

## Standards of proficiency

### Comparison table: Dietitians

This table compares the standards of proficiency that came into effect on 1 September 2023 (left) and the standards that were in place before that date (right).

	<u>Current standards (2023)</u>	<u>Previous standards (pre-2023)</u>
	<b>At the point of registration, dietitians must be able to:</b>	<b>Registrant dietitians must:</b>
<b>1</b>	practise safely and effectively within their scope of practice	be able to practise safely and effectively within their scope of practice
<b>1.1</b>	identify the limits of their practice and when to seek advice or refer to another professional or service	know the limits of their practice and when to seek advice or refer to another professional
<b>1.2</b>	recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment	recognise the need to manage their own workload and resources effectively and be able to practise accordingly
<b>1.3</b>	keep their skills and knowledge up to date and understand the importance of continuing professional development throughout their career	
<b>2</b>	practise within the legal and ethical boundaries of their profession	be able to practise within the legal and ethical boundaries of their profession
<b>2.1</b>	maintain high standards of personal and professional conduct	understand the need to act in the best interests of service users at all times
<b>2.2</b>	promote and protect the service user's interests at all times	understand what is required of them by the Health and Care Professions Council

<b>2.3</b>	understand the importance of safeguarding by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes and engaging in these processes where necessary	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
<b>2.4</b>	understand what is required of them by the Health and Care Professions Council, including, but not limited to, the standards of conduct, performance and ethics	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
<b>2.5</b>	respect and uphold the rights, dignity, values and autonomy of service users, including their role in the assessment, diagnostic, treatment and/or therapeutic process	know about current legislation applicable to the work of their profession
<b>2.6</b>	recognise that relationships with service users, carers and others should be based on mutual respect and trust, maintaining high standards of care in all circumstances	know about policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics
<b>2.7</b>	understand the importance of and be able to obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented	understand the importance of and be able to obtain informed consent
<b>2.8</b>	understand the importance of capacity in the context of delivering care and treatment	be able to exercise a professional duty of care
<b>2.9</b>	understand the scope of a professional duty of care, and exercise that duty	understand the ethical and legal implications of withholding and withdrawing feeding including nutrition
<b>2.10</b>	understand and apply legislation, policies and guidance relevant to their profession and scope of practice	

<b>2.11</b>	recognise the power imbalance that comes with being a healthcare professional, and ensure they do not abuse this for personal gain	
<b>2.12</b>	know about policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics	
<b>2.13</b>	understand the ethical and legal implications of withholding and withdrawing feeding including nutrition support	
<b>3</b>	look after their health and wellbeing, seeking appropriate support where necessary	be able to maintain fitness to practise
<b>3.1</b>	identify anxiety and stress in themselves and recognise the potential impact on their practice	understand the need to maintain high standards of personal and professional conduct
<b>3.2</b>	understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise	understand the importance of maintaining their own health
<b>3.3</b>	understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary	understand both the need to keep skills and knowledge up to date and the importance of career-long learning
<b>3.4</b>	develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment	
<b>4</b>	practise as an autonomous professional, exercising their own professional judgement	be able to practise as an autonomous professional, exercising their own professional judgement

<b>4.1</b>	recognise that they are personally responsible for, and must be able to justify, their decisions and actions	be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
<b>4.2</b>	use their skills, knowledge and experience, and the information available to them, to make informed decisions and/or take action where necessary	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
<b>4.3</b>	make reasoned decisions to initiate, continue, modify or cease treatment, or the use of techniques or procedures, and record the decisions and reasoning appropriately	be able to initiate resolution of problems and be able to exercise personal initiative
<b>4.4</b>	make and receive appropriate referrals, where necessary	recognise that they are personally responsible for and must be able to justify their decisions
<b>4.5</b>	exercise personal initiative	be able to make reasoned decisions to accept or decline requests for intervention
<b>4.6</b>	demonstrate a logical and systematic approach to problem-solving	be able to make appropriate referrals and requests for interventions from other services
<b>4.7</b>	use research, reasoning and problem-solving skills when determining appropriate actions	understand the importance of participation in training, supervision and mentoring
<b>4.8</b>	understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice	
<b>4.9</b>	make reasoned decisions to accept or decline requests for intervention	

<b>5</b>	recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner	be aware of the impact of culture, equality and diversity on practice
<b>5.1</b>	respond appropriately to the needs of all groups and individuals in practice, recognising that this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences	understand the requirement to adapt practice and resources to meet the needs of different groups and individuals
<b>5.2</b>	understand equality legislation and apply it to their practice	understand the significance and potential effect of non-dietary factors when helping individuals, groups and communities to make informed choices about interventions and lifestyle
<b>5.3</b>	recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity	
<b>5.4</b>	understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in their and others' practice	
<b>5.5</b>	recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups	
<b>5.6</b>	actively challenge these barriers, supporting the implementation of change wherever possible	
<b>5.7</b>	recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice	

<b>5.8</b>	understand the significance and potential effect of dietary and non-dietary factors when helping individuals, groups and communities to make informed choices about interventions and lifestyle	
<b>5.9</b>	demonstrate sensitivity to factors that affect diet, lifestyle and health and that may affect the interaction between service user and dietitian	
<b>6</b>	understand the importance of and maintain confidentiality	be able to practise in a non-discriminatory manner
<b>6.1</b>	adhere to the professional duty of confidentiality and understand when disclosure may be required	be able to demonstrate sensitivity to factors that affect diet, lifestyle and health and that may affect the interaction between service user and dietitian
<b>6.2</b>	understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information	
<b>6.3</b>	recognise and respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public	
<b>6.4</b>	understand the need to ensure that confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators)	
<b>6.5</b>	recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms	

<b>7</b>	communicate effectively	understand the importance of and be able to maintain confidentiality
<b>7.1</b>	use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others	be aware of the limits of the concept of confidentiality
<b>7.2</b>	communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.5)	understand the principles of information governance and be aware of the safe and effective use of health and social care information
<b>7.3</b>	understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind, including, but not limited to, protected characteristics, intersectional experiences and cultural differences	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public
<b>7.4</b>	work with service users and/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	
<b>7.5</b>	modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible	
<b>7.6</b>	understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter	

<b>7.7</b>	use information, communication and digital technologies appropriate to their practice	
<b>7.8</b>	understand the need to provide service users or people acting on their behalf with the information necessary, in accessible formats, to enable them to make informed decisions	
<b>8</b>	work appropriately with others	be able to communicate effectively
<b>8.1</b>	work in partnership with service users, carers, colleagues and others	be able to demonstrate effective and appropriate verbal and non-verbal communication skills when interacting with a diverse range of individuals, groups and communities
<b>8.2</b>	recognise the principles and practices of other health and care professionals and systems and how they interact with their profession	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
<b>8.3</b>	understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team	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
<b>8.4</b>	contribute effectively to work undertaken as part of a multi-disciplinary team	be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
<b>8.5</b>	identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate	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



<b>8.6</b>	understand the qualities, behaviours and benefits of leadership	understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions
<b>8.7</b>	recognise that leadership is a skill all professionals can demonstrate	understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible
<b>8.8</b>	identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion	recognise the need to use interpersonal skills to encourage the active participation of service users
<b>8.9</b>	demonstrate leadership behaviours appropriate to their practice	
<b>8.10</b>	act as a role model for others	
<b>8.11</b>	promote and engage in the learning of others	
<b>8.12</b>	understand the need to empower and engage individuals, groups and communities in planning and evaluating interventions to meet their needs and goals	
<b>8.13</b>	empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments	
<b>8.14</b>	work with service users to implement changes in interventions in line with new developments, evidenced-based practice and their outcomes	
<b>9</b>	maintain records appropriately	be able to work appropriately with others

<b>9.1</b>	keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines	be able to work, where appropriate, in partnership with service users, other professionals, support staff, communities and others
<b>9.2</b>	manage records and all other information in accordance with applicable legislation, protocols and guidelines	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
<b>9.3</b>	use digital record keeping tools, where required	understand the need to empower and engage individuals, groups, and communities in planning and evaluating interventions to meet their needs and goals
		<b>9.4</b> be able to contribute effectively to work undertaken as part of a multi-disciplinary team
		<b>9.5</b> be able to empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments
		<b>9.6</b> be able to work with service users to implement changes in interventions in line with new developments
<b>10</b>	reflect on and review practice	be able to maintain records appropriately
<b>10.1</b>	understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines
<b>10.2</b>	recognise the value of multi-disciplinary reviews, case conferences and other methods of review	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines
<b>11</b>	assure the quality of their practice	be able to reflect on and review practice

<b>11.1</b>	engage in evidence-based practice	understand the value of reflection on practice and the need to record the outcome of such reflection
<b>11.2</b>	gather and use feedback and information, including qualitative and quantitative data, to evaluate the response of service users to their care	recognise the value of multi-disciplinary team review and other methods of review
<b>11.3</b>	monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement	
<b>11.4</b>	participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures	
<b>11.5</b>	evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary	
<b>11.6</b>	recognise the value of gathering and using data for quality assurance and improvement programmes	
<b>12</b>	understand and apply the key concepts of the knowledge base relevant to their profession	be able to assure the quality of their practice
<b>12.1</b>	understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures

<b>12.2</b>	demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process	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
<b>12.3</b>	recognise the role(s) of other professions in health and social care and understand how they may relate to the role of dietitian	be able to gather and share information, including qualitative and quantitative data, that evaluates outcomes
<b>12.4</b>	understand the structure and function of health and social care systems and services in the UK	be aware of, and be able to participate in, quality improvement processes to assure the quality of their practice
<b>12.5</b>	understand the theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention and evaluation	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in partnership with individuals, groups and communities
<b>12.6</b>	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- biochemistry;</li> <li>- clinical dietetics;</li> <li>- clinical medicine;</li> <li>- epidemiology;</li> <li>- genetics;</li> <li>- immunology;</li> <li>- microbiology;</li> <li>- nutritional sciences;</li> <li>- pathophysiology;</li> <li>- pharmacology;</li> <li>- physiology;</li> <li>- psychology; and</li> <li>- public health nutrition</li> </ul>	

<b>12.7</b>	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- food hygiene;</li> <li>- food science;</li> <li>- food skills;</li> <li>- food systems management;</li> <li>- menu planning; and</li> <li>- the factors that influence food choice</li> </ul>	
<b>12.8</b>	understand the principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results	
<b>12.9</b>	understand, in the context of nutrition and dietetic practice, legislation relating to food labelling and health claims	
<b>12.10</b>	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	
<b>12.11</b>	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- management of health and social care;</li> <li>- public health relevant to the dietetic management of individuals,</li> <li>- groups or communities;</li> <li>- social policy; and</li> <li>- sociology</li> </ul>	
<b>12.12</b>	understand the methods commonly used in nutrition research and be able to evaluate research papers critically	
<b>13</b>	draw on appropriate knowledge and skills to inform practice	understand the key concepts of the knowledge base relevant to their profession

<b>13.1</b>	change their practice as needed to take account of new developments, technologies and changing contexts	understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession
<b>13.2</b>	gather appropriate information	be aware of the principles and applications of scientific enquiry, including the evaluation of interventions and the research process
<b>13.3</b>	analyse and critically evaluate the information collected	understand the concept of leadership and its application to practice
<b>13.4</b>	select and use appropriate assessment techniques and equipment	recognise the role of other professions in health and social care
<b>13.5</b>	undertake and record a thorough, sensitive and detailed assessment	understand the structure and function of health and social care services in the UK
<b>13.6</b>	undertake or arrange investigations as appropriate	understand the wider determinants of health and wellbeing
<b>13.7</b>	conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively	understand the theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention and evaluation
<b>13.8</b>	recognise a range of research methodologies relevant to their role	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- biochemistry</li> <li>- clinical dietetics</li> <li>- clinical medicine</li> <li>- epidemiology</li> <li>- genetics</li> <li>- immunology</li> <li>- microbiology</li> <li>- nutritional sciences</li> <li>- pathophysiology</li> <li>- pharmacology</li> <li>- physiology</li> <li>- public health nutrition</li> </ul>

<b>13.9</b>	recognise the value of research to the critical evaluation of practice	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- food hygiene</li> <li>- food science</li> <li>- food skills</li> <li>- food systems management</li> <li>- menu planning</li> <li>- the factors that influence food choice</li> </ul>
<b>13.10</b>	critically evaluate research and other evidence to inform their own practice	understand the principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results
<b>13.11</b>	engage service users in research as appropriate	understand in the context of nutrition and dietetic practice legislation relating to food labelling and health claims
<b>13.12</b>	accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources	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
<b>13.13</b>	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	understand, in the context of nutrition and dietetic practice: <ul style="list-style-type: none"> <li>- management of health and social care</li> <li>- psychology</li> <li>- public health relevant to the dietetic management of individuals, groups or communities</li> <li>- social policy</li> <li>- sociology</li> </ul>
<b>13.14</b>	monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures	understand the methods commonly used in nutrition research and be able to evaluate research papers critically
<b>13.15</b>	critically evaluate the information gained in monitoring, to review and revise the intervention	

<b>13.16</b>	use nutritional analysis programs to analyse food intake, records and recipes and interpret the results	
<b>13.17</b>	use statistical, epidemiological, and research skills, to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice	
<b>13.18</b>	choose the most appropriate strategy to influence nutritional behaviour and choice	
<b>13.19</b>	undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice	
<b>13.20</b>	advise on safe procedures for food preparation and handling and any effect on nutritional quality	
<b>13.21</b>	advise on the effect of food processing on nutritional quality	
<b>13.22</b>	advise on menu planning, taking account of food preparation and processing, nutritional standards and requirements of service users	
<b>13.23</b>	interpret nutritional information, including food labels which may have nutritional or clinical implications	
<b>14</b>	establish and maintain a safe practice environment	be able to draw on appropriate knowledge and skills to inform practice
<b>14.1</b>	understand the need to maintain the safety of themselves and others, including service users, carers and colleagues	be able to accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources



<b>14.2</b>	demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies	be able to change their practice as needed to take account of new developments or changing contexts
<b>14.3</b>	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	be able to gather appropriate information
<b>14.4</b>	select appropriate personal protective equipment and use it correctly	be able to select and use appropriate assessment techniques
<b>14.5</b>	establish safe environments for practice, which appropriately manage risk	be able to undertake or arrange investigations as appropriate
		<b>14.6</b> be able to analyse and critically evaluate the information collected in order to identify nutritional needs and develop a diagnosis
		<b>14.7</b> be able to analyse and critically evaluate assessment information to develop intervention plans including the setting of timescales, goals and outcomes
		<b>14.8</b> be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, interventions or other actions safely and effectively
		<b>14.9</b> be able to monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures
		<b>14.10</b> be able to critically evaluate the information gained in monitoring to review and revise the intervention
		<b>14.11</b> be able to use nutritional analysis programs to analyse food intake, records and recipes and interpret the results

		<b>14.12</b> be able to use research, reasoning, and a logical and systematic approach to problem solving skills to determine appropriate actions
		<b>14.13</b> recognise the value of research to the critical evaluation of practice
		<b>14.14</b> be able to use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice
		<b>14.15</b> be aware of a range of research methodologies and be able to critically evaluate research in order to inform practice
		<b>14.16</b> be able to use information and communication technologies appropriate to their practice
		<b>14.17</b> be able to choose the most appropriate strategy to influence nutritional behaviour and choice
		<b>14.18</b> be able to undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice
		<b>14.19</b> be able to advise on safe procedures for food preparation and handling and any effect on nutritional quality
		<b>14.20</b> be able to advise on the effect of food processing on nutritional quality
		<b>14.21</b> be able to advise on menu planning, taking account of food preparation and processing, nutritional standards and requirements of service users
		<b>14.22</b> be able to interpret nutritional information including food labels which may have nutritional or clinical implications

<b>15</b>	promote health and prevent ill health	understand the need to establish and maintain a safe practice environment
<b>15.1</b>	understand the role of their profession in health promotion, health education and preventing ill health	understand the need to maintain the safety of both service users and those involved in their care
<b>15.2</b>	understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and wellbeing	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
<b>15.3</b>	empower and enable individuals (including service users and colleagues) to play a part in managing their own health	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
<b>15.4</b>	engage in occupational health, including being aware of immunisation requirements	be able to select appropriate personal protective equipment and use it correctly
		<b>15.5</b> 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