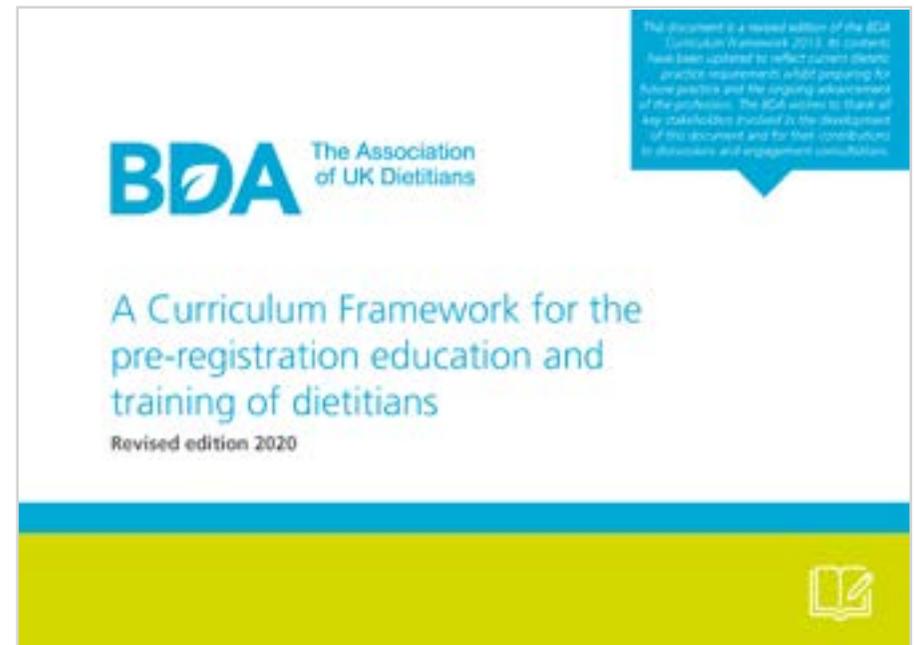




# Curriculum Framework Summary



# Summary

Welcome to the British Dietetic Association's [BDA] Curriculum Framework 2020. The framework provides existing and aspiring providers of dietetic education with guidance on the curriculum content and delivery of dietetic programmes, for use in programme planning and (re)validation. Thus, the BDA curriculum not only meets the Health and Care Professions Council [HCPC] (2013) Standards of Proficiency but also aims to lay the foundations for a lifetime career as well as advancing the dietetic profession. The BDA educational philosophy holds robust pre-registration education and training as central to the development of professional dietetic identity, while underpinning lifelong learning that will ensure the development, continuation and evolution of standards of excellence in dietetic practice.

This Curriculum Framework describes the content of the curriculum for dietetic education and training, detailing the expectations of the learning to be acquired by the end of the education and training programme. It provides a broad outline of the areas of basic science and social science considered essential to underpin dietetic practice, together with the knowledge base of nutrition and dietetics, skills essential to apply these in practice, and the value and behaviours to be demonstrated. It is expected that Higher Education Institutes and their practice learning partners will use this framework to develop their own specific learning outcomes for each level of the education programme and for all practice-based learning.

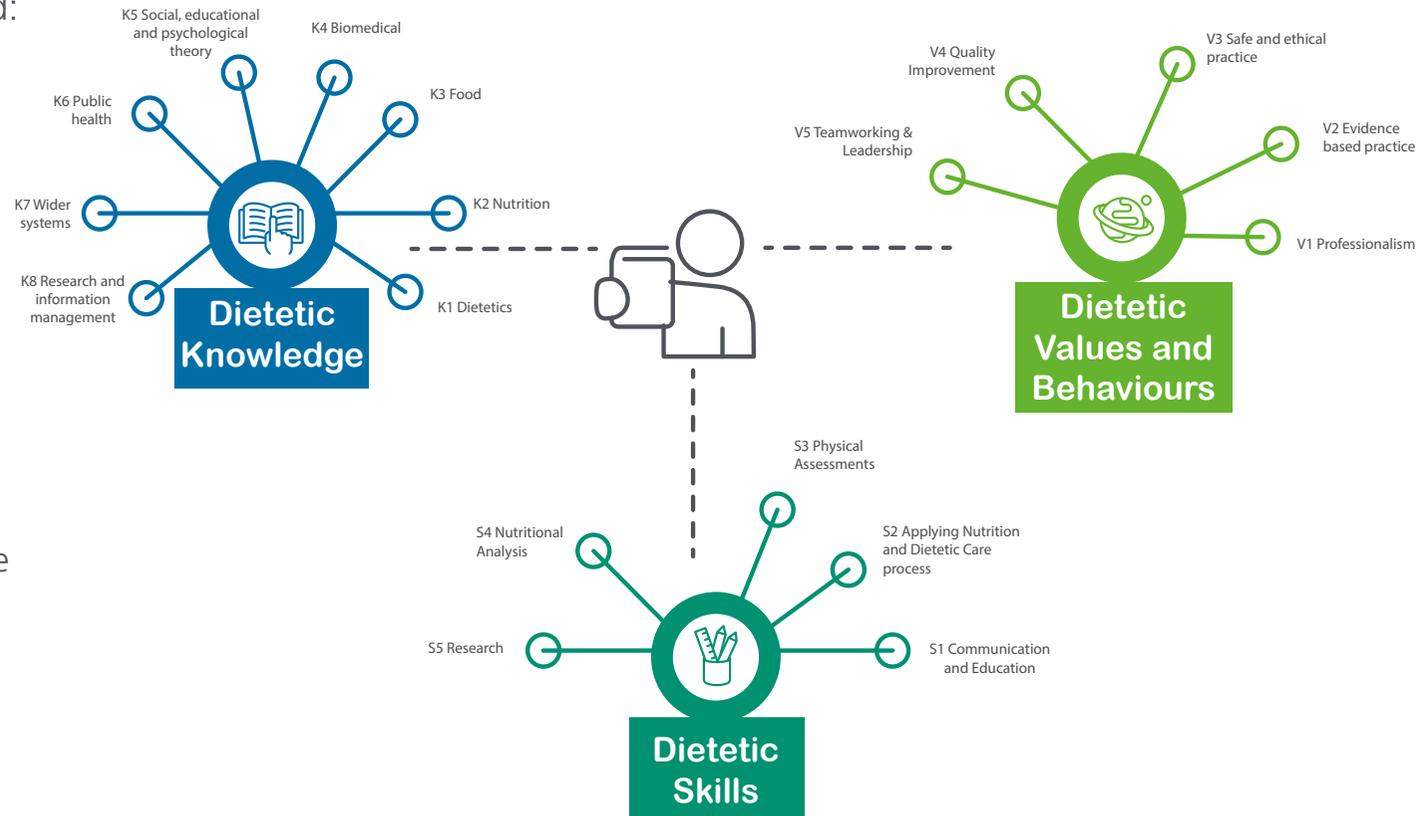
Practice based learning should reflect the breadth of knowledge, skills, values and behaviours defined in the curriculum. It is expected that periods of practice-based learning will be integrated with periods of academic education so that learners are able to adequately reflect upon and learn from each element, and that progression through the academic and practical components of the course can be demonstrated.

Overall responsibility for Education and Training rests with the HCPC through their quality management systems operated jointly with the Quality Assurance Agency. The curriculum reiterates and expands upon the expectations of the HCPC Standards of Education and Training (2018).

# Summary

The framework is divided into three main domains with the relevant learning identified:

- **Dietetic knowledge** - an understanding that is intellectual and theoretical, and that underpins practice. Knowledge can be acquired through sources such as literature, teaching, experience or observation.
- **Dietetic Skills** - having knowledge of how to do something does not necessarily mean that you can do it. Skills are the practical application of knowledge required to proficiently practice dietetics. Skills are learnt through training or experience and are expressed in the workplace context.
- **Dietetic values and behaviours** - mind-sets, attitudes or approaches required for competence across the profession. Professional values relate to those that conform to the requirements of a professional setting. Behaviours can be transferable across all competency levels, meaning that they may be more similar across all levels from graduate to expert, than knowledge and skills.



Please note that this is a condensed version of the BDA's Curriculum Framework. The full version contains detailed information about the domains and is available for BDA members at [bda.uk.com/curriculum](http://bda.uk.com/curriculum)



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