all expectations are met. Placement educators courses and updates discuss these requirements.</p> <p>Electronic copies of all documents are available</p> | |
| 6 Assessment | | | |
| <p>6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.</p> | <p>Documents approved November 2016 update</p> | <p>The assessment strategy for this programme has been very carefully designed to reflect the standards of proficiency required by HCPC for registered dietitians.</p> | <p>Approval document section 5 Programme specification section 14 Operational specification section 2.2 Programme handbook section 3.5 Placement handbook section 4</p> |
| <p>6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including</p> | <p>Documents approved November 2016 updated (additional evidence provided 29 January 2020 Case reference CAS-15188-</p> | <p>Throughout the programme there are assessments at every level that ensure that learners are able to meet professional standards.</p> | <p>Programme specification section 10 Programme handbook section 1.2, 1.3, 4.4 Approval document section 4</p> |

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| the standards of conduct, performance and ethics. | COS2Q00 approved in May 2020) | These include achievement of all practice-based competencies in placement modules DIET411, DIET510, DIET608. Interprofessional modules, in particular, SOHP401 as well as practice modules DIET507, DIET511, DIET606, DIET607 | Placement handbook appendix 3 and 8 Module records (DMR's) |
| 6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement. | Documents approved November 2016 updated | The school assessment policy, which is an extension of the University policy ensures all assessments are fair and reliable. This process includes, blind marking of written assessment, calibration, first and second marking, internal moderation and external moderation. | Approval document section 5 Operational specification section 2.2 |
| 6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme. | Documents approved November 2016 updated | The assessment regulations have been clearly designed to identify the programme progression and achievement requirements. This is an area that has been commended by external examiners | Programme specification section 10 Approval document section 5.2. Programme handbook appendix 4 |
| 6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes. | Documents approved November 2016 updated | The assessments have been constructively aligned to meet the learning outcomes of the modules. This will be monitored by the External | Programme handbook section 3.5 Programme specification section 14 Approval document section 5.2 |

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| | | Examiners, Quality Assurance mechanisms including the Annual APM. | Operational specification section 2.2. |
| 6.6 There must be an effective process in place for learners to make academic appeals. | Documents approved November 2016 updated | University of Plymouth assessment regulations clearly specify the procedure for the right of appeal for students. | Programme handbook section 1.2 Approval document section 4 PU website https://www.plymouth.ac.uk/student-life/your-studies/essential-information/complaints-appeals-and-conduct |
| 6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and, unless other arrangements are appropriate, on the relevant part of the Register. | Documents approved November 2016 updated | This programme has two external examiners (a dietitian and a nutrition scientist) who are experienced academics and professionals who review our assessment tasks, processes, marking and examination. | Programme handbook page 41 |

18. Appendix 6: Mapping of QAA Subject benchmark statements (2019)

Health care programmes: Dietetics

Dietitians are the only statutorily regulated health professionals who assess, diagnose and treat dietary and nutritional problems at an individual and wider public-health level. The study of dietetics involves an applied approach to the understanding of Human Nutrition, Food Studies and the Lifecycle and the prevention and management of disease through dietetic intervention. Graduate dietitians possess expertise in the nutritional management of health and disease with the ability to assess, diagnose and treat accordingly. UK dietitians have the capability to apply scientific nutritional knowledge in order to provide nutrition and dietetic diagnoses in public health and clinical practice. Following the *Model and Process for Nutrition and Dietetic Practice*, they have the advanced communication skills (including behaviour change and motivational interviewing techniques) to translate diagnoses into practical, achievable goals, working with service users to support them in achieving their health-related aspirations.

| Defining principles | |
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| Graduates of courses covered by this Statement are able to: | |
| Assess, diagnose, intervene and evaluate information in order to apply the science of nutrition to the feeding and education of groups of people and individuals in health and disease | DIET409 Hum Nutrition, Food Studies and the Lifecycle DIET412 Nutritional Epidemiology and Public Health Nutrition DIET501 Pathophysiology DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET510 Placement B DIET608 Placement C |
| Take an integrated and evidence-based view of dietetics and communicate this effectively with an inter-disciplinary perspective | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Understand the composition of food, the nature of nutrients and their metabolism in the body | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET507 Dietetics1 DIET606 Dietetics 2 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology |

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| Understand the nutritional requirements of people through the lifecycle | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET501 Pathophysiology</p> <p>DIET508 Metabolism and Pharmacology</p> <p>DIET509 Metabolism and Immunology</p> <p>DIET507 Dietetics 1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET606 Dietetics 2</p> <p>DIET607 Dietetics in Practice 2</p> |
| Understand the dietary effects of foods on health and the ways that food can be used to treat disease and promote health in individuals and groups | <p>DIET409 Human Nutrition, Food Studies and the Lifecycle</p> <p>DIET412 Nutritional Epidemiology Public Health Nutrition</p> <p>DIET507 Dietetics1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET606 Dietetics 2</p> <p>DIET607 Dietetics in Practice 2</p> |
| Work with patients and service users within clinical settings such the National Health Service and other providers, across the public, private and third sectors, and within industry, research and academia | <p>DIET411 Placement A</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> |
| Use dietary manipulation and food to treat disease and optimise health | <p>DIET507 Dietetics1</p> <p>DIET511 Dietetics in Practice 1</p> <p>DIET606 Dietetics 2</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> |
| Work at population level in health promotion and in public health nutrition to undertake a role in the individualised therapeutic application of nutritional science. | <p>DIET412 Nutritional Epidemiology and Public Health Nutrition</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET411 Placement A</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> |
| Elicit information from individual clients about dietary intake, and interpret, translate and critically evaluate information on nutritional requirements and research from the various disciplines in order to produce practical advice on food intake and advisory | <p>DIET511 Dietetics in Practice 1</p> <p>DIET607 Dietetics in Practice 2</p> <p>DIET411 Placement A</p> <p>DIET510 Placement B</p> <p>DIET608 Placement C</p> |

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| resources | |
| Work professionally within the complex frameworks of accountability and ethical and legal boundaries within the workplace, be that the health service, private practice, industry, local government, third sector, education or research | SOHP401 Preparation for Practice DIET411 Placement A DIET510 Placement B DIET608 Placement C DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability |
| Nature and extent of dietetics | |
| Graduates of courses covered by this Statement are able to: | |
| Possess expertise in the nutritional management of health and disease with the ability to assess, diagnose and treat accordingly | DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET510 Placement B DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET608 Placement C |
| To apply scientific nutritional knowledge in order to provide nutrition and dietetic diagnoses in public health and clinical practice | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Have the advanced communication skills (including behaviour change and motivational interviewing techniques) to translate diagnoses into practical, achievable goals, working with service users to support them in achieving their health-related aspirations | DIET410 Psychosocial Aspects of Patient Centred Care DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET510 Placement B DIET608 Placement C |
| Integrate the knowledge base of various key subjects to further their understanding of health maintenance, disease prevention, and the development of a dietetic diagnosis, monitoring and therapy of human disease, as well as developments in nutritional research | DIET407 Nutritional Biochemistry DIET408 Physiology & Genetics DIET412 Nutritional Epidemiology and Public Health Nutrition DIET501 Pathophysiology DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET605 Project Design |

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| | DIET609 Dissertation DIET410 Psychosocial Aspects of Patient Centred Care |
| Have an appreciation of the importance of research and knowledge of research design and the appropriate use of statistical analyses to enable integration of research within clinical practice | DIET605 Project Design DIET609 Dissertation |
| Undertake appropriate practice-based learning throughout the course. | DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Undertake an independent research project, including an understanding of research methods and design, research governance and ethics. | DIET605 Project Design DIET609 Dissertation |
| Graduate and key transferable skills Intellectual and professional skills Graduates of courses covered by this Statement are able to: | |
| Synthesise a reasoned argument from integration of a range of diverse evidence-based information, recognising and applying relevant theories, paradigms, concepts or principles | DIET412 Nutritional Epidemiology Public Health Nutrition DIET410 Psychosocial Aspects of Patient Centred Care DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 |
| Recognise and apply a moral and ethical approach, working within their scope of practice and seeking ongoing personal and strategic improvement within a quality-assured framework | SOHP401 Preparation for Practice DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability DIET410 Psychosocial Aspects of Patient Centred Care DIET510 Placement B DIET608 Placement C |
| Recognise the importance of leadership and self-management skills, demonstrating flexibility of approach towards work and lifelong learning | SOHP401 Preparation for Practice DIET611 Leadership Roles for Sustainability DIET510 Placement B DIET608 Placement C |
| Understand the importance of establishing a safe working environment and apply procedures to facilitate this | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET510 Placement B DIET608 Placement C |
| Understand and apply theories of reflection, including the provision and acceptance of constructive feedback in | SOHP401 Preparation for Practice DIET511 Dietetics in Practice 1 |

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| order to improve their professional practice | DIET607 Dietetics in Practice 2 DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Understand and apply digital literacy skills (including record keeping, telehealth, social media and so on) across dietetic practice and within research activity. | DIET511 Dietetics in Practice 1 DIET605 Project Design DIET609 Dissertation DIET611 Leadership Roles for Sustainability DIET510 Placement B DIET608 Placement C |
| Communication and interpersonal skills | |
| Graduates of courses covered by this Statement are able to: | |
| Use a range of techniques and technologies to communicate information to a variety of audiences and to facilitate learning | DIET410 Psychosocial Aspects of Patient Centred Care DIET412 Nutritional Epidemiology and Public Health Nutrition DIET511 Dietetics in Practice 1 DIET510 Placement B DIET608 Placement C |
| Negotiating and influencing skills to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team, recognising and respecting the views and opinions of others. | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability DIET411 Placement A DIET510 Placement B DIET608 Placement C DIET410 Psychosocial Aspects of Patient Centred Care |
| Research and investigation skills | |
| Graduates of courses covered by this Statement are able to: | |
| Critically evaluate information, interpreting methodology and experimental data, and make judgements about the strength of the evidence | DIET412 Epidemiology Public Health Nutrition DIET605 Project Design DIET609 Dissertation |
| Prepare, process, interpret, present and reference data, using appropriate qualitative and quantitative techniques while understanding and avoiding plagiarism. | DIET605 Project Design DIET609 Dissertation |
| Core dietetic knowledge, understanding and skills | |
| Approaches to study and forms of subject knowledge common to all dietetic degree courses include the following. | |

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| Immunology and microbiology | DIET509 Metabolism and Immunology |
| Genetics | DIET408 Physiology and Genetics DIET501 Pathophysiology |
| Food science, food skills and food systems management | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability |
| Psychology as applied to health and illness behaviours | DIET410 Psychosocial Aspects of Patient Centred Care DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Sociology and the effect on skills and choices relating to health and illness behaviours | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET412 Epidemiology Public Health Nutrition DIET410 Psychosocial Aspects of Patient Centred Care DIET507 Dietetics1 DIET606 Dietetics 2 |
| Structure and function of the health service, health inequalities, social and health policy, public health, and public health nutrition | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET412 Epidemiology Public Health Nutrition DIET410 Psychosocial Aspects of Patient Centred Care DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability |
| The use of technology in relation to dietetic practice. | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET609 Dissertation DIET611 Leadership Roles for Sustainability |
| Critical, integrated and applied knowledge and understanding of: | |
| Physiology and biochemistry | DIET407 Nutritional Biochemistry DIET408 Physiology & Genetics |

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| | DIET501 Pathophysiology |
| Clinical medicine, disease processes and pharmacology with respect to dietetic and nutrition interventions | DIET501 Pathophysiology DIET508 Metabolism and Pharmacology |
| Theories, concepts and principles of research and evidence-informed practice | SOHP401 Preparation for Practice DIET412 Nutritional Epidemiology and Public Health Nutrition DIET605 Project Design DIET609 Dissertation |
| Communication and education methods | DIET410 Psychosocial Aspects of Patient Centred Care DIET412 Nutritional Epidemiology and Public Health Nutrition DIET411 Placement A DIET511 Dietetics in Practice 1 DIET607 Dietetics in practice 2 DIET510 Placement B DIET608 Placement C DIET611 Leadership Roles for sustainability |
| Professional practice and leadership. | SOHP401 Preparation for Practice DIET611 Leadership Roles for Sustainability DIET510 Placement B DIET608 Placement C DIET511 Dietetics in Practice 1 DIET607 Dietetics in practice 2 |
| Extensive critical, integrated and applied knowledge and understanding of: | |
| Human nutrition | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET507 Dietetics1 DIET606 Dietetics 2 |
| Applied nutrition | DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Dietetics for the prevention and treatment of disease and the optimising of health and wellbeing. | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET410 Psychosocial Aspects of Patient Centred Care DIET412 Nutritional Epidemiology and Public Health Nutrition DIET507 Dietetics1 DIET511 Dietetics in Practice 1 |

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| | DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Learning, teaching and assessment | |
| Case studies and problem-based (or case-based) learning | DIET501 Pathophysiology DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Interprofessional, peer and collaborative learning | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET609 Dissertation DIET510 Placement B DIET608 Placement C SOHP401 Preparation for Practice DIET611 leadership Roles for Sustainability |
| Laboratory-based practical work | DIET407 Nutritional Biochemistry DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET609 Dissertation |
| Lectures, tutorials, seminars and student-led oral/poster presentations | DIET407 Nutritional Biochemistry DIET408 Physiology and Genetics DIET40 Nutritional Epidemiology and Public Health Nutrition DIET409 Human Nutrition, Food Studies and the Lifecycle DIET410 Psychosocial Aspects of Patient Centred Care DIET501 Pathophysiology DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET606 Dietetics 2 DIET607 Dietetics in practice 2 |
| Practice-based learning Reflective practice and portfolio building | DIET411 Placement A DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET510 Placement B |

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| | DIET608 Placement C |
| Self-directed study and research projects (while postgraduate diploma courses do not usually include research projects, graduates entering should have completed a research project as part of undergraduate study). | DIET609 Dissertation |
| In addition, courses may also include: | |
| Interactive sessions, including debates | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability |
| Online learning | DIET501 Pathophysiology DIET611 Leadership Roles for Sustainability DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Peer-assisted learning | DIET409 Human Nutrition, Food Studies and the Lifecycle SOHP401 Preparation for Practice DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Simulation, fieldwork, workshops | DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Use of a variety of appropriate materials, including books, electronic multimedia, videos, recordings and broadcasts. | SOHP401 Preparation for Practice DIET407 Nutritional Biochemistry DIET408 Physiology and Genetics DIET412 Nutritional Epidemiology and Public Health Nutrition DIET410 Psychosocial Aspects of Patient Centred Care DIET411 Placement A DIET501 Pathophysiology |

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| | DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET510 Placement B DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET608 Placement C DIET609 Dissertation DIET611 Leadership Roles for Sustainability |
| Assessment is progressive in terms of level and content and leads to effective feedback to enable development of students' knowledge and skills, and may include: | |
| Computer-based assessments | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET412 Nutritional Epidemiology and Public Health Nutrition DIET611 Leadership Roles for Sustainability |
| Critical analysis of case studies and literature | DIET501 Pathophysiology DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 |
| Data interpretation and audit exercises | DIET605 Project Design DIET609 Dissertation |
| Essays, summaries and assignments | SOHP401Preparation for Practice DIET407 Nutritional Biochemistry DIET408 Physiology and Genetics DIET412 Nutritional Epidemiology and Public Health Nutrition DIET410 Human Nutrition Food Studies and the Lifecycle DIET410 Psychosocial Aspects of Patient Centred Care DIET411 Placement A DIET501 Pathophysiology DIET507 Dietetics1 DIET511 Dietetics in Practice 1 DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology |

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| | DIET510 Placement B DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET608 Placement C DIET609 Dissertation DIET611 Leadership Roles for Sustainability |
| Objective Structured Clinical Examinations (OSCEs), or equivalent observed simulated practice | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 |
| Online activities | DIET409 Human Nutrition, Food Studies and the Lifecycle DIET611 Leadership Roles for Sustainability DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET411 Placement A DIET510 Placement B |
| Oral, poster, and other presentations such as journal articles | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET605 Project Design DIET609 Dissertation DIET510 Placement B |
| Practice-based learning assessment (against learning outcomes and professional competencies) | DIET411 Placement A DIET510 Placement B DIET608 Placement C |
| Research project report | DIET605 Project Design DIET609 Dissertation |
| Unseen, seen or open-book examinations. | DIET408 Physiology and Genetics DIET407 Nutritional Biochemistry DIET606 Dietetics 2 DIET507 Dietetics 1 |
| Dietetic practice This core area includes the professional practice of the dietitian The award holder should be able to: | |
| Work autonomously with responsibility for specific areas of practice, managing own workload yet appreciating their own knowledge limitations. | SOHP401 Preparation for Practice DIET411 Placement A DEIT506 Placement B DIET608 Placement C DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 |

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| <p>Continually seek to develop, apply and reflect upon their practice, demonstrating a comprehensive knowledge of the scope and breadth of nutrition and dietetics.</p> | <p>DIET410 Psychosocial Aspects of Patient Centred Care DIET412 Nutritional Epidemiology and Public Health Nutrition DIET409 Human Nutrition, Food Studies and the Lifecycle DIET510 Placement B DIET608 Placement C DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2</p> |
| <p>Employ clinical reasoning with application of knowledge.</p> | <p>DIET501 Pathophysiology DIET508 Metabolism and Pharmacology DIET509 Metabolism and Immunology DIET407 Nutritional Biochemistry DIET408 Physiology and Genetics DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET510 Placement B DIET608 Placement C DIET607 Dietetics in Practice 2 DIET605 Project Design</p> |
| <p>Develop their own practice through practice supervision.</p> | <p>DIET411 Placement A DIET510 Placement B DIET608 Placement C</p> |
| <p>Demonstrate an ability to work within and contribute to both multidisciplinary (MDT) and inter-disciplinary teams.</p> | <p>DIET411 Placement A DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET510 Placement B DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET608 Placement C SOHP401 Preparation for Practice</p> |
| <p>Evidence-based practice Encompassing all aspects of the development and use of the evidence base and the requirement for the individual to maintain continuing professional development (CPD) for professional practice. The award holder should be able to:</p> | |

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| Work within requirements of local and national policies, procedures and governance structures. | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET607 Dietetics in Practice 2 DIET606 Dietetics 2 DIET511 Dietetics in Practice 1 DIET411 Placement A DIET510 Placement B DIET608 Placement C SOHP401 Preparation for Practice |
| Critically appraise the research and evidence base and applies to nutrition and dietetic practice. | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET608 Placement C DIET609 Dissertation DIET605 Project Design |
| Have an understanding of quality assurance frameworks, participating in service improvement initiatives and audits and interpreting and applying results to enhance practice. | DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability DIET510 Placement B DIET608 Placement C |
| Identify and responds to ethical dilemmas, ensuring compliance with legal, ethical and regulatory requirements. | DIET412 Nutritional Epidemiology and Public Health Nutrition DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET510 Placement B DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET608 Placement C DIET605 Project Design SOHP401 Preparation for Practice DIET611 Leadership Roles for Sustainability |
| Dietitians as educators and a nutrition and dietetic resource (facilitation of learning) The dietitian shares nutrition and dietetic knowledge and skills across and beyond the profession for the benefit of service users. The award holder should be able to: | |
| Contributes to the development of the | DIET410 Psychosocial Aspects of Patient |

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| <p>nutrition and dietetic knowledge and practice of others, including identification of training needs and delivery of relevant training courses.</p> | <p>Centred Care DIET409 Hum Nutrition, Food Studies and the Lifecycle DIET412 Nutritional Epidemiology and Public Health Nutrition DIET511 Dietetics in Practice 1 DIET606 Dietetics 2 DIET607 Dietetics in Practice 2 DIET605 Project Design DIET609 Dissertation DIET611 Leadership Roles for Sustainability DIET510 Placement B DIET608 Placement C</p> |
| <p>Uses professional networks, colleagues and stakeholders to help develop solutions to problems.</p> | <p>SOHP401 Preparation for Practice DIET511 Dietetics in Practice 1 DIET510 Placement B DIET608 Placement C DIET605 Project Design DIET607 Dietetics in Practice 2 DIET611 Leadership Roles for Sustainability</p> |
| <p>Participates in designated aspects of student, staff and service user training, contributing to the development and evaluation of nutrition and dietetic resources.</p> | <p>DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET410 Psychosocial Aspects of Patient Centred Care DIET510 Placement B DIET608 Placement C DIET605 Project Design DIET609 Dissertation</p> |
| <p>Dietitians as leaders and managers</p> <p>Dietitians at all levels act as leaders within their field of practice, taking responsibility for the quality of the service provided and for resource management.</p> <p>The award holder should be able to:</p> | |
| <p>Demonstrate awareness of and manages the risks and benefits of dietetic interventions, sharing information with service users. Has knowledge and understanding of relevant policies and strategies, including health and safety, and knows how these influence their service delivery. Reports and escalates concerns as required.</p> | <p>DIET507 Dietetics 1 DIET511 Dietetics in Practice 1 DIET607 Dietetics in Practice 2 DIET606 Dietetics 2 DIET510 Placement B DIET608 Placement C DIET611 Leadership Roles for Sustainability</p> |

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| <p>Accept responsibility for the service provided, participating in projects to monitor, evaluate and improve quality of provision.</p> | <p>DIET510 Placement B DIET608 Placement C DIET611 Leadership Roles for Sustainability</p> |
| <p>Contribute effectively to change within area of practice and amends work practice as required, evaluating the risks and benefits of proposed transformations.</p> | <p>DIET608 Placement C DIET611 Leadership Roles for Sustainability</p> |
| <p>Promote the profession, exhibits qualities of leadership and skilled management of time and resources, delegating to others as appropriate.</p> | <p>DIET611 Leadership Roles for Sustainability DIET608 Placement C</p> |