

Draft standards of proficiency for dietitians

This document sets out the proposed changes to the standards of proficiency for dietitians. Proposed deletions are indicated in the text by ~~striketrough~~ whilst additions are shown in **bold** in the proposed amendments column. Text in *italics* sets out our reasoning for making certain amends.

Generic standards are indicated by **shaded cells**. These are standards which apply across all 15 professions. We have moved some standards around to ensure the generic standards are at the top of each section, and so are numbered consistently across all the professions. Feedback relating to these standards should be provided in **Part A: Generic standards** of the survey.

White cells are profession-specific standards. These are unique to each profession, although in many cases these are still consistent across multiple professions. Feedback relating to these standards should be provided in **Part B: Profession-specific standards** of the survey.

Where we have proposed to create a new standard, we have created a new row and assigned this a letter. This is to make it easier to refer back to when providing feedback. Please note the order of some of these standards may be subject to change. Once we have determined what changes we are going to make, we will update the numbering of the standards.

We have endeavoured to make the proposed changes as clear as possible. However, we are aware that this is still a complicated document. We have therefore created a 'clean' version of the standards, available on the consultation page. If you have any questions about the proposed changes, you can email consultation@hcpc-uk.org or call the Policy and Standards team on 020 7840 9815, and a member of the team will be able to talk through this document and the changes. **Please note, due to COVID-19, as the team is working from home, the above phone line is not manned. Instead, you will be prompted to leave a message.**

The current standards of proficiency for dietitians are available to download and view for comparison at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/dietitians>

No.	Standard	Proposed amendments
Registered dietitians must:		
1	be able to practise safely and effectively within their scope of practice	
1.1	know the limits of their practice and when to seek advice or refer to another professional	know the limits of their practice and when to seek advice or refer to another professional or service
1.2	recognise the need to manage their own workload and resources effectively and be able to practise accordingly	recognise the need to manage their own workload and resources effectively and be able to practise accordingly safely and effectively
2	be able to practise within the legal and ethical boundaries of their profession	
2.1	understand the need to act in the best interests of service users at all times	understand the need to act in the best interests of service users promote and protect the service user's interests at all times
2.A		understand the importance of safeguarding and the need to engage in appropriate safeguarding processes where necessary
2.2	understand what is required of them by the Health and Care Professions Council	
2.3	understand the need to respect and uphold the rights, dignity, values, and autonomy of service users and their central role in decisions about their health	understand the need to respect and uphold the rights, dignity, values, and autonomy of service users and their central role in decisions about their health including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing <i>For consistency across the professions</i>
2.4	recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility	

2.5	know about current legislation applicable to the work of their profession	understand the importance of and be able to obtain informed consent <i>Moved from 2.7</i>
2.6	know about policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics	be able to exercise a professional duty of care <i>Moved from 2.8</i>
2.7	understand the importance of and be able to obtain informed consent	understand know about current legislation applicable to the work of their profession <i>Moved from 2.5</i>
2.8	be able to exercise a professional duty of care	know about policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics <i>Moved from 2.6</i>
2.9	understand the ethical and legal implications of withholding and withdrawing feeding including nutrition	
3	be able to maintain fitness to practise	
3.1	understand the need to maintain high standards of personal and professional conduct	
3.2	understand the importance of maintaining their own health	understand the importance of maintaining their own mental and physical health and be able to take appropriate action if their health may affect their ability to practise safely and effectively
3.A		understand the role that coping strategies can play in maintaining fitness to practise and the importance of seeking help and support when necessary
3.3	understand both the need to keep skills and knowledge up to date and the importance of career-long learning	understand both the need to keep skills and knowledge up to date and the importance of career-long learning continuous professional development
4	be able to practise as an autonomous professional, exercising their own professional judgement	
4.1	be able to assess a professional situation, determine the nature and severity of the problem and call upon the	recognise that they are personally responsible for and must be able to justify their decisions

	required knowledge and experience to deal with the problem	<i>Moved from 4.4</i>
4.2	be able to make reasoned decisions to initiate, continue, modify or cease interventions or the use of techniques or procedures, and record the decisions and reasoning appropriately	be able to make reasoned decisions to initiate, continue, modify or cease interventions or the use of techniques or procedures, and record the decisions and reasoning appropriately be able to use their skills, knowledge and experience, and the information available to them, to make informed decisions or initiate solutions where necessary <i>Moved from 4.1</i>
4.3	be able to initiate resolution of problems and be able to exercise personal initiative	be able to make reasoned decisions to initiate, continue, modify or cease interventions treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately <i>Moved from 4.2, changes for consistency across the professions</i>
4.4	recognise that they are personally responsible for and must be able to justify their decisions	be able to make and receive appropriate referrals and requests for interventions from other services <i>Moved from 4.6, changes for consistency across the professions</i>
4.5	be able to make reasoned decisions to accept or decline requests for intervention	be able to initiate resolution of problems and be able to exercise personal initiative <i>Moved from 4.3</i>
4.A		be able to demonstrate use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions <i>Moved from standard 14</i>
4.B		be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions <i>Moved from standard 14</i>

4.6	be able to make appropriate referrals and requests for interventions from other services	understand the importance of active participation in training, supervision and mentoring <i>Moved from 4.7</i>
4.7	understand the importance of participation in training, supervision and mentoring	be able to make reasoned decisions to accept or decline requests for intervention <i>Moved from 4.5</i>
5	be aware of the impact of culture, equality and diversity on practice	
5.1	understand the requirement to adapt practice and resources to meet the needs of different groups and individuals	understand the need requirement need to adapt practice and resources to respond appropriately to meet the needs of all different groups and individuals
5.A		be aware of the impact of their own values and beliefs on practice
5.B		be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, disability , ethnicity, gender, marriage or civil partnership, pregnancy or maternity, race, sex, sexual orientation , socio-economic status and spiritual or religious beliefs <i>Moved from standard 8.6 as more relevant under this standard. Missing protected characteristics included, with the exception of marriage and civil partnership which considered could not impact on verbal and non-verbal communication.</i>
5.2	understand the significance and potential effect of non-dietary factors when helping individuals, groups and communities to make informed choices about interventions and lifestyle	
6	be able to practise in a non-discriminatory manner	be able to practise in a non-discriminatory and inclusive manner

6.A		be aware of the characteristics and consequences of barriers to inclusion
6.1	be able to demonstrate sensitivity to factors that affect diet, lifestyle and health and that may affect the interaction between service user and dietitian	
7	understand the importance of and be able to maintain confidentiality	
7.1	be aware of the limits of the concept of confidentiality	
7.2	understand the principles of information governance and be aware of the safe and effective use of health and social care information	understand the principles of information governance and be aware of the safe and effective use of health, and social care and other relevant information
7.3	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	
8	be able to communicate effectively	
8.1	be able to demonstrate effective and appropriate verbal and non-verbal communication skills when interacting with a diverse range of individuals, groups and communities	be able to use demonstrate effective and appropriate verbal and non-verbal communication skills to communicate with service users, colleagues and others when interacting with a diverse range of individuals, groups and communities
8.2	be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 ¹ ¹ <i>The International English Language Testing System (IELTS) tests competence in the English language. Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have</i>	

	<i>reached the necessary standard. Please visit our website for more information.</i>	
8.3	understand how verbal and non-verbal communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as the characteristics of the individual, group or community	understand how verbal and non-verbal communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as the characteristics of the individual, group or community
8.4	be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others	be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
8.5	be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs	be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs <i>Moved to standard 5</i>
8.6	understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions	understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions
8.7	understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible	understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible
8.8	recognise the need to use interpersonal skills to encourage the active participation of service users	recognise the need to use interpersonal skills to encourage the active participation of service users
8.A		be able to work with service users or their carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate
8.B		be able to modify their means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible

8.C		be able to use information and communication technologies appropriate to their practice <i>Moved from standard 14</i>
9	be able to work appropriately with others	
9.1	be able to work, where appropriate, in partnership with service users, other professionals, support staff, communities and others	be able to work, where appropriate, in partnership with service users, their relatives and carers , other professionals, support staff, communities and others
9.2	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	
9.3	understand the need to empower and engage individuals, groups, and communities in planning and evaluating interventions to meet their needs and goals	be able to contribute effectively to work undertaken as part of a multi-disciplinary team <i>Moved from 9.4</i>
9.A		understand the qualities, behaviours and benefits of leadership and be able to apply them in the context of your practice
9.4	be able to contribute effectively to work undertaken as part of a multi-disciplinary team	understand the need to empower and engage individuals, groups, and communities in planning and evaluating interventions to meet their needs and goals <i>Moved from 9.3</i>
9.5	be able to empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments	
9.6	be able to work with service users to implement changes in interventions in line with new developments	
10	be able to maintain records appropriately	
10.1	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines	

10.2	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines	
11	be able to reflect on and review practice	
11.1	understand the value of reflection on practice and the need to record the outcome of such reflection	
11.2	recognise the value of multi-disciplinary team review and other methods of review	recognise the value of case conferences multi-disciplinary team review and other methods of review <i>For consistency across the professions, following feedback from stakeholders of what was the most universal term</i>
12	be able to assure the quality of their practice	
12.1	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
12.2	recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of accurate data for quality assurance, governance, clinical audit, research and improvement programmes	recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of accurate data for quality assurance, governance, clinical audit, research and improvement programmes <i>Moved to 12.C</i>
12.3	be able to gather and share information, including qualitative and quantitative data, that evaluates outcomes	be able to gather and use feedback and information, including qualitative and quantitative data, that evaluates outcomes to evaluate the response of service users to their care
12.A		be able to monitor and systematically evaluate the quality of practice, and maintain an effective audit trail to work towards continual improvement
12.4	be aware of, and be able to participate in, quality improvement processes to assure the quality of their practice	be aware of, and be able to participate in, quality improvement processes to assure the quality of their practice <i>Captured by the new standard below</i>

12.B		be able to participate in audit procedures and quality management, including quality control, quality assurance and the use of appropriate outcome measures
12.5	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in partnership with individuals, groups and communities	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in partnership with individuals, groups and communities conjunction with the service user
12.C		recognise the value of contributing to the generation of data for quality assurance and improvement programmes
13	understand the key concepts of the knowledge base relevant to their profession	
13.1	understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession	
13.2	be aware of the principles and applications of scientific enquiry, including the evaluation of interventions and the research process	be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy interventions and the research process
13.3	understand the concept of leadership and its application to practice	understand the concept of leadership and its application to practice <i>Addressed by a new standard on leadership under standard 9 (9.A)</i>
13.4	recognise the role of other professions in health and social care	recognise the role(s) of other professions in health and social care and understand how they may relate to the role of dietitian
13.5	understand the structure and function of health and social care services in the UK	
13.6	understand the wider determinants of health and wellbeing	

13.7	understand the theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention and evaluation	
13.8	<p>understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> - biochemistry - clinical dietetics - clinical medicine - epidemiology - genetics - immunology - microbiology - nutritional sciences - pathophysiology - pharmacology - physiology - public health nutrition 	<p>understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> - biochemistry - clinical dietetics - clinical medicine - epidemiology - genetics - immunology - microbiology - nutritional sciences - pathophysiology - pharmacology - physiology - psychology - public health nutrition
13.9	<p>understand, in the context of nutrition and dietetic practice:</p> <ul style="list-style-type: none"> - food hygiene - food science - food skills - food systems management - menu planning - the factors that influence food choice 	
13.10	understand the principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results	
13.11	understand in the context of nutrition and dietetic practice legislation relating to food labelling and health claims	

13.12	understand, in the context of nutrition and dietetic practice, the use of appropriate educational strategies, communication, and models of empowerment, behaviour change and health promotion	
13.13	understand, in the context of nutrition and dietetic practice: - management of health and social care - psychology - public health relevant to the dietetic management of individuals, groups or communities - social policy - sociology	understand, in the context of nutrition and dietetic practice: - management of health and social care - psychology - public health relevant to the dietetic management of individuals, groups or communities - social policy - sociology
13.14	understand the methods commonly used in nutrition research and be able to evaluate research papers critically	
14	be able to draw on appropriate knowledge and skills to inform practice	
14.1	be able to accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources	be able to change their practice as needed to take account of new developments, technologies and or changing contexts <i>Moved from 14.2</i>
14.2	be able to change their practice as needed to take account of new developments or changing contexts	be able to gather appropriate information <i>Moved from 14.3</i>
14.3	be able to gather appropriate information	be able to analyse and critically evaluate the information collected in order to identify nutritional needs and develop a diagnosis <i>Moved from 14.6</i>
14.4	be able to select and use appropriate assessment techniques	
14.A		be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment

14.5	be able to undertake or arrange investigations as appropriate	
14.6	be able to analyse and critically evaluate the information collected in order to identify nutritional needs and develop a diagnosis	be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, interventions or other actions safely and effectively <i>Moved from 14.8</i>
14.7	be able to analyse and critically evaluate assessment information to develop intervention plans including the setting of timescales, goals and outcomes	be aware of a range of research methodologies and be able to critically evaluate research in order to inform practice <i>Moved from 14.15</i>
14.8	be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, interventions or other actions safely and effectively	recognise the value of research to the critical evaluation of practice <i>Moved from 14.13</i>
14.B		be able to critically evaluate research and other evidence to inform their own practice
14.9	be able to monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures	be able to accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources <i>Moved from 14.1</i>
14.10	be able to critically evaluate the information gained in monitoring to review and revise the intervention	be able to analyse and critically evaluate assessment information to identify nutritional needs, develop a diagnosis and develop intervention plans including the setting of timescales, goals and outcomes <i>Moved from 14.7</i>
14.11	be able to use nutritional analysis programs to analyse food intake, records and recipes and interpret the results	be able to monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures <i>Moved from 14.9</i>
14.12	be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions	be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions <i>Moved to standard 4, split into 4.A and 4.B for consistency across the professions</i>

14.13	recognise the value of research to the critical evaluation of practice	be able to critically evaluate the information gained in monitoring to review and revise the intervention <i>Moved from 14.10</i>
14.14	be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice	be able to use nutritional analysis programs to analyse food intake, records and recipes and interpret the results <i>Moved from 14.11</i>
14.15	be aware of a range of research methodologies and be able to critically evaluate research in order to inform practice	be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice <i>Moved from 14.12</i>
14.16	be able to use information and communication technologies appropriate to their practice	be able to use information and communication technologies appropriate to their practice <i>Moved to standard 8</i>
14.17	be able to choose the most appropriate strategy to influence nutritional behaviour and choice	
14.18	be able to undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice	
14.19	be able to advise on safe procedures for food preparation and handling and any effect on nutritional quality	
14.20	be able to advise on the effect of food processing on nutritional quality	
14.21	be able to advise on menu planning, taking account of food preparation and processing, nutritional standards and requirements of service users	
14.22	be able to interpret nutritional information including food labels which may have nutritional or clinical implications	
15	understand the need to establish and maintain a safe practice environment	
15.1	understand the need to maintain the safety of both service users and those involved in their care	

15.2	be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	
15.3	be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation	
15.4	be able to select appropriate personal protective equipment and use it correctly	be able to select appropriate personal protective equipment and use it correctly
15.5	be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control	be able to establish safe environments for practice, which minimise risks appropriately manages risk to service users, those treating them and others, including the use of hazard control and particularly infection control