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## Acknowledgments

With thanks to all the AHP professional bodies who readily shared their expertise and the many dietitians who contributed to the development of this framework.
1.0 What is the dietetic career framework?

The framework describes the expectations of the dietetic workforce across the core areas of practice:

- Dietetic practice;
- Evidence based practice;
- Education and resource development;
- Leadership and management.

It aims to provide consistency across the dietetic workforce in whatever setting.

The Curriculum Framework for the Pre-registration Education and Training of Dietitians (BDA, 2008) articulates the required knowledge, skills and attitudes at the point of registration. The knowledge, skills and attitudes articulated within that document are therefore a 'given' underpinning this career framework. The application of these forms the foundations upon which the dietitian will build throughout their career. Therefore no attempt is made to describe the core knowledge and skills of a dietitian. Rather, it describes the outcomes of the application in core areas of dietetic knowledge and skills at all levels of the post registration dietetic career pathway – entry level, specialist, advanced and consultant.

The Assistant Practitioner (AP) and Dietetic Support Worker (DSW) competency frameworks can be used as working tools to demonstrate the competence of an individual to carry out particular duties through a variety of assessment methods, including for example, production of work products and direct observation by a qualified member of staff. Competency frameworks should be linked to the KSF outline of an AP or DSW to enable professional development and maintain governance standards, including safe practice.

There is an expectation of a continuum of development in each core area with a progressive development of knowledge and skills within a defined area of practice which is likely to become more focussed. Over time the practitioner's focus will move from self, through local to national perspective; will move from working within policies to stretching the boundaries of practice and their sphere of influence will extend from a very local to a national perspective.

The framework is designed to be flexible and apply to any area of practice of dietetics and all settings. The levels referred to based on the levels of practice for health professionals as defined by Skills for Health but apply to any setting. It is recognised that any individual post may encompass indicators across more than one level, and evidence of performance at any level of the framework does not automatically translate into any specific pay band.
2.0 Who is the framework for?

The framework is for any dietitian, assistant practitioner, support worker, manager of dietitians or commissioner of dietetic services or workforce planner who has an interest in personal, professional or service development involving dietitians.

3.0 How can it be used?

The framework can be used to:

- Describe the knowledge and skills you contribute to your service.
- Inform skills and career development of individuals and services.
- Facilitate the further development of a skilled dietetic workforce.
- Provide a consistent and coherent vision across the dietetic workforce.

4.0 Links to other frameworks

The Dietetic Career Framework provides the structure for describing dietetic practice. Several BDA specialist groups have described the knowledge and skills required for dietetic practice within their specialist areas. Other groups may choose to follow, using the dietetic career framework as a basis. Competence frameworks such as those developed by Skills for Health, the sector skills council for health, can be referenced to provide greater detail. Indicative national workforce competences or, where they exist, national occupational standards, have been mapped against the dietetic career framework.
5.0 Definitions of levels of dietetic practice

Definitions

Dietetic Support Worker
A dietetic support worker (DSW) delivers dietetic care, and performs tasks delegated by a dietitian. The DSW works within an agreed scope of practice under the close direction or supervision of a dietitian, within relevant legal and ethical frameworks and in accordance with organisational protocols and policies. They would have the underpinning knowledge, skills and assessed level of competence to undertake such a role, and be educated to S/NVQ Level 3 or equivalent and employed at a minimum of Agenda for Change band 3.

Assistant Practitioner
The Dietetic Assistant Practitioner delivers nutritional healthcare with a level of knowledge, skill and competence beyond that of a traditional healthcare assistant/support worker. They assume responsibility for delegated aspects of dietetic healthcare delivery which may previously have only been within the remit of registered dietitians. The Assistant Practitioner works within an agreed scope of practice under the direction or supervision of a dietitian within relevant legal and ethical frameworks and in accordance with organisational protocols and policies. They are educated to Foundation Degree level or equivalent and employed at a minimum of Agenda for Change band 4.

Entry level practice
At the point of registration a graduate in dietetics understand and have the ability to work within the wide-ranging sphere of influence of dietetics. They will be able to work autonomously, with practice based on sound evidence, in therapeutic roles with individuals and more broadly, in health promotion and public health with both individuals and groups. The dietitian will demonstrate professional problem solving skills where there is considerable variation in the presentation and health needs of service users and the setting for care.

Specialist practice
The expert dietitian demonstrates specialist knowledge of dietetic practice within their field of practice or knowledge across the breadth of dietetic practice. They actively seek to develop their own practice for the benefit of their service users, through integrating new knowledge obtained through reflection and evaluation or from external sources.

The expert dietitian will demonstrate sound problem solving skills where there is considerable variation in the presentation and health needs of service users and the setting for care. They will demonstrate flexibility in delivering care in complex and unpredictable contexts.

Advanced practice
Advanced practice is at, or informed by, the forefront of nutrition and dietetics research and practice. An advanced dietitian demonstrates highly developed expert knowledge and skills within their field of practice, including outside traditional role boundaries, and will demonstrate originality and creativity in the application of these. The advanced dietitian will manage complex issues in situations where there is incomplete data, conflicting priorities (clinical, environmental, organisational, strategic, political or policy) and often no existing guidance. The advanced dietitian seeks to shape and influence the environment at different levels including local, regional, professional and national, in order to influence outcomes for their service users.
**Consultant practice**
The consultant dietitian demonstrates highly developed expert knowledge and skills within their field of practice. They deliver improved outcomes for service users through innovative service delivery and the development of practice and research. The consultant dietitian demonstrates professional leadership through being an inspirational role model, the development and effective use of national and international networks and the active development of a learning environment in the team.
6.0 Specific examples

Individuals can use the framework to plot career development and inform personal development plans.

Case Study
Andrina is a dietitian with experience in the health service who is now wishing to develop a freelance practice alongside her NHS practice. Within the NHS she is working towards the specialist level in the career framework, within the defined area of practice of freelance dietetics she is at entry level in some elements and specialist in others. She uses the career framework to identify the areas where she needs development and priorities these using a risk framework.

She recognises that there are many issues relating to the business aspects which she needs to develop so joins the Freelance Dietitians Group to obtain their guidance and support. She also finds a mentor to support her developing her business skills and a dietitian to provide practice supervision. She identifies that education and resource development will be an important aspect of her business, that her current practice is at entry level and therefore implements a development plan to bring her skills to a minimum of specialist.

A dietetic service can use the framework as a basis for planning and implementing preceptorship programmes or progression between job roles using the Band 5/6 run through or between other levels.

Case study
A dietetic department has obtained funding for a new specialist post within the obesity prevention programme. They recruit an entry level dietitian from within their service who shows the potential to develop into the post at specialist level. The team leader identifies that the career framework provides the basis for a development programme which focuses on the identified gaps particularly dietetic practice and leadership and management. A programme was developed to provide the dietitian with the opportunities to develop her knowledge and skills using a blend of formal learning, work based learning and practice supervision. She reflected on and recorded her learning and achievements in a portfolio and within 7 months was able to demonstrate the achievement of the specialist competences and at this time was regraded.
**7.0 Career Framework**

**Core Area**

**7.1 Dietetic Practice**

This core area includes the professional practice of the dietitian. It is about the application of nutritional knowledge and the skills needed in this application. It includes care of patients, individuals or groups, public health practice or as a practitioner in private practice. It excludes education of other health professionals, leadership, management and strategy, as these are covered in other domains.

<table>
<thead>
<tr>
<th>Element</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Entry level</th>
<th>Specialist</th>
<th>Advanced</th>
<th>Consultant or Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload</td>
<td>Routine caseload for review and follow up within competency framework (CF), with supervision. Will support specific aspects of project work including public health.</td>
<td>Caseload Routine caseload appropriate to setting within agreed competency framework (CF), with supervision. Will undertake specific aspects of project work including public health.</td>
<td>Routine caseload as appropriate to the setting. Manages more complex cases with supervision In public health will take responsibility for specific aspects of projects.</td>
<td>Caseload is more complex and the practitioner is responsible for their clinical decisions in uni - and multi-disciplinary settings. Will take responsibility for specific aspects of projects.</td>
<td>Manages complex and diverse work load systematically and creatively in their specific work setting. Likely to manage medicines in a clinical setting. Manages/directs the care pathway or complex public health programmes.</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>Under frequent and regular supervision has responsibility for limited areas of practice, including a designated caseload, within CF and care pathway.</td>
<td>Under supervision has responsibility for limited areas of practice, has autonomy for decision making within agreed protocol. Manages own caseload within CF and care pathway.</td>
<td>Has responsibility for specific areas of practice, managing own caseload identifies issues and starts to generate solutions with support.</td>
<td>May have responsibility over more than one area of practice or setting. They manage their own workload; identifying problems and solutions, implementing these with support as necessary.</td>
<td>Advanced responsibility within area of practice, managing workload within broad policy and guidance boundaries.</td>
<td>Has autonomy of practice and decision making in meeting the needs of service users within broad organisational frameworks.</td>
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<tr>
<td>Continually seeks to develop their practice with supervision.</td>
<td>Continually seeks to develop their practice with supervision.</td>
<td>Continually seeks to develop their practice with supervision.</td>
<td>Uses developed communication skills to empower individuals and groups.</td>
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<tr>
<td>Demonstrates required knowledge of scope and breadth of nutrition and dietetics and applies as relevant.</td>
<td>Demonstrates a comprehensive knowledge of scope and breadth of nutrition and dietetics and applies as relevant.</td>
<td>Demonstrates appreciation of knowledge limitations.</td>
<td>Developing knowledge and skills in one or more specialist areas.</td>
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<tr>
<td>Demonstrates appreciation of knowledge and skills limitations.</td>
<td>Demonstrates clinical reasoning which applies knowledge in familiar circumstances</td>
<td>Demonstrates clinical reasoning which applies knowledge in familiar circumstances</td>
<td>Demonstrates specialist knowledge of dietetic practice within their scope or further develops broad knowledge to undertake practice without close supervision.</td>
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<tr>
<td>Demonstrates sufficient knowledge and skills to deliver designated tasks.</td>
<td>Applies and develops their communication skills.</td>
<td>Applies and develops their communication skills.</td>
<td>Has an extensive breadth and depth of knowledge within their specialist dietetic field, supported by a high level of skills in the application of this knowledge.</td>
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<tr>
<td>Uses developed communication skills to empower individuals and groups.</td>
<td>Has an extensive breadth and depth of knowledge within their specialist dietetic field, supported by a high level of skills in the application of this knowledge.</td>
<td>Demonstrates clinical reasoning which applies knowledge in familiar and unfamiliar circumstances</td>
<td>Extends the boundaries of own and others dietetic practice.</td>
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<tr>
<td>Demonstrates specialist knowledge of dietetic practice within their scope or further develops broad knowledge to undertake practice without close supervision.</td>
<td>Extends the boundaries of own and others dietetic practice.</td>
<td>Applies and develops their communication skills (initially developed in pre-registration education).</td>
<td>Demonstrates a highly developed systematic specialist knowledge to masters level equivalent.</td>
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<tr>
<td>Has an extensive breadth and depth of knowledge within their specialist dietetic field, supported by a high level of skills in the application of this knowledge.</td>
<td>Demonstrates a highly developed systematic specialist knowledge to masters level equivalent.</td>
<td>Demonstrates originality in the application of knowledge, demonstrates an ability to undertake a lead role.</td>
<td>Demonstrates originality in the application of knowledge, demonstrates an ability to undertake a lead role.</td>
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<tr>
<td>Has an extensive breadth and depth of knowledge within their specialist dietetic field, supported by a high level of skills in the application of this knowledge.</td>
<td>Demonstrates originality in the application of knowledge, demonstrates an ability to undertake a lead role.</td>
<td>Demonstrates visionary thinking.</td>
<td>Demonstrates originality in the application of knowledge, demonstrates an ability to undertake a lead role.</td>
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<tr>
<td>Applies knowledge in familiar circumstances. Applies and develops their communication skills. Development will include short courses, in-house structured development programmes reflection on practice, practice supervision, mentoring.</td>
<td>Development will include short courses, in-house structured development programmes reflection on practice, practice supervision, mentoring.</td>
<td>Relevant post graduate development in practice area which meets the needs of the service and the service users including specialist short courses, reflection on practice, practice supervision, mentoring. Academic study is likely to be at honours level or above.</td>
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<tr>
<td>Element</td>
<td>Level 3</td>
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<tr>
<td>Multi/inter-disciplinary working sphere of influence</td>
<td>Has awareness and respect of roles of MDT and contributes to functioning of MDT.</td>
<td>Has awareness and respect of roles of MDT and contributes to functioning of MDT.</td>
<td>Has awareness and respect of roles of MDT and contributes to functioning of MDT.</td>
<td>Demonstrated effectiveness in working within the multi-disciplinary team by actively working to promote the team, improve its functioning and promote the role of the dietitian within the team.</td>
<td>Provides leadership within multi-disciplinary team. Seeks to influence within the organisation and externally.</td>
<td>Influence within organisation and health and social care community acts as an expert resource internally, regionally and nationally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative National Workforce Competence/National Occupational Standards</th>
<th>CHS100 Develop relationships with individuals with long term conditions.</th>
<th>CHS104 Brief the team for individual interventions.</th>
<th>CHS105 Agree nature and purpose of assessment/investigation of individual’s health status.</th>
<th>CHS106 Request imaging investigations to provide information on an individual’s health status and needs.</th>
<th>CHS118 From a professional judgement of an individual’s health condition.</th>
<th>CHS119 Select assessment and investigate techniques and procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHS120 Assess individual’s suitability to undergo and intervention.</td>
<td>CHS121 Prioritise treatment and care for individuals according to their health status and needs.</td>
<td>CHS152 Assess an individual’s communication skills and abilities.</td>
<td>CHS179 Advise on requirements for choice of therapeutic intervention.</td>
<td>CHS39 Assess an individual with a suspected health condition.</td>
<td>CHS41 Develop and agree treatment plans for individuals.</td>
</tr>
<tr>
<td></td>
<td>CHS43 Identify and respond to risk of genetic conditions.</td>
<td>CHS44 Plan activities, interventions and treatments to achieve specified health goals.</td>
<td>CHS45 Agree courses of action following assessment.</td>
<td>CHS47 Monitor and assess patients following treatments.</td>
<td>CHS48 Communicate significant news to an individual.</td>
<td>CHS52 Plan interdisciplinary assessment of individual’s health status.</td>
</tr>
<tr>
<td></td>
<td>CHS53 Evaluate the delivery of care to meet the needs of individuals.</td>
<td>CHS56 Provide clinical information to individual’s.</td>
<td>CHS59 Respond to referrals of individuals with health conditions.</td>
<td>CHS60 Assess individuals’ with long term conditions.</td>
<td>CHS61 Co-ordinate the care of individuals with long term conditions.</td>
<td>CHS62 Provide interventions to people with long term conditions.</td>
</tr>
</tbody>
</table>
CHS64 Enable individuals to manage changes in their long term condition.
CHS65 Enable individuals with long term conditions to respond to acute episodes.
CHS66 Support individuals with long term conditions to manage their medication.
CHS68 Support individuals with long term conditions to manage their nutrition.
CHS70 Support individuals with long term conditions to optimise their psychological functions.
CHS74 Manage an individual’s medication to achieve optimum outcomes.
CHS76 Obtain informed consent for interventions or investigations.
CHS83 Interpret and report on the findings of investigations.
CHS85 Evaluate care management plans with individuals diagnosed with a long term condition.
CHS87 Agree rehabilitation plans with individuals, families, carers and other profession.
CHS88 Co-ordinate the implementation and delivery of treatment plans.
CHS97 Organise a programme of support following withdrawal from treatment.
CHS98 Arrange services and support with other health care providers.
CHS99 Refer individuals to specialist services for treatment and care.
CS13 Monitor individuals’ responses to interventions.
DN33 Arrange interpreting and translation services.
EUSC01 Take a presenting history.
EUSC03 Co-ordinate further assessment or investigations prior to initiation of the intervention.
EUSC05 Review presenting conditions and determine the appropriate intervention for the individual.
EUSC17 Manage emergencies that arise during an intervention.
GEN14 Provide advice and information to individuals on how to manage their own condition.
GEN16 Inform an individual of discharge arrangements.
GEN17 Contribute to discharge of individuals into the care of another service.
GEN21 Interact with individuals using telecommunications.
GEN22 Communicate effectively with individuals and others.
GEN28 Discharge and transfer individuals from a service or your care.
GEN3 Maintain health and safety in a clinical/therapeutic environment.
GEN38 Arrange access to services identified in the individual’s rehabilitation plan.
GEN43 Monitor and review the rehabilitation process with the individual, their family, carers and other professionals.
GEN45 Evaluate the outcomes of an individual’s rehabilitation.
GEN5 Support individuals during and following clinical/therapeutic activities.
GEN7 Monitor and manage the environment and resources during and after health care actions.
H176 Identify requirements for information on health
HSC22 Supporting the health and safety of yourself and individuals.
HSC226 Support individuals who are distressed.
HSC3101 Help develop community networks and partnerships.
HSC330 Support individuals to access and use services and facilities.
HSC336 Prevent and manage abusive and aggressive behaviour.
HSC344 Support individuals to retain, regain and develop the skills to manage their lives and their environment.
HSC387 Work in collaboration with carers in the catering role.
HSC394 Contribute to the development and running of support groups.
| Knowledge and Skills Framework | C1 Communication.  
| | C3 Health, safety and security.  
| | C5 Quality.  
| | C6 Equality and diversity.  
| HWB 1 | Promotion of health and wellbeing prevention of adverse effects on health and wellbeing.  
| HWB2 | Assessment and care planning to meet health and wellbeing needs.  
| HWB 4 | Enablement to address health and wellbeing needs.  
| HWB 6 | Assessment and treatment planning.  

| Dietetic Career Framework | HSC41 Develop methods of communicating effectively.  
| | HSC414 Assess individuals' needs and preferences.  
| HT2 | Enable individuals to change their behaviour to improve their own health and well being.  
| HT2 | Encourage behavioural change in people to promote health.  
| MH14 | Identify potential mental health needs and related or co-existent issues.  
| PE1 | Enable individuals' to make informed health choices and decisions.  
| PE2 | Manage information and materials for access by patients and carers.  
| PE3 | Work with individuals to evaluate their health status and needs.  
| PE4 | Agree a plan to enable individuals to manage their condition.  
| PE5 | Develop relationships with individuals that support them in addressing their health needs.  
| PE6 | Identify the learning needs of patients and carers to enable management of a defined condition.  
| PE7 | Develop learning tools and methods for individuals and groups with a defined health condition.  
| PE8 | Enable individuals to manage their defined health condition.  

### Core area

#### 7.2 Evidence Based Practice

This core area encompasses all aspects of the development and use of the evidence base for professional practice. The development of professional skills and knowledge through continuing professional development also sits within this domain.

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Policies, procedures and guidance</td>
<td>Works within local policies and procedures and local governance structure. Is aware of BDA policies, position statements and guidance documents.</td>
<td>Works within local policies and procedures and local governance structure. Is aware of BDA policies, position statements and guidance documents.</td>
<td>Works within local policies and procedures and local governance structure. Is aware of BDA policies, position statements and guidance documents.</td>
<td>Identify areas for development and proposes changes and developments in policy or guidance within their immediate dietetic environment. Contributes to consultations on national policy and guidance.</td>
<td>Identifies service developments and suggests strategies for development and implementation. Lead on local policy implementation.</td>
<td>Influences policy and guidance at local, regional and national levels by highlighting evidence on support of proposes service and practice developments in own area of practice.</td>
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<tr>
<td>Use of evidence base</td>
<td>Be able to identify information from reputable sources to use in practice</td>
<td>e able to identify information from reputable sources to use in practice</td>
<td>Be aware of the principles and practice of evidence based healthcare for professional practice. Is aware of the evidence base for nutrition and dietetic practice.</td>
<td>Integrates new evidence into own practice and shares with colleagues.</td>
<td>Is able to undertake systematic literature reviews and critically appraise the evidence identified and identify implications for practice. Shares findings with team and profession.</td>
<td>Identifies appropriate research questions and leads in the research process.</td>
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<tr>
<td>Risk management</td>
<td>Demonstrates awareness of the risks of dietetic intervention and raises any issues with the dietitian. Is aware of health and safety and undertakes mandatory local training.</td>
<td>Demonstrates awareness of the risks and benefits of dietetic interventions and seeks to limit the risks; shares this with service users. Is aware of health and safety and undertakes mandatory local training.</td>
<td>Demonstrates awareness of the risks and benefits of dietetic interventions in the more complex caseload and seeks to limit the risks; shares this with service users. Is aware of health and safety and undertakes mandatory local training.</td>
<td>Actively manages the risks and benefits of their interventions within the context of the multidisciplinary team care (e.g. extended roles). Is aware of health and safety and undertakes mandatory local training.</td>
<td>Identifies service developments/deficits and leads on the implementation of strategies to limit risk. Is aware of health and safety and undertakes mandatory local training.</td>
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<tr>
<td>Research</td>
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<tr>
<td>Understands the importance of research underpinning dietetic practice</td>
<td>Understands the importance of research underpinning dietetic practice</td>
<td>Will be able to demonstrate the knowledge and skills required to understand, interpret and apply research to their scope of practice. For further details refer to Dietitians and research: a knowledge and skills framework (BDA 2007)</td>
<td>May become more actively involved in research both uni and multi-professional.</td>
<td>May lead research. Provides supervision and leadership in research. Designs and undertakes research designed to address issues in the context of professional practice.</td>
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<tr>
<td>Monitoring and evaluation</td>
<td>Understands the importance of audit and participates in local audits.</td>
<td>Understands the importance of audit and participates in local audits.</td>
<td>Understands audit cycle and participates in local audits. Aware of national and local quality standards and frameworks relevant to practice.</td>
<td>Seeks to develop own practice through formal and informal evaluation of dietetic practice. Contributes to audits in MDT.</td>
<td>Actively seeks to develop area of practice through uni and multi-disciplinary team evaluation. Contributes to national audits and development of standards. Shares results with others and feeds results back into practice.</td>
<td>Evaluates outcomes of the care pathway and recommends and implements strategies for improvement. Shares results with the profession and wider health community.</td>
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<tr>
<td>Ethical practice</td>
<td>Recognises the importance of duty of care for all service users and seeks guidance whenever ethical issues are raised</td>
<td>Recognises the importance of duty of care for all service users and seeks guidance whenever ethical issues are raised</td>
<td>Ensures compliance with legal, ethical and regulatory requirements. Recognises ethical dilemmas and manages these with support and guidance</td>
<td>Manages ethical issues, dilemmas and conflicts within own area of practice.</td>
<td>Manages complex ethical issues, dilemmas and conflicts. Supports others to manage ethical dilemmas</td>
<td>Develops strategies for resolving ethical dilemmas in a wide range of situations including across professional and organisational boundaries. Acts as a resource for the profession.</td>
</tr>
</tbody>
</table>
| National Workforce Competence/National Occupational Standards | CHS170 Develop clinical protocols for delivery of services.  
CHS171 Develop procedures for delivery of services.  
CHS46 Undertake a risk assessment in relation to a defined health need.  
GEN31 Initiate and participate in networks and discussion groups.  
GEN32 Search information, evidence and knowledge resources and communicate the results.  
H154 Analyse and interpret data and information to meet specific requirements.  
H19 Conduct and audit of health care provision.  
HI3 Identify and specify data and information requirements.  
HI5 Analyse data and information and present outputs of analysis.  
HI52 Collect, from and validate data and information.  
HI56 Analyse data and information to meet specific requirements.  
HI7 Comply with an external audit of data and information.  
HI9 Prepare, conduct and report the results of a clinical coding audit. |
| Knowledge and Skills Framework | C1 Communication.  
C2 Personal and people development.  
C4 Service improvement.  
C5 Quality.  
IK2 Information collection and analysis. |
Core area

7.3 Dietitians as educators and a nutrition and dietetic resource

In this core area the dietitian acts as a resource and shares nutrition and dietetic knowledge and skills across and beyond the profession. It is a core aspect of dietetic practice that dietitians share their nutrition and dietetic knowledge and skills with the wider workforce for the benefit of service users.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Sharing nutrition and dietetic knowledge</td>
<td>Participates in delivery of education and training programmes to others.</td>
<td>Participates in the development and delivery of education and training programmes to others.</td>
<td>Contributes to the development of the nutrition and dietetic knowledge and practice of others.</td>
<td>Leads on developing nutrition and dietetic education and training programmes for members of the multi-disciplinary team.</td>
<td>Facilitate nutrition and dietetic education and training programmes and other development opportunities for dietitians, other professional groups and other staff.</td>
<td>Work in partnership to develop, deliver and evaluate local and regional higher education courses in own area of practice.</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Practice supervision</td>
<td>Accesses practice supervision and uses to develop own practice.</td>
<td>Accesses practice supervision and uses to develop own practice.</td>
<td>Accesses practice supervision and uses to develop own practice.</td>
<td>Accesses practice supervision and undertakes the role of practice supervisor.</td>
<td>Undertakes the role of practice supervisor and mentor.</td>
<td>Demonstrates commitment to the advancement of dietetic and other senior professionals through fostering and promoting mentoring at all levels and a variety of forums. Will receive and provide supervision, which may be across professional boundaries.</td>
</tr>
<tr>
<td>Practice education</td>
<td>Participates in designated aspects of dietetic student training in practice placements</td>
<td>Participates in designated aspects of dietetic student training in practice placements</td>
<td>Participates in designated aspects of dietetic student training in practice placements</td>
<td>Has responsibility for an area of dietetic student training in practice placements.</td>
<td>Has lead responsibility for an area of dietetic student training and may be lead trainer. Provides input to academic education of dietitians.</td>
<td>Contributes to dietetic student training in practice. Provides strategic input to training programmes within and outside the profession.</td>
</tr>
</tbody>
</table>
### Acting as a resource

- Acts as a nutrition and dietetic resource providing answers to queries within scope of practice.
- Contributes to development of nutrition and dietetic resources.
- Acts as a nutrition and dietetic resource providing answers to queries within scope of practice.
- Contributes to development of nutrition and dietetic resources.
- Acts as a nutrition and dietetic resource providing answers to queries within scope of practice.
- Contributes to development of nutrition and dietetic resources.
- Develops nutrition and dietetic resources for use by dietitians and others.
- Leads on development of nutrition and dietetic resources for national use within and outside the profession.

### Indicative National Workforce Competence/National Occupational Standards

<table>
<thead>
<tr>
<th>Framework</th>
<th>Indicative National Workforce Competence/National Occupational Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L10 Enable learning through presentations.</td>
</tr>
<tr>
<td></td>
<td>L11 Enable learning through demonstrations and instruction.</td>
</tr>
<tr>
<td></td>
<td>L12 Enable individual learning through coaching.</td>
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<tr>
<td></td>
<td>L13 Enable group learning.</td>
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<tr>
<td></td>
<td>L14 Support learners by mentoring in the workplace.</td>
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<tr>
<td></td>
<td>L15 Support and advise individual learners.</td>
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<tr>
<td></td>
<td>L16 Monitor and progress with learners.</td>
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<tr>
<td></td>
<td>L17 Evaluate and improve learning and development programmes.</td>
</tr>
<tr>
<td></td>
<td>L18 Respond to changes in learning and development.</td>
</tr>
<tr>
<td></td>
<td>L3 Identify individual learning aims and programmes.</td>
</tr>
<tr>
<td></td>
<td>L4 Design learning programmes.</td>
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<tr>
<td></td>
<td>L5 Agree learning programmes with learners.</td>
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<tr>
<td></td>
<td>L6 Develop training sessions.</td>
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<td></td>
<td>L7 Prepare and develop resources to support learning.</td>
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<tr>
<td></td>
<td>L8 Manage the contribution of other people to the learning process.</td>
</tr>
<tr>
<td></td>
<td>L9 Create a climate that promotes learning.</td>
</tr>
</tbody>
</table>

### Knowledge and Skills Framework

- C1 Communication.
- C2 Personal and people development.
- C4 Service improvement.
- C5 Quality.
- G1 Learning and development.
Core area

7.4 Dietitians as Leaders and Managers

This core area recognises that the dietitian at all levels acts as a clinical leader within their scope of practice, taking responsibility for their actions and the quality of the service provided to patients. At all levels there will be some managerial responsibility for themselves and resources. This encompasses the management and leadership aspects of all dietetic roles.

<table>
<thead>
<tr>
<th>Element</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Entry level</th>
<th>Specialist</th>
<th>Advanced</th>
<th>Consultant or Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of service</td>
<td>Monitors the quality of own work, and seeks help to improve quality of self and service.</td>
<td>Monitors the quality of own work, and service and demonstrates problem solving skills to address quality issues.</td>
<td>Accepts responsibility for the quality of the service they provide and acts to ensure the quality is maintained. Participates in projects to monitor, evaluate and improve the quality of the service provided</td>
<td>Participates in projects which will improve the quality of the service and leads on aspects of the project as appropriate.</td>
<td>Accepts leadership roles in local, regional and national organisations and committees which seek to improve outcomes for service users.</td>
<td>Actively seeks leadership roles at local, regional and national level to advance professional practice and lead to improvements in outcomes for service users.</td>
</tr>
<tr>
<td>Working in changing environment</td>
<td>Recognises dietetics in a changing environment and is able to work within a changing environment. Contribute effectively to change within area of practice.</td>
<td>Recognises dietetics in a changing environment and is able to work within a changing environment. Contribute effectively to change within area of practice.</td>
<td>Recognises that dietitians work within a continually changing environment. Recognises the value of the proposed changes and is able to work within a changing environment.</td>
<td>Actively and effectively participates in change and developments within area of practice.</td>
<td>Recognises and manages change taking into account cultural and political considerations. Is able to function effectively in a rapidly changing environment.</td>
<td>Leads and influences change in a wider setting, particularly under adverse conditions. Thinks creatively and works collaboratively with others to overcome obstacles</td>
</tr>
<tr>
<td>Advocate for the profession</td>
<td>Promotes the profession by acting in a professional manner and as an advocate for their client group within their scope of practice.</td>
<td>Promotes the profession by acting in a professional manner and as an advocate for their client group within their scope of practice.</td>
<td>Promotes the profession by acting in a professional manner and as an advocate for their client group within their scope of practice.</td>
<td>Demonstrates willingness to share information, act as a resource and advocate for the profession locally and regionally and the team.</td>
<td>Actively seeks opportunities to influence others and advocate for the profession, colleagues, the community and others locally, regionally and nationally.</td>
<td></td>
</tr>
<tr>
<td>Management of resources</td>
<td>Effectively manages self by prioritising and time management. Uses and maintains resources efficiently and effectively (including environments, equipment, information and materials.)</td>
<td>Effectively manages self by prioritising and time management. Uses and maintains resources efficiently and effectively (including environments, equipment, information and materials.)</td>
<td>Appropriately delegates tasks to other members of the team. Effectively manages self by prioritising and time management.</td>
<td>Prioritise and coordinate a number of different or conflicting activities.</td>
<td>Effectively manages resources, which may include other members of the team. May not manage the dietetic or multidisciplinary team, but has responsibility for the quality of practice and service and seeks to lead the team to improve outcomes for the service users (taking into account resources available – human, physical or financial).</td>
<td></td>
</tr>
<tr>
<td>Being a leader</td>
<td>Works as an effective and responsible team member.</td>
<td>Works as an effective and responsible team member.</td>
<td>Will recognise the importance of leadership in services and the difference between leadership and management.</td>
<td>Will provide professional leadership within practice area.</td>
<td>Provides strong and effective clinical leadership across professional and organisational boundaries with a focus on service excellence. Provides direction to people to enable, inspire motivate and support them to achieve what the organisation has set out to do and apply different styles of leadership appropriate to different people and situations.</td>
<td></td>
</tr>
<tr>
<td>Understanding the policy and strategic environment</td>
<td>Is aware of the policies for healthcare and public health.</td>
<td>Demonstrates knowledge of relevant policies and strategies within practice area. Has knowledge and understanding of local policies and strategies and knows how these influence their service delivery.</td>
<td>Has in depth knowledge of national, regional and local strategies and policies and their application in development and planning of services.</td>
<td>Contributes to the development of national and regional strategies and leads local strategy and policy development.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Indicative National Workforce Competence/National Occupational Standards | A1 Manage your own resources. A2 Manage your own resources and professional development. B5 Provide leadership for your team. B6 Provide leadership in your area of responsibility. C1 Encourage innovation in your team. C4 Lead change. C5 Plan change. C6 Implement change. CHS174 Advice and inform others on services. CHS177 Advice on access to and use of services. D1 Develop Productive Working relationships with colleagues. D2 Develop productive working relationships with colleagues and stakeholders  |

8.0 References and further information

**Skills for health**
Skills for Health is the Sector Skills Council (SSC) for the UK health sector. They help the whole sector develop solutions that deliver a skilled and flexible UK workforce in order to improve health and healthcare.
www.skillsforhealth.org.uk

**Modernising Allied Health Professions (AHP) Careers**
A Competence-Based career framework. This framework is designed to maximise the contribution that the AHP can make to transforming healthcare for the benefit of patients, by providing a patient centred approach to role and service development, career development and education planning, commissioning and delivery.
www.dh.gov.uk

**Multidisciplinary/multi-agency/Multi-professional Public health skills and Career framework**
The Public Health Skills and Career Framework is a tool created to describe the skills and knowledge needed across all groups, domains and levels of the public health workforce.
http://www.phru.nhs.uk/

**NHS Education South Central**
The purpose of the pages is to provide information about the support and resources available from NESC in developing these new roles. Much of the information is valuable to those developing consultant roles or those in a consultant post.
http://www.nesc.nhs.uk/


**NHS Education for Scotland**