

Dietetic Common Assessment Tool (CAT) In-Depth Reflection

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Instructions for Use

This document should be used together with the Dietetic Common Assessment Tool (CAT).

Please access the full Dietetic Common Assessment Tool (CAT) Guidance document for details on how this In-Depth Reflection document complements the CAT process and how it should be completed.



In-Depth Reflections can be completed in written or audio voice format. They will enable you to take a deep dive into a specific dietetic capability. Provision has been made for up to 12 reflections to be completed, spread over the 1000 hours of practice-based learning.

Learners, practice educators and academics can locate specific reflections by selecting the section header from the [Contents page](#). Mapping documents to the professional body curriculum and regulatory bodies standards can also be found within this document.

You can link to specific key reference materials, by hovering over the desired icon, selecting the Ctrl button on your keyboard, whilst selecting the appropriate icon on each page. You will find a guide to the icons below:

Guide to Key Links

Select the following icons at the bottom of each page to access the relevant material:

Go back to the Contents page	
Mapping documents	

In-Depth Reflection 1

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 1 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 1 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 2

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 2 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 2 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 3

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 3 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 3 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 4

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 4 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 4 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 5

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 5 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 5 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 6

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 6 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 6 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 7

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 7 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 7 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 8

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 8 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 8 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 9

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 9 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 9 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 10

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 10 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 10 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 11

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 11 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 11 continued

Learning and development linked to dietetic capability (continued)



In-Depth Reflection 12

Date of activity:		Date of reflection:	
PBL Stage:			

Description of activity (voice recording up to 5 minutes or 250 words maximum)



In-Depth Reflection 12 continued

Learning and development linked to dietetic capability (voice recording 5-10 minutes or 250-500 words)

Capability chosen:



In-Depth Reflection 12 continued

Learning and development linked to dietetic capability (continued)



Dietetic CAT Mapping to Professional Body Curriculum – Professional Practice Pillar

Capabilities	Descriptors	BDA curriculum																	
		Knowledge (K)								Skills (S)					Values and behaviours (V)				
		1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5
Practice	<ul style="list-style-type: none">- Works within current knowledge, seeking advice appropriately- Displays high standards and acts reliably following policies and procedures- Manages own diary and prioritises work / caseload	X	X	X	X		X			X		X			X	X	X		
Self-care	<ul style="list-style-type: none">- Identifies own mental and physical health needs- Employs wellbeing strategies to maintain fitness to practise- Makes and supports reasonable adjustments to theirs and others' practice														X				
Communication	<ul style="list-style-type: none">- Demonstrates core interpersonal skills (verbal and non-verbal, communication, empathy, listening)- Uses core behaviour change skills to implement an appropriate intervention- Practises in an anti-discriminatory and inclusive manner, supporting people from marginalised groups- Maintains records appropriately (including digital)					X	X	X	X	X		X			X			X	
Service user focus	<ul style="list-style-type: none">- Seeks valid and voluntary consent and maintains confidentiality- Promotes equality, diversity, inclusion and belonging- Takes account of service user views and supports service user participation in decision making						X	X	X	X					X	X		X	X



Dietetic CAT Mapping to Professional Body Curriculum – Research and Evidence Pillar

Capabilities	Descriptors	BDA curriculum																	
		Knowledge (K)								Skills (S)					Values and behaviours (V)				
		1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5
Evidence-based practice	<ul style="list-style-type: none">- Gathers and analyses relevant information in a structured holistic way- Uses reasoning to make judgements in prioritising focus- Applies appropriate evidence base, working within policy, procedures and guidance	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
Strategy and outcomes	<ul style="list-style-type: none">- Uses problem-solving skills to make judgements in prioritising actions- Uses basic behaviour change skills to implement an appropriate intervention- Incorporates a range of outcome and quality measures into practice	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	
Quality improvement	<ul style="list-style-type: none">- Contributes to research, service evaluation or audit work- Reflects on and identifies issues where practice is ineffective or inefficient, seeking solutions with support- Takes responsibility for the quality of the service provided by acknowledging where a service falls short						X		X	X				X				X	X



Dietetic CAT Mapping to Professional Body Curriculum – Facilitated Learning Pillar

Capabilities	Descriptors	BDA curriculum																	
		Knowledge (K)								Skills (S)					Values and behaviours (V)				
		1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5
Information and resource development	<ul style="list-style-type: none">- Uses basic group facilitation skills when developing and teaching knowledge and skills to others- Uses basic presentation skills when sharing knowledge and skills with others- Appraises and creates resources, with support, valuing co-production, accurate information, clear communication, impact and relevance	X	X	X	X	X	X			X	X				X	X			X
Self-development	<ul style="list-style-type: none">- Accesses supervision and mentorship to identify needs and seeks opportunities to develop own practice- Reviews and reflects on own practice using multi-source feedback or coaching, to improve- Engages in supervision of others									X					X	X		X	X



Dietetic CAT Mapping to Professional Body Curriculum – Leadership Pillar

Capabilities	Descriptors	BDA curriculum																	
		Knowledge (K)								Skills (S)					Values and behaviours (V)				
		1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5
Strategy and vision	<ul style="list-style-type: none">- Actively seeks to promote the profession- Knows how their objectives and actions contribute to achievement of the service- Practise sustainability by reducing environmental impact on workplace							X	X					X		X		X	X
Managing change	<ul style="list-style-type: none">- Responds appropriately when plans change at short notice- Shares own concerns identifies problems, and seeks with support to improve																	X	X
Advocacy	<ul style="list-style-type: none">- Supports others to improve their health and wellbeing by communicating health promotion messages- Uses collaborative team working skills (own, multi-professional or multi-agency)		X			X	X			X				X	X			X	X



Mapping to Regulatory Bodies Standards – Professional Practice Pillar

Capability	HCPC standards		IfATE Occupation Duties
	Proficiency 2023	Conduct, Performance and Ethics 2024	2023
Practice	<ul style="list-style-type: none"> - Practises safely and effectively within their scope of practice - Practises within the legal and ethical boundaries of their profession - Practises as an autonomous professional, exercising their own professional judgement - Establish and maintain a safe practice environment 	<ul style="list-style-type: none"> - Work within the limits of your knowledge and skills - Delegate appropriately - Manage risk - Report concerns about safety - Be honest and trustworthy 	<ul style="list-style-type: none"> - Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession - Practise as an autonomous professional, exercising professional judgement - Establish and maintain a safe practice environment
Self-care	<ul style="list-style-type: none"> - Looks after their health and wellbeing, seeking appropriate support where necessary 		<ul style="list-style-type: none"> - Look after own health and wellbeing, seeking appropriate support where necessary
Communication	<ul style="list-style-type: none"> - Communicates effectively - Maintains records appropriately 	<ul style="list-style-type: none"> - Communicate appropriately and effectively - Keep records of your work 	<ul style="list-style-type: none"> - Communicate effectively, maintaining confidentiality and records appropriately
Service user focus	<ul style="list-style-type: none"> - Recognises the impact of culture, equality and diversity on practice and practices in a non-discriminatory and inclusive manner - Understands the importance of and maintains confidentiality 	<ul style="list-style-type: none"> - Promote and protect the interests of service users and carers - Respects confidentiality - Be open when things go wrong 	<ul style="list-style-type: none"> - Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity



Mapping to Regulatory Bodies Standards – Research and Evidence Pillar

Capability	HCPC standards		IfATE Occupation Duties
	Proficiency 2023	Conduct, Performance and Ethics 2024	2023
Evidence-based practice	<ul style="list-style-type: none"> - Understands and applies the key concepts of the knowledge base relevant to their profession - Draw on appropriate knowledge and skills to inform practice 		<ul style="list-style-type: none"> - Draw on appropriate knowledge and skills to inform and apply the key concepts of the knowledge base relevant to the profession
Strategy and outcomes			
Quality improvement	<ul style="list-style-type: none"> - Assures the quality of their practice 		

Mapping to Regulatory Bodies Standards – Facilitated Learning Pillar

Capability	HCPC standards		IfATE Occupation Duties
	Proficiency 2023	Conduct, Performance and Ethics 2024	2023
Information and resource development			
Self-development	<ul style="list-style-type: none"> - Reflects on and reviews practice 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Reflect on, review and assure the quality of own practice



Mapping to Regulatory Bodies Standards – Leadership Pillar

Capability	HCPC standards		IfATE Occupation Duties
	Proficiency 2023	Conduct, Performance and Ethics 2024	2023
Strategy and vision			
Managing change			
Advocacy	<ul style="list-style-type: none"> - Works appropriately with others - Promotes and prevents ill health 	-	<ul style="list-style-type: none"> - Work appropriately with others - Promote public health and prevent ill health

