



Post Registration Professional Development Framework

Introduction

This is a professional development framework for post-registration dietitians. It is designed for individuals and teams to use to develop their career and continual professional development. One of the recommendations from Future Dietitian 2025⁽¹⁾ was to:

“develop a postgraduate career framework that recognises and promotes the broad range of options available to qualified dietitians both within and outside the NHS. These options must maximise the utilisation of skills and knowledge that dietitians have, including extended scope of practice and advanced level working”

To promote the broad range of career options within dietetics, each statement has been written to be generic and to apply as much as possible to the range of career opportunities. The framework has been designed to ensure dietitians and dietetic practice to be visible and audible in all setting; articulating the impact of nutrition and dietetic practice and the application of core dietetic skills on the health and development of individuals, groups and populations – contributing to the development and delivery of organisations’ strategic objectives. The framework will also inspire dietitians to progress their careers from novice to consultant as well as acknowledging those at the advanced/consultant level.



As per the BDA code of conduct⁽²⁾ and HCPC standards⁽³⁾, all dietitians should

*“understand the importance of participation in training, supervision and mentoring”
(standard 4.7)*

All dietitians should therefore access formal supervision on a regular basis. This supervision does not have to be given by a member of the same profession.

During this supervision, the dietitian and supervisor can review the dietitians' current position within the framework, highlighting gaps in knowledge/experience and discussing ideas for development.

Individuals may be performing at a higher level in some areas; however, competency of a level requires all capabilities to be achieved within that level (unless it is clearly identified as not necessary for the role).

Dietitians are likely to use the framework alongside a preceptorship programme during the Entry Level stage. Dietitians changing sector at any point in their career may return to a lower level. If this does happen, it is likely that a shorter preceptorship programme will be required to achieve competence.

Competence of a level should be evidenced, this evidence should be sufficient, current, authentic, valid and reliable. The exact evidence will be negotiated between the supervisor and the dietitian; guided by the requirements of a formal development programme or by the individuals line manager.

Each competency level is expected to take around 18-24 months in post to achieve. This does not imply that a dietitian should expect to move to the next level after two years. Many factors will influence a dietitian's progression including personal circumstances, career aspirations, education & training opportunities and job opportunities

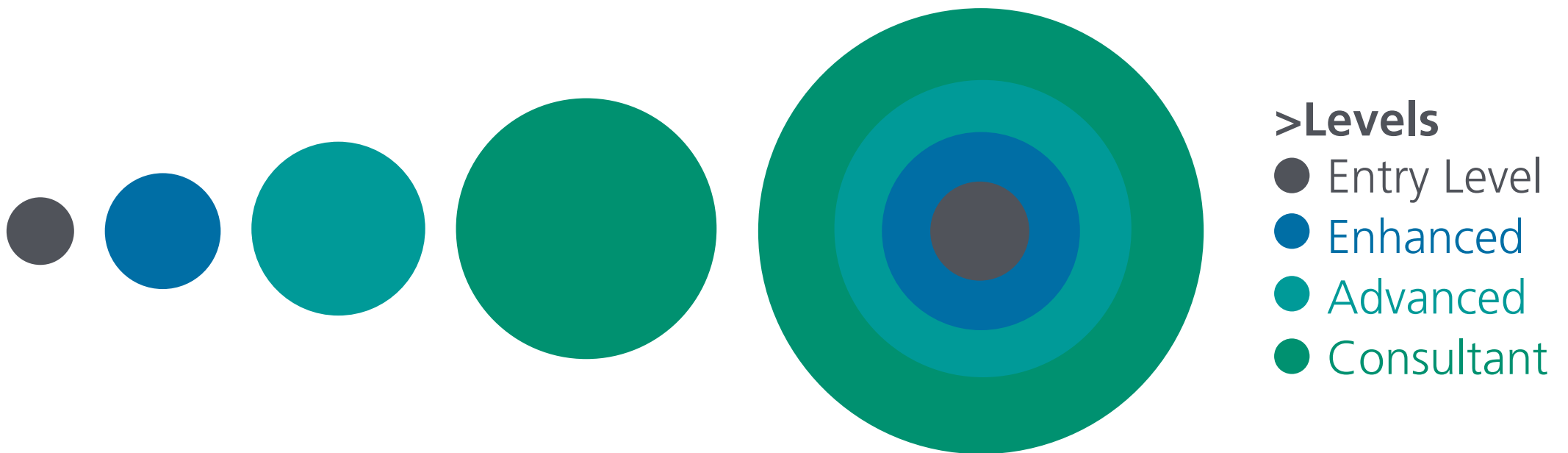
Continuing to practice and develop in a post broadens and deepens experience and skills and increases a dietitians ability to deliver better outcomes for service users. Most dietitians will practice at enhanced or advanced levels throughout their careers in one specialty or setting or may move between settings and specialties. There are benefits to the profession, the employer and the dietitian to movement between settings and specialties and this should be encouraged.

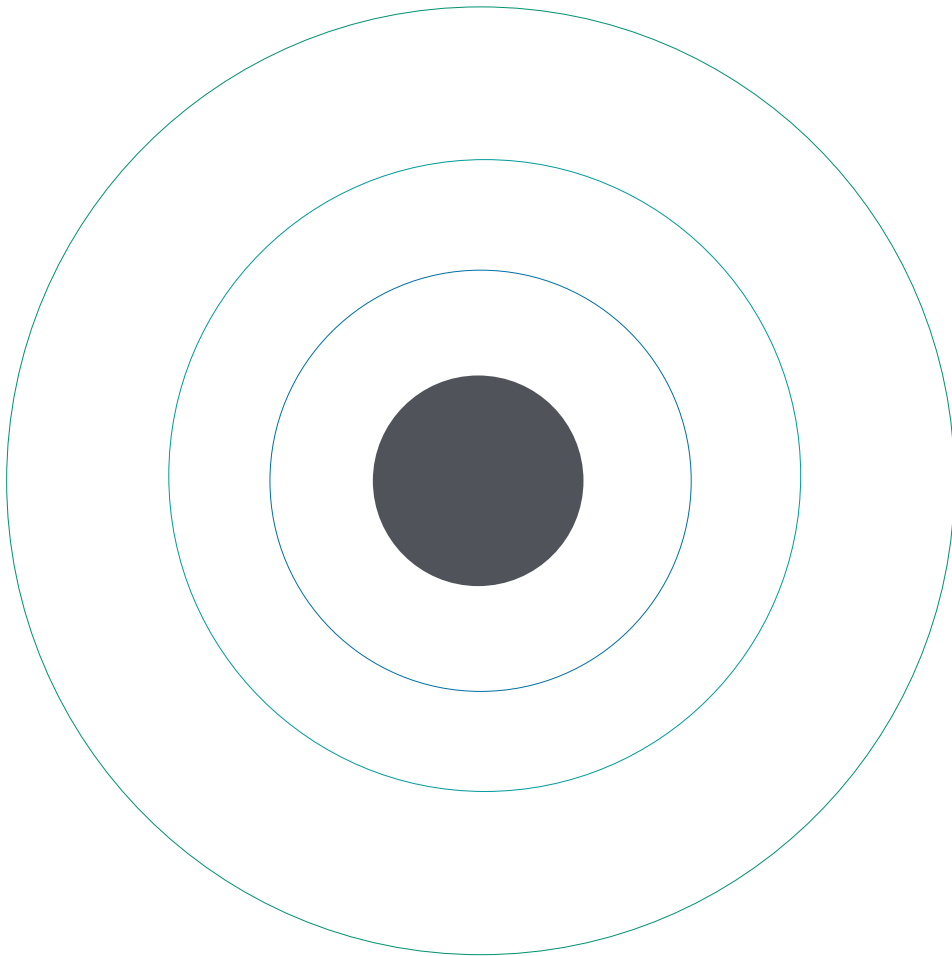
The framework is not exclusive and should be used alongside any other competency-based documents requirements for the individuals specific role.

BDA specialist groups and others can use this as a framework to develop specialty-specific competency frameworks to reflect the scope of practice of the specialty.

Levels

There are four levels to the framework: Entry level, Enhanced, Advanced and Consultant. Each level describes the expected capability at that level. Levels are progressive – each building on the previous, developing a greater level of knowledge and skills to tackle more complex situations.





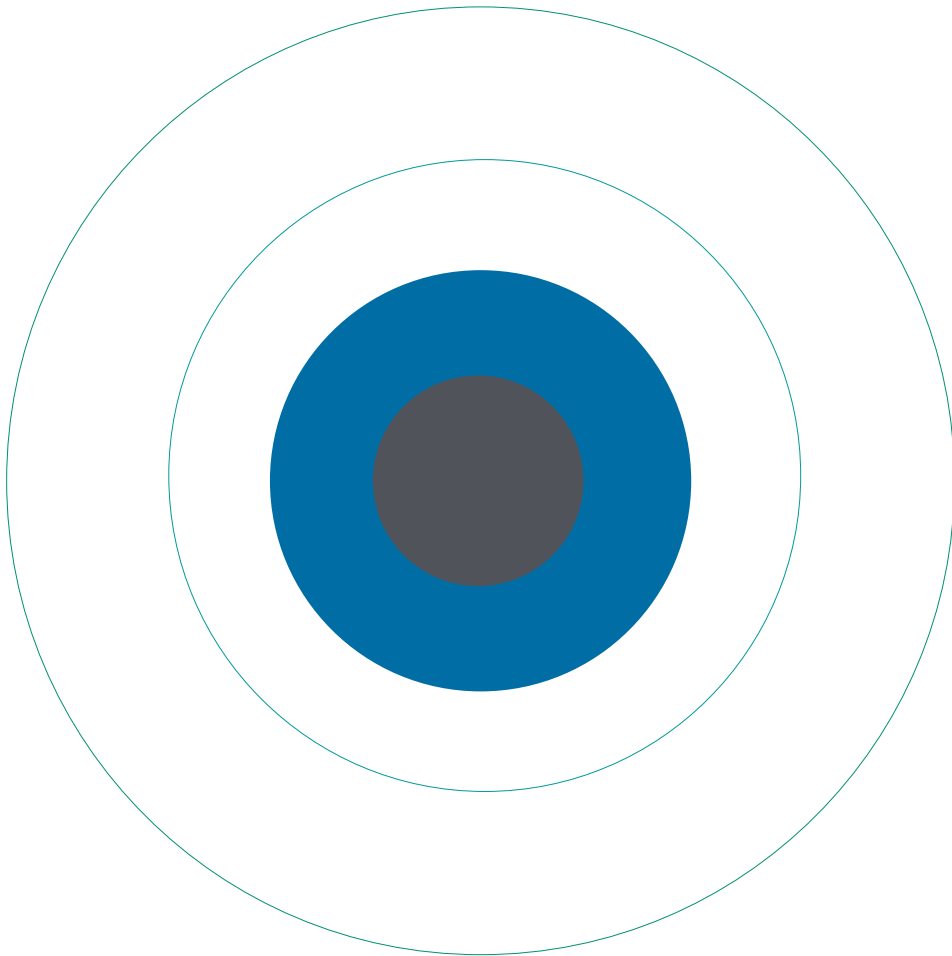
● >Entry Level

Dietitians enter the profession and develop competency through practice during their early post-registration years, working towards the Entry Level capabilities.

Dietitians at this level have a good working and background knowledge relevant to their scope of practice. They will demonstrate confidence and proficiency and show fluency and dexterity within their usual scope of practice. At entry to this level the scope will be limited but over time, with motivational support, will extend.

Dietitians at this level are able to complete most tasks using relevant standards based on evidence, taking responsibility to discharge their duties safely. They have some understanding of strategy and longer-term goals and how their practice contributes to strategy. Complex and unfamiliar situations are managed with supervision and measured planning and analysis.

Support at this level will take different forms depending on the situation and is likely to include a preceptorship programme, access to senior staff to discuss challenges and issues, graded exposure to more complex situations and CPD specifically aimed at extending scope of practice and skills. Formal 1:1 supervision is relevant to their scope of practice and supervisors are expected to steer their learning to consistently achieve a higher level of competency within their role.



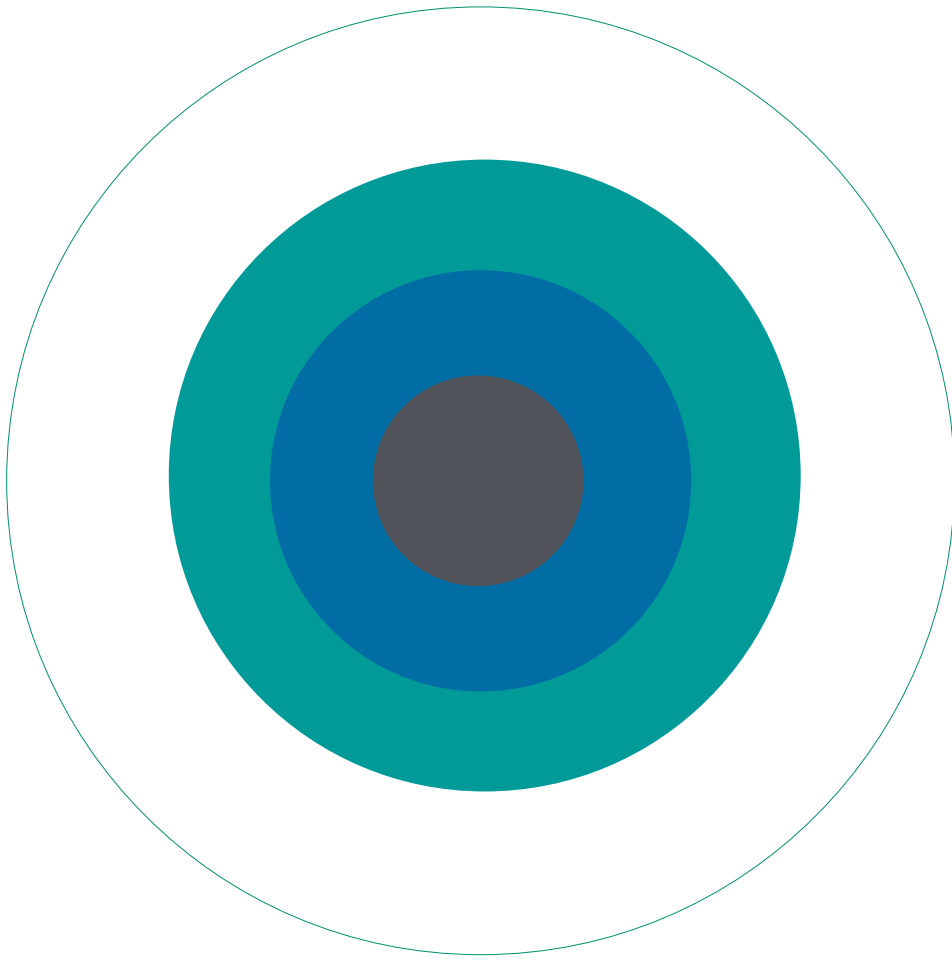
Dietitians are specialists at this level of practice with understanding of theory and practice principles without assistance or direct supervision, at an appropriate pace and with appropriate application of the evidence-base. At this level the practitioner will be able to adapt knowledge and skill to specialist or novel situations where there are increased levels of complexity and/or risk.

Dietitians at this level have an in-depth knowledge and understanding of an area of practice and routinely deliver a high standard of practice. They take full responsibility for their own work and that of others where appropriate. They will understand their organisation's strategy and how their role contributes to this, developing their practice as necessary. They will manage complex situations confidently and holistically. They demonstrate an ability to solve problems as they arise and justify decisions made using evidence and influences from a breadth of sources.

Dietitians at this level are able to identify their development needs and access informal and formal practice supervision and/or mentoring as necessary.

● >Enhanced Level

 [BACK TO PILLARS](#)



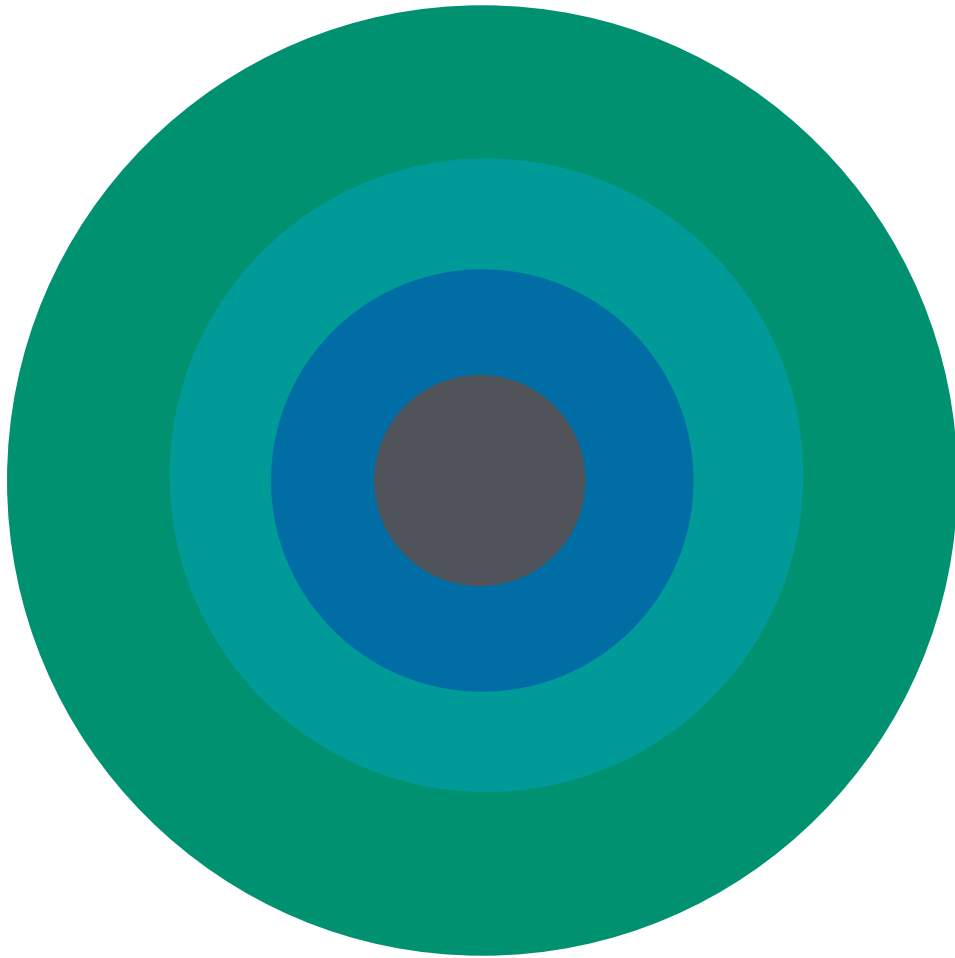
At this level, dietitians have an authoritative knowledge of their area of practice and associated disciplines where excellence of practice is achieved with ease. They will be operating at Masters level – where there is absence of full information, the dietitian will make sound judgements.

Dietitians at this level have a deep strategic understanding of the context of their practice and are able to engage others in the alternative approaches to achieve this vision. They will often show an intuitive grasp of complex situations, applying analytical approaches as necessary to support effective decision making.

Dietitians at this level will use a variety of methods creatively to continue to advance their practice including formal learning, supervision, mentoring and coaching. They will seek guidance and advice from a variety of sources including other professionals or professional coaches and mentors.

>Advanced Level

 [BACK TO PILLARS](#)



● >Consultant Level

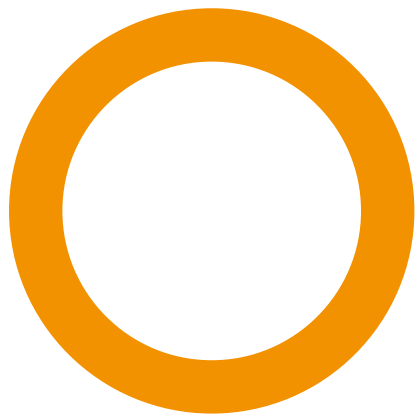
The consultant dietitian is recognised as a national and international leader in their field to the profession, both internally and externally. They may have a doctoral qualification in a subject relevant to their scope of practice. They will make informed judgements on complex issues in their specialist field, often in the absence of complete data. They innovate and lead the development of new techniques, ideas and approaches, evaluating and disseminating these to advance practice in their field and improve outcomes.

They proactively communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences. They exercise a high degree of personal responsibility and initiative in complex and unpredictable situations.

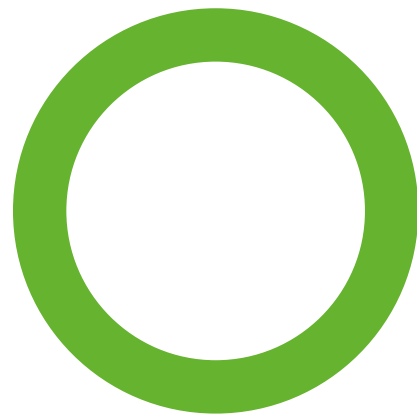
Pillars

The four pillars of practice (adapted from the Advanced Clinical Practice Frameworks of our four home countries^{5,6,7,8}) are embedded within each level.

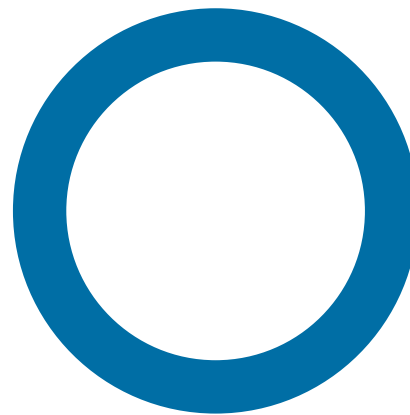
These four pillars are:



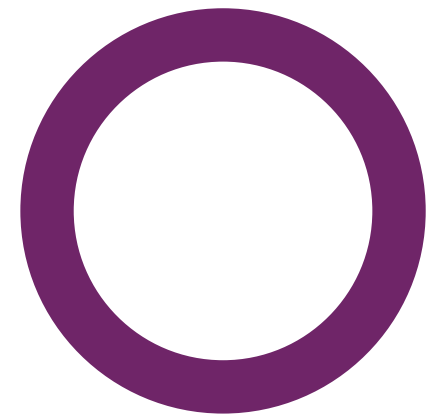
PRACTICE



EVIDENCE BASED
PRACTICE
RESEARCH

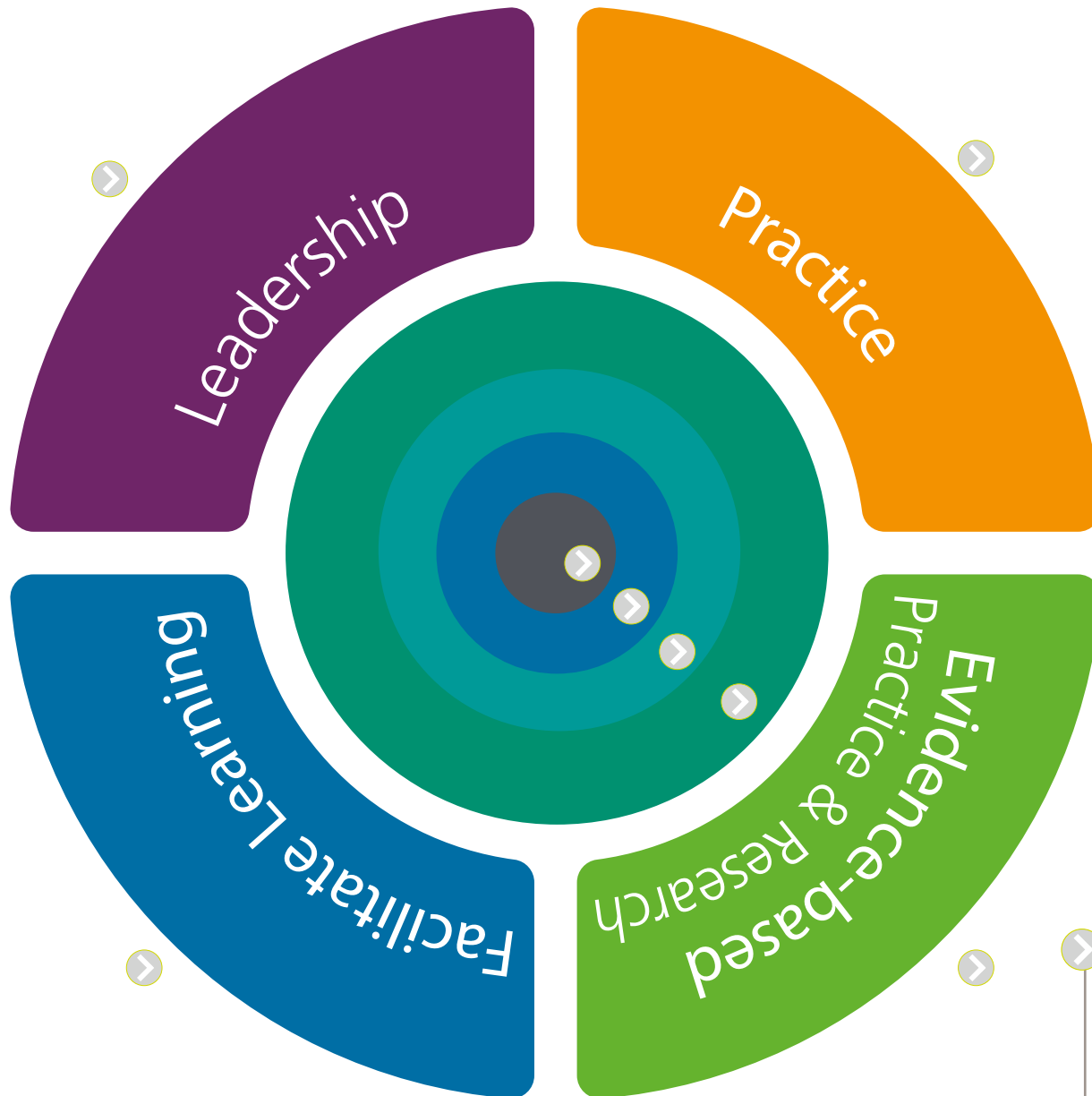


FACILITATED
LEARNING



LEADERSHIP





>The Four Pillars

Practice

Evidence-based

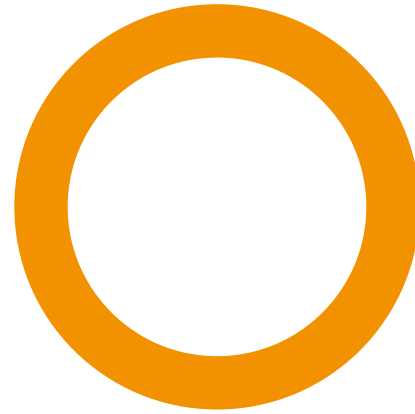
Practice and Research

Facilitated Learning

Leadership

Click on the circles to link to a description of each level or to skip directly to that pillar section.





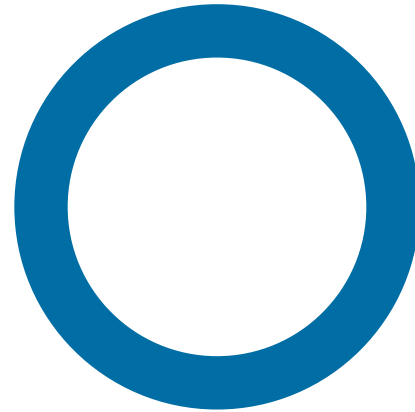
PRACTICE

Dietitians practice within a wide range of settings including health and care services, public health, NGOs, private and consulting practice, education and research and media. The scope of practice for any individual dietitian is determined by the requirements of their role and their personal capabilities. It is most likely but not exclusively include the application of nutrition and dietetic knowledge. Increasingly the scope of practice will also encompass skills and knowledge that are traditionally the realm of other professions.



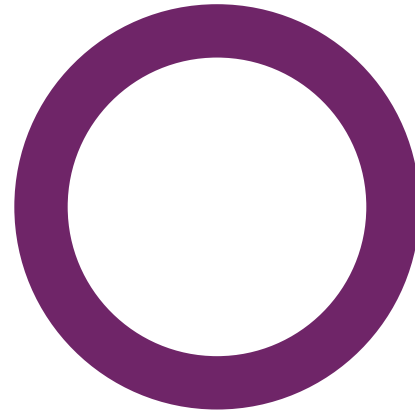
EVIDENCE BASED PRACTICE AND RESEARCH

Dietitians evaluate and apply the best available evidence in practice to optimise outcomes. They also seek to extend the evidence base for practice.



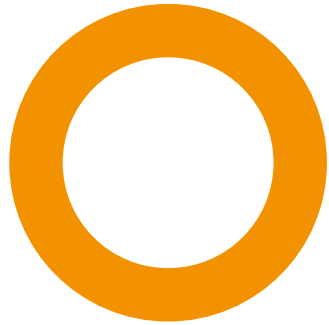
FACILITATED LEARNING

It is a core aspect of dietetic practice that dietitians share their nutrition and dietetic knowledge and skills across, and beyond, the profession for the benefit of service users and populations. The scope could include (but is not limited to) developing a range of teaching materials, mentoring or supervision of others and developing their own skills.



LEADERSHIP

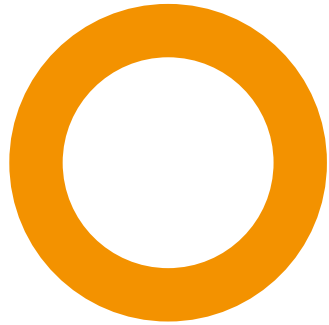
The dietitian, at all levels, acts as a professional leader within their scope of practice. They take responsibility for their actions and the quality of the service provided to service users at local, regional, national or international level. This pillar encompasses the individual's contribution to the strategy and delivery of services, ensuring quality and improvement of services, and managing change. The effective dietetic leader recognises their responsibility to advocate for the profession and challenge accepted wisdom, and the status quo, to improve outcomes for all.



Practice

Practices safely and effectively within their scope of practice

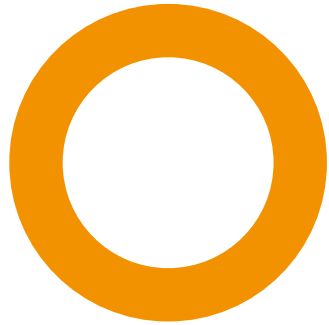
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>P1a Operates on general guidelines and is beginning to perceive recurrent meaningful patterns in their professional practice as they gain further experience.</p> <p>Requires support as they develop their knowledge and their scope of practice.</p> <p>Is able to plan and prioritise work.</p> <p>Understands the risks and benefits of their practice.</p> <p>Identifies the risks of specific actions and seeks to mitigate these; seeking support as necessary.</p> <p>Identifies when wider system issues are a source of risk and escalates these appropriately.</p>	<p>P1b Is able to manage more complex situations.</p> <p>Completes assessment, diagnosis and planning in a suitable time frame.</p> <p>Ensures efficient, evidence-based practice. May extend their role with appropriate training and support.</p> <p>Understands the wider risks associated with their scope of practice and ensures systems are in place to proactively manage these risks.</p>	<p>P1c Is able to see the 'big picture', providing a holistic, efficient and evidence-based approach.</p> <p>Is able to modify plans for highly complex situations and works closely with colleagues to pro-actively manage risks.</p> <p>Identifies patterns and risks within the system and actively escalates concerns and leads on seeking solutions.</p> <p>Seeks to extend and advance their practice to the benefit of service users and colleagues.</p> <p>Creates and evaluates new developments and innovations.</p>	<p>P1d Is highly proficient.</p> <p>Maintains a deep understanding of situations relevant to their area of expertise, backed up by deep knowledge of the area.</p> <p>Proactive in sharing expert knowledge and experience nationally and internationally.</p> <p>Embeds successful innovative practice, leading this area of expertise nationally and internationally.</p>



Service user focus

Provides services that are respectful of service user preferences

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>P2a Takes account of the expressed views of service users in personalising dietetic services.</p> <p>Performs person centred assessment, diagnosis and planning of, for example, a nutritional issue or commissioned task in education, industry etc.</p> <p>Supports service users to participate in decision making about their need to personalise services.</p>	<p>P2b Seeks to coordinate services for the benefit of service users.</p> <p>Actively evaluates interventions against services user outcomes.</p> <p>Acts and takes initiative to implement interventions and follow through to completion.</p>	<p>P2c Involves service users in the design and evaluation of services.</p> <p>Supports others to develop their service user focus.</p>	<p>P2d Consults and collaborates with all stakeholders, including the end user of services, interventions and innovations. This is often conducted on a national and international level.</p>



Communication

Can communicate effectively, taking into account users' needs, using appropriate media and channels for the audience

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>P3a Has well developed communication skills, including active listening, non-verbal communication, empathy and respect.</p> <p>Confidently works with groups and individuals with varying or different communication needs (including sexual and gender identity; spirituality and religion; learning disabilities; physical impairment; mental health status; ethnic, racial and cultural identities; and language).</p> <p>Consistently uses an appropriate medium for communication.</p> <p>Treats others fairly and interacts honestly and with integrity.</p> <p>Shows consistency and appropriateness in words and actions.</p>	<p>P3b Confidently communicates complex information to a variety of stakeholders with the aim of influencing decisions and actions.</p>	<p>P3c Applies communication skills in challenging situations, including grief, distress, ambivalence or conflict, agreeing goals and working with multiple participants to advance best practice ideas, and influence policy at local, national and international level.</p> <p>Creates a climate of trust with others and is consistently truthful and honest in their dealings with others.</p>	<p>P3d Communicates complex information to affect improvement within their sphere of expertise. This may be to national and international audiences and will often require high level diplomacy and negotiation, balancing the needs of stakeholders on all levels.</p>



Evidence informed practice

Uses best available research and evidence-based guidance

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>E1a Is able to locate, appraise and integrate robust sources of evidence into practice.</p> <p>Is aware of the limitations of available evidence, applying appropriate caution.</p> <p>Applies best available evidence to practice, taking into account their capability and service user needs and values.</p> <p>Works appropriately within local, national and international policy, procedures and guidance.</p>	<p>E1b Promotes a culture of evidence-based practice.</p> <p>Demonstrates solid understanding of key evidence relevant to their practice and basic awareness and understanding of the latest research in field.</p> <p>Is able to use evidence to inform practice, ensuring reflection and evaluation of effectiveness and outcomes.</p> <p>Supports others to access, understand, appraise and translate evidence into practice.</p> <p>Contributes to local evidence-based guidance</p>	<p>E1c Demonstrates an in-depth understanding of latest evidence in the scope of practice.</p> <p>Demonstrates understanding of evidence from related fields and integrates into practice.</p> <p>Leads, or contributes to, local, regional or national evidence-based guidance.</p> <p>Disseminates findings to uni- and/or multi-professional groups.</p> <p>Anticipates and offers support relating to evidence where needed.</p>	<p>E1d Demonstrates an in-depth understanding of latest evidence in their scope of practice and is proactive in using this knowledge to either develop their service or generate evidence to improve Standards of Practice.</p> <p>Leads on national or international evidence-based guidance.</p> <p>Directs focus within their profession to address gaps in evidence and drives uni- or multi-professional national or international evidence-based bodies of work.</p>



Outcomes

Systematically
collects,
analyses and
communicates
data on outcomes

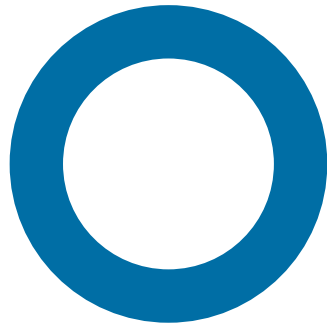
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>E2a Demonstrates awareness and understanding of a range of outcome and quality indices and measures.</p> <p>Understands the use of a range of measures and the strengths and weaknesses of each.</p> <p>Incorporates a range of outcome and quality measures into practice.</p>	<p>E2b Demonstrates in-depth understanding and application of a range of outcomes and quality measures, and supports others in their understanding and application.</p> <p>Measures, collates and uses data to evaluate the effectiveness of interventions or service delivery.</p> <p>Analyses and acts on results of quality measures to determine need for change or improvement with guidance.</p> <p>Shares results locally and seeks to benchmark data locally or regionally.</p>	<p>E2c Promotes and facilitates a culture of clinical effectiveness and measuring and evaluating performance.</p> <p>Links team outcomes and quality measures to local, regional and national priorities, and is able to communicate how team outcomes are contributing to these.</p> <p>Supports the team to measure, collate, analyse and evaluate data to evaluate effectiveness of interventions or service delivery and determine need for change or improvement.</p> <p>Tracks and benchmarks progress and results, and fosters accountability.</p>	<p>E2d Oversees and leads on project/research design, the collection of outcome data, analysis and dissemination of results.</p> <p>Integrates current knowledge from outcomes, quality measures and research and uses these to improve the service locally, nationally and internationally.</p>



Service evaluation and quality improvement

Acts to continually improve the quality of service provided

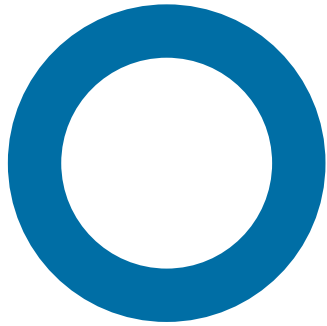
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>E3a Contributes to service evaluation and audit work.</p> <p>Identifies where practice is ineffective or inefficient, and seeks to identify the issues and solutions.</p> <p>Uses data from different relevant sources to evaluate their practice and seeks to improve.</p>	<p>E3b Designs and undertakes local service evaluation and audit projects relevant to their scope of practice.</p> <p>Supports staff to undertake service evaluation, audit projects and translate findings into practice.</p> <p>Disseminates findings and uses them to identify services improvements.</p> <p>Takes responsibility for their own actions, outcomes and any user challenges to their practice, and works to improve.</p> <p>Actively challenges poor practice that undermines the quality of the services, or the delivery of expected outcomes.</p>	<p>E3c Co-ordinates larger-scale service evaluation and audit projects relevant to organisational priorities. For example, multi-professional services.</p> <p>May participate in peer review systems.</p> <p>Invites input from others in order to better evaluate or improve services.</p> <p>Develops service evaluation and audit activity, and/or integrates work into larger and broader quality improvement.</p> <p>Creates shared ownership and visibility of the quality improvement and evaluation activities.</p>	<p>E3d Co-ordinates larger-scale service evaluation and audit projects at national or international level.</p> <p>Influences or leads the development of national or international standards.</p> <p>Ensures the application into practice of the results of national and international audits.</p> <p>Inspires others to deliver beyond what they thought they could in terms of quality of service.</p>



Facilitated Learning

Develop resources and share knowledge to improve knowledge and skills of others

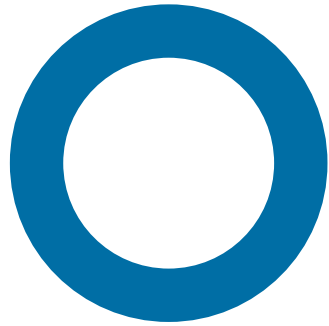
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>F1a Is able to deliver a teaching session to peers, students and service users using a limited range of teaching and learning techniques.</p> <p>Is able to reflect on the session and identify strengths and weaknesses and use this to improve further sessions.</p> <p>Has the range of knowledge necessary to answer the majority of questions, and identify when further information is required.</p>	<p>F1b Uses a broad range of teaching and learning techniques, along with understandings of adult learning, to develop and deliver a range of learning opportunities to a range of services users and multi-professional team members.</p>	<p>F1c Designs and delivers programmes to develop individuals and services that support the delivery of best practice and meet the strategic aims of their organisation.</p> <p>Evaluates programmes of education and uses this evaluation to improve delivery.</p> <p>Provides information and resources to improve knowledge.</p> <p>Actively develops a learning culture in the team.</p>	<p>F1d Has a clear vision for development goals for their services, and team, and a plan to meet these goals.</p> <p>Identifies and implements innovative and multi-faceted methods of learning.</p> <p>Supports local, national and international institutions in the delivery of education programmes, conferences and symposia.</p>



Information and resource development

Develop resources to support service delivery

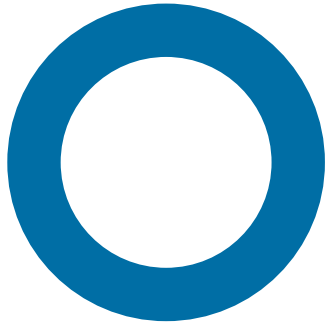
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>F2a Is able, with support, to identify the purpose, audience and key points for, and develop, basic resources.</p> <p>Is able to find and appraise external resources to ensure they are fit for purpose.</p> <p>Is aware of the variable quality of sources of information about food and service users' access.</p> <p>Is aware of the key components in developing 'good' information:</p> <ul style="list-style-type: none"> • Involve users in creating information • Create accurate and evidence-based health information • Communicate information clearly • Ensure it has impact and relevance 	<p>F2b Produces and supports the production of resources that reflect the evidence base and best practice in the subject.</p> <p>Understands information usability and quality tools.</p> <p>Is aware of various sources of information about food available in their work area that meets different needs / levels of health literacy.</p> <p>Knows how to go about producing 'good' information.</p>	<p>F2c Leads the identification of need for resources and secures their development for local use.</p> <p>Understands the research and evidence-base relating to the usability and quality of food information sources.</p> <p>Understands the evidence-base around information that meets different needs and the impact.</p> <p>Understands what information is needed in an organisation to meet the needs of service users and staff.</p>	<p>F2d Identifies, develops and disseminates resources for national and international use. All resources are of publishable standard.</p> <p>Undertakes research relating to the usability and quality of food information sources.</p> <p>Creates and maintains policies on the availability of information available within the service which meets different needs within the patient and staff group.</p>



Mentoring and supervision

Assure and develop their own and other's skills

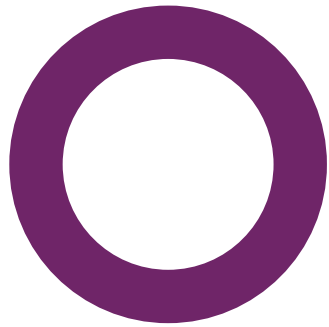
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>F3a Willingly accesses supervision or mentoring and actively participates to develop their own practice.</p> <p>Engages in supervision of practice-based pre-registration learners.</p>	<p>F3b Actively participates in the development of supervision and mentoring programmes, including for pre-registration learners and Entry Level dietitians.</p> <p>Coaches others to find their own solutions.</p>	<p>F3c Leading and coordinating mentoring and supervision for their team, including pre-registration learners.</p> <p>Empowers individuals to solve problems and improve processes and practice.</p> <p>Provides supervision or mentoring for colleagues.</p> <p>Builds a well-functioning, multi-skilled team using mentoring and coaching.</p>	<p>F3d Seeks out opportunities to continue involvement and actively participate in pre-registration learner supervision.</p> <p>Mentors senior colleagues, often across organisation boundaries and professional groups.</p> <p>Willingly supports the development of individuals and services through mentoring, advice or guidance.</p>



Self development

Maintain fitness to practice

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>F4a Actively reflects on practice, seeks feedback and uses this to improve their own practice.</p> <p>With support, identifies development needs and actively seeks opportunities to develop themselves and their practice; challenging entrenched practice appropriately.</p>	<p>F4b Identifies development needs and is pro-active in developing or finding opportunities to develop self.</p> <p>Uses reflection and supervision to actively improve own service delivery.</p>	<p>F4c Has a strategic view of own development needs; aligning personal goals with organisational strategy.</p>	<p>F4d Has a long term and strategic approach to personal development.</p>



Strategy and vision

Contribute to organisational strategy

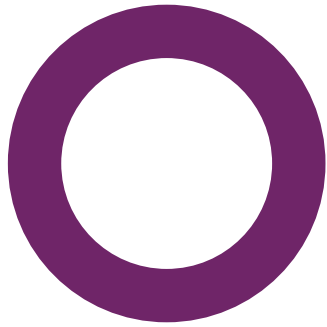
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>L1a Demonstrates knowledge of relevant policies and strategies within practice area.</p> <p>Has knowledge and understanding of local policies and strategies and knows how this influences their service delivery.</p> <p>Understands the purpose of strategy and how it is developed.</p> <p>Knows how their objectives and actions contribute to achievement of the strategy.</p> <p>Actively seeks opportunities to act as an advocate in promoting dietetics to colleagues.</p>	<p>L1b Has in-depth knowledge of national, regional and local strategies and policies, and their application in the development and planning of services, in their area of practice.</p> <p>Contributes to the development of local strategy, and to the policy and actions that deliver the strategy.</p> <p>Influences local and regional policy to ensure dietetics is embedded.</p>	<p>L1c Actively contributes to the development of national and regional strategies, and leads local strategy and policy development.</p> <p>Helps others to understand the importance of their contribution to the development of local strategy, and generates their team members commitment to the strategy.</p> <p>Seeks out new opportunities requiring dietetic input and embeds them locally.</p>	<p>L1d Works at regional, national and international levels to develop and influence service delivery.</p> <p>Is recognised as an opinion leader across the sphere of influence of the organisation.</p> <p>Inspires and energises others to understand the purpose and impact of the strategy and commit to it.</p> <p>Uses networks to engage internationally, to support policy and strategy development.</p> <p>Influences national and international policy to ensure dietetic practice is embedded within these.</p>



Managing change

Work within a changing environment

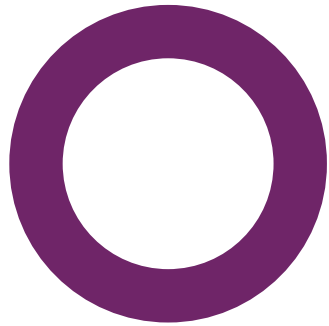
ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>L2a Recognises that dietitians work within a continually changing environment.</p> <p>Understands the value of the proposed changes and is able to work within a changing environment.</p> <p>Identifies issues with service delivery and actively seeks to address them, with support as necessary.</p>	<p>L2b Actively and effectively leads and participates in change and developments within their area of practice.</p>	<p>L2c Recognises, leads and manages change, taking into account cultural and political considerations.</p> <p>Understands the concerns of their team, addresses them, and engages their team in the change process.</p> <p>Is able to function effectively in a rapidly changing environment.</p>	<p>L2d Leads change within the organisation, providing change management leadership.</p>



Advocacy

Contribute to advocacy efforts related to nutrition and health

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>L3a Understand the principles of advocacy.</p> <p>Contributes to advocacy efforts to improve nutrition and health in their population.</p> <p>Uses social media and other communication systems to support advocacy efforts.</p>	<p>L3b Is able to use a variety of communication methods and interpersonal skills to engage others.</p> <p>Uses social media and other communication systems independently to deliver evidence-based information to stakeholders.</p> <p>Can adapt their behaviour and communication style to meet the needs of the target audience.</p>	<p>L3c Leads on advocacy strategies, actively engaging stakeholders to bring about change within local and regional spheres of influence.</p> <p>Leads the application of social media and other communication systems to support the development of others and the communication of evidence-based information to stakeholders.</p>	<p>L3d Acts as a champion for their areas of expertise and to improve health.</p> <p>Uses a broad range of strategies to bring about change through influence, including legislative and other change at national and international levels.</p>



Quality of service

Assure quality of service

ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
<p>L4a Accepts responsibility for the quality of the service they provide and acts to ensure that quality is maintained.</p> <p>Participates in projects to monitor, evaluate and improve the quality of the service provided.</p> <p>Can identify improvements that have resulted from practice in their given area.</p>	<p>L4b Actively participates in projects which will improve the quality of the service and leads on aspects of the project as appropriate.</p> <p>Can articulate the impact of their practice in their area of work clearly to stakeholders.</p>	<p>L4c Accepts leadership roles in local, regional and national organisations and committees which seek to improve outcomes for service users.</p> <p>Accepts leadership roles to promote dietetics, nutrition and the profession.</p> <p>Demonstrates to decision makers the positive impact of a dietitian working in their area.</p>	<p>L4d Seeks national and international leadership roles to support others to develop the quality of services.</p> <p>Drives consistency in practices and measures performance against service quality levels and standards.</p>

Further reading

BDA Preceptorship programme

The Preceptorship Programme aims to build newly qualified dietitians up to be practising at Entry Level across all four pillars by the end of year one as a dietitian.

<https://www.bda.uk.com/resource/bda-preceptorship-programme.html>

BDA Practice Supervision guidance document

Details the process of practice supervision and provides some practical tools that can be used when developing and implementing supervision in any work-related environment.

<https://www.bda.uk.com/practice-and-education/nutrition-and-dietetic-practice/professional-guidance/practice-supervision.html>

Advanced practice framework

Details the definition of advanced practice within each of our four home countries and the standards required for advanced level of practice:

- [Wales](#)
- [Northern Ireland](#)
- [Scotland](#)
- [England](#)

BDA Model and Process guidance document

Details the consistent process that dietitians follow in any intervention; with individuals, groups or populations; in clinical settings, public health or health promotion.

<https://www.bda.uk.com/practice-and-education/nutrition-and-dietetic-practice/professional-guidance/model-and-process-for-dietetic-practice.html>

NHS Improvement Developing allied health professional (AHP) leaders

A guide to professional development opportunities and possibilities to AHP leads at all levels.

<https://improvement.nhs.uk/resources/developing-allied-health-professional-leaders-guide>

Dietitian Degree Apprenticeship

Standard for dietetic degree apprenticeships sets out the duties, knowledge, skills and behaviours the student requires to successfully complete the apprenticeship.

<https://www.bda.uk.com/practice-and-education/education/apprenticeships/degree-apprenticeship.html>

Advanced Clinical Practitioner Apprenticeship

The standard for the advanced clinical practitioner apprenticeship sets out the responsibilities, values and behaviours required to successfully complete the apprenticeship.

<https://www.bda.uk.com/practice-and-education/education/apprenticeships/advanced-clinic-practitioner-apprenticeship.html>

Glossary

A

Term	Definition
Accountability	Being responsible for what you do and being able to give a satisfactory reason for it.
Active Listening	A communication technique that is used in assessments, training, counselling and conflict resolution. It requires that the listener fully concentrates, understands, responds and then remembers what is being said.
Advocacy	Publicly supporting or recommending a particular cause or policy.
Allied Health Professional (AHP)	Broad range of health professionals who are not doctors, dentists or nurses. For example, dietitians, physiotherapists, occupational therapists, radiographers, speech and language therapists etc.
Appraise	To examine someone or something in order to judge their qualities, success or needs.
Audit	An official examination of records against a standard and the production of a report summarising the findings.

B

Term	Definition
Benchmarking	A level of quality that can be used as a standard when comparing other things.

C

Term	Definition
Capability	The ability to do things effectively and skilfully, and to achieve results.
Career	The job or series of jobs that you do during your working life.
Clinical	Medical work or teaching that relates to the examination and treatment of unwell individuals.
Clinical Practice	Agreed method of delivering healthcare by doctors, nurses and other health professionals.

Glossary

C

Term	Definition
Collaborate	To work with someone else for a special purpose.
Competence	The ability to do something successfully or efficiently.
Continuing Professional Development (CPD)	How professionals continue to learn and develop throughout their career, in order to keep their skills, knowledge and ways of thinking up to date to practise safely and effectively within their current and future scope of practice.

D

Term	Definition
Design	To make or draw plans for something, for example, services, treatment plans etc.
Dietitian	A degree-qualified regulated health professional who: (i) helps to promote nutritional well-being, treat disease and prevent nutrition-related problems; (ii) provides practical, safe advice, based on current scientific evidence; (iii) holds a graduate qualification in nutrition and dietetics in the UK; (iv) is HCPC regulated.
Diplomacy	The skill in dealing with people without offending or upsetting them.

E

Term	Definition
Evaluation	The process of judging something's quality, importance or value, or a report that includes this information.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Evidence-based Practice	Interpreting individual clinical expertise with the best available external clinical evidence from systematic research.

Glossary

F

Term	Definition
Facilitated learning	Sharing knowledge and skills across and beyond the profession for the benefit of service users and populations. The scope could include (but is not limited to) developing a range of teaching materials, mentoring or supervision of others and developing of own skills.
Fitness to practice	An amalgamation of many factors contributing to the preparedness of an individual to confidently enter their chosen clinical profession with appropriate and expected levels of capacity, capability and expertise.
Framework	A basic structure underlying a system, concept, or text.

G

Term	Definition
Guideline	A general rule, principle or piece of advice.

H

Term	Definition
Holistic	Relating to the whole thing rather than just a part. In a health setting this means having a concern for the whole person, where body and mind are linked.

I

Term	Definition
Innovation	The use of a new idea or method.
Integrate	To combine two or more things in order to become more effective e.g. health and social care services.
Intervention	A combination of program elements or strategies designed to produce behaviour changes or improve health status among individuals or an entire population.

Glossary

K

Term	Definition
Knowledge	Facts, information, and skills acquired through experience or education.

L

Term	Definition
Leader	A person who takes initiative of an action and supports others to follow.
Leadership	Providing a strategy, vision or direction for a programme or service.
Level	An intellectual, social, or moral standard.

M

Term	Definition
Management	Overseeing the day-to-day delivery of a programme/service, including setting roles and responsibilities and the allocation of resources.
Masters Level	"The ability to make sound judgements in the absence of full information and to manage varying levels of risk when there is complex, competing or ambiguous information or uncertainty." ⁽⁸⁾
Mentoring	Act of supporting and advising someone with less experience to help them develop in their work.
Multi Professional services	A range of occupations who work in collaboration to provide support to individuals or groups.

N

Term	Definition
Non verbal communication	Communication through sending and receiving wordless cues. e.g. body language, distance, physical appearance.
Nutrition	The process of providing or obtaining the food necessary for health and growth.

Glossary

P

Term	Definition
Performance	Undertaking a task or function.
Person centred	Focusing care on the needs of the person rather than the needs of the service.
Practice supervision	A process of professional support and learning, undertaken through a range of activities, which enables individuals to develop knowledge and competence, assume responsibility for their own practice and enhance service-user protection, quality and safety of care. ⁽⁹⁾
Preceptorship programme	Provides a framework incorporating guidance and mentorship support to further develop skills and aid the transition from newly qualified to entry level. The preceptorship programme should enable the dietitian to confidently apply the knowledge and skills acquired as a student, to their practice, and will also provide the basis for life-long learning.
Professional practice	The use of an individual's knowledge in a particular profession.
Proficiency	A high degree of skill; expertise.

Q

Term	Definition
Quality	The standard of something as measured against other things of a similar kind.
Quality measures	Tools that help measure or qualify healthcare processes, outcomes, patient perceptions and organisational structures and/or systems that are associated with the ability to provide high quality health and/or that relate to one or more quality goals for health care.

R

Term	Definition
Reflection	Critical thought or consideration of a situation or event.
Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Risk	A situation involving exposure to danger.

Glossary

S

Term	Definition
Scope of practice	Procedures, actions, and processes that a healthcare practitioner is permitted and competent to undertake in keeping with the terms of their professional license. The scope of practice for any individual dietitian is determined by the requirements of their role and their personal capabilities. Increasingly, the scope of practice for a dietitian will also encompass skills and knowledge that are traditionally the realm of other professions.
Service user	Anyone who uses, or is affected by, the services of registrants or learners.
Skill	The ability to do something well.
Stakeholder	An individual with an interest or concern in something, especially an organisation/service e.g. health professionals, patients, commissioners etc.
Strategy	A plan of action designed to achieve a long-term or overall aim.
Supervision	A process of professional support and learning, undertaken through a range of activities, which enables individuals to develop knowledge and competence, assume responsibility for their own practice and enhance service-user protection, quality and safety of care
Symposia	Events where individuals who have great knowledge of a particular subject meet in order to discuss a matter of interest.

T

Term	Definition
Theory	A formal idea or set of ideas that is intended to explain facts or events.

U

Term	Definition
Understand	Perceive the intended meaning of.

V

Term	Definition
Vision	The ability to think about or plan the future with imagination or wisdom.

W

Term	Definition
Wider systems	Any organisation that supports, resources or governs the health and social care workforce, e.g. UK administrations, professional bodies and associations, trade unions, other service providers and regulators.

** Note: Above definitions sourced from Standardised English Dictionaries, Professional bodies [e.g. British Dietetic Association] and Health & Care Professions Council.

References

1. Hickson M, Child J, Collinson A. Future Dietitian 2025: informing the development of a workforce strategy for dietetics. *J Hum Nutr Diet*. 2018;31(1):23–32. doi:10.1111/jhn.12509. Abstract available: <https://pubmed.ncbi.nlm.nih.gov/28940823/>
2. The British Dietetic Association. Code of Professional Conduct. May 2017. Last accessed April 2020. <https://www.bda.uk.com/practice-and-education/nutrition-and-dietetic-practice/professional-guidance/regulation-codes-and-practice-guidance.html>
3. Heath and Care Professions Council. Standards of Proficiency: Dietitians. 2013. Last accessed April 2020. <https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-dietitians/>
4. National Health Service Wales. Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales. (no date). <http://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf>
5. Department of Health Northern Ireland. Advanced AHP Practice Framework. June 2019. <https://www.health-ni.gov.uk/publications/advanced-ahp-practice-framework>

References

6. NHS Education for Scotland. Transforming Nursing, Midwifery and Health Professions' (NMaHP) Roles: pushing the boundaries to meet health and social care needs in Scotland. 2017. <http://www.advancedpractice.scot.nhs.uk/uk-progress/scotland/allied-health-professionals.aspx?tab=TabResources>
7. Health Education England. Multi-professional framework for advanced clinical practice in England. 2017. Last accessed April 2020. <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework>
8. The British Dietetic Association. BDA Practice Supervision. July 2011. Last accessed April 2020. <https://www.bda.uk.com/practice-and-education/nutrition-and-dietetic-practice/professional-guidance/practice-supervision.html>


Evidence Matrix

(use this matrix to evidence your level of competence for each capability)

Overall level of competence is:

Future aspiration is:

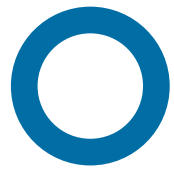
Next steps (SMART goals):

 Practice	ENTRY LEVEL	ENHANCED	ADVANCED	EXPERT
Practice				
Service user focus				
Communication				



Evidence based practice and research

	ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
Evidence informed practice				
Outcomes				
Service evaluation and quality improvement				



Facilitated Learning

	ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
Facilitated learning				
Information and resource development				
Mentoring and supervision				
Self development				



Leadership

	ENTRY LEVEL	ENHANCED	ADVANCED	CONSULTANT
Strategy and vision				
Managing change				
Advocacy				
Quality of service				



Published: 2021 Review Date: 2024

With thanks to Sue Kellie (BDA Fellow and former Deputy Chief Executive)

©The British Dietetic Association
Education and Professional Development
BDA, 3rd Floor, Interchange Place, 151-165 Edmund Street
Birmingham B3 2TA.

0121 200 8080
info@bda.uk.com
bda.uk.com

Commercial copying, hiring or lending without the written permission of the BDA is prohibited.