

COMPETENCY FRAMEWORK A PLACEMENT (NOVICE)

Domain	Competency demonstrated	Observed or measurable behaviours and actions
Health care professionalism	1. Consistent professional behaviour within legal and ethical boundaries of their profession	<ul style="list-style-type: none"> • Open, honest and trustworthy • Follows guidance on appearance • Follows attendance procedures • Accepts responsibility for own health and safety • Maintains professional boundaries • Works within limits of knowledge and skills • Completes work within agreed time frame • Keeps clear and accurate records of work in line with policy • Takes responsibility for own learning • Reflects on action • Listens to, thinks about and responds proactively to feedback • Treats service users and colleagues with compassion, empathy, courtesy and respect • Protects interests of individuals • Adheres to laws governing mental capacity • Complies with consent policy • Follows confidentiality guidance • Does not discriminate • Knows how to report and escalate unsafe/ unethical practice • Raises any concerns about an individual's health and safety
Communication	2. Appropriate communication skills with individuals and groups	<ul style="list-style-type: none"> • Uses verbal and non-verbal communication to establish and maintain rapport with individuals, groups and population • Recognises how verbal and non-verbal communication skills affect assessment and engagement of service users • Recognises how communication should be modified, using appropriate forms of communication skills with service users and others • Recognises how verbal and non-verbal communication skills can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious belief

COMPETENCY FRAMEWORK B PLACEMENT (ADVANCED BEGINNER)

Domain	Competency demonstrated	Observed or measurable behaviours and actions
Health care professionalism	1. Consistent professional behaviour within legal and ethical boundaries of their profession (HCPC code of conduct)	<ul style="list-style-type: none"> • Open, honest and trustworthy • Follows guidance on appearance • Follows attendance procedures • Accepts responsibility for own health and safety • Maintains professional boundaries • Works within limits of knowledge and skills • Completes work within agreed time frame • Keeps clear and accurate records of work in line with policy • Takes responsibility for own learning • Accountable for decisions taken • Reflects on action • Listens to, thinks about and responds proactively to feedback • Treats service users and colleagues with compassion, empathy, courtesy and respect • Protects interests of individuals • Adheres to laws governing mental capacity • Complies with consent policy • Follows confidentiality guidance • Does not discriminate • Knows how to report and escalate unsafe / unethical practice • Raises any concerns about an individual's health and safety • Develops leadership within scope of practice
Communication	2. Effective and appropriate communication skills with individuals and groups	<ul style="list-style-type: none"> • Uses effective verbal and non-verbal communication to establish and maintain rapport with individuals and groups • Empathetic, acknowledges feelings and is sensitive in their approach • Shows respect and preserves dignity of others • Listens and hears, allowing the individual to tell their story from their perspective • Provides carer/family the space to tell their story from their perspective • Engages in collaborative practice with individuals and groups • Encourages the service user and carer to gather information they need and ask questions. • Recognises and supports the service users agenda where appropriate • Empowers the individuals to make decisions and respects these decisions

		<ul style="list-style-type: none"> • Uses language and ways of working that the can be understood and easy to follow • Demonstrates group facilitation skills
Process for Nutrition and Dietetic Practice	SCOPE OF PRACTICE Demonstrates <u>components</u> of Process, with supervision, as it applies to a variety of health and disease states, in different life cycle stages, and the ability to transfer learning to other contexts/settings.	
	3. Applies an evidence-based approach to the identification of nutritional need and assessment	<ul style="list-style-type: none"> • Utilises the wider health and social care team to support identification of nutritional need • Uses critical reasoning and specialist skills in assessment to identify nutrition-related problems and to inform the development and monitoring of the intervention • Uses a systematic process e.g. ABCDEF to gather and interpret adequate and relevant information • Adheres to appropriate guidelines, referral pathways and referral criteria to make appropriate decisions about opening and closing a duty of care • Recognises other influences relating to the environment in which services are delivered such as structures, pathways and resources available (human, financial and physical)
	4. Applies an evidence-based approach to the identification of nutrition and dietetic diagnosis	<ul style="list-style-type: none"> • Clearly formulates a nutrition and dietetic diagnosis through stating the nutrition problem, the aetiology and the identifying signs and symptoms
	5. Applies an evidence-based approach to the planning of nutrition and dietetic interventions	<ul style="list-style-type: none"> • Uses critical reasoning and specialist skills to prioritise problems • Works with service user, carer or community to identify appropriate SMART goals or outcomes for the intervention which are realistic, service user-centred and address the dietetic diagnosis or problems identified • Defines length, frequency and duration of the intervention, and identifies who will carry out the intervention and the resources needed • Understands ethical and legal principles governing provision of care
	6. Applies an evidence-based approach to the implementation of nutrition and dietetic interventions	<ul style="list-style-type: none"> • Conducts, co-ordinates or delegates the intervention • Explains the nutritional diagnosis or health need, implementation plan and goals • Selects and uses appropriate tools, techniques and resources to implement the nutrition and dietetic intervention • Monitors, problem solves and refines strategies, as changes in condition or responses occur • Specifies the time and frequency of dietetic review
Quality	7. Improves practice through continuous and systematic evaluation	<ul style="list-style-type: none"> • Evaluates practice systematically • Contributes to the generation of accurate data for quality assurance, governance, clinical audit, research and improvement programmes • Uses current technology to enhance practice e.g. electronic records, catering ordering systems

COMPETENCY FRAMEWORK C PLACEMENT (COMPETENT)

Domain	Competency demonstrated	Observed or measurable behaviours and actions
Health care professionalism	1. Consistent professional behaviour within legal and ethical boundaries of their profession	<ul style="list-style-type: none"> • Open, honest and trustworthy • Follows guidance on appearance • Follows attendance procedures • Accepts responsibility for own health and safety • Maintains professional boundaries • Works within limits of knowledge and skills • Completes work within agreed time frame • Keeps clear and accurate records of work in line with policy • Takes responsibility for own learning • Accountable for decisions taken • Reflects in action • Listens to, thinks about and responds proactively to feedback • Contributes to the learning and development of peers and colleagues • Treats service users and colleagues with compassion, empathy, courtesy and respect • Promotes and protects interests of individuals • Adheres to laws governing mental capacity • Complies with consent policy • Follows confidentiality guidance • Does not discriminate • Challenges discrimination • Knows how to report and escalate unsafe / unethical practice • Raises any concerns about an individual's health and safety • Demonstrates leadership within scope of practice
Communication	2. Effective and appropriate communication skills with individuals and groups	<ul style="list-style-type: none"> • Uses effective verbal and non-verbal communication to establish and maintain rapport with individuals and groups • Empathetic, acknowledges feelings and is sensitive in their approach • Sees the individual as resourceful and capable • Engages in collaborative practice with individuals and groups • Shows respect and preserves dignity of others • Listens and hears, allowing the individual to tell their story from their perspective • Provides carer/family the space to tell their story from their perspective

		<ul style="list-style-type: none"> • Encourages the service user and carer to gather information they need and ask questions. • Recognises and supports the service users agenda where appropriate • Empowers the service users to make decisions and respects these decisions • Uses language and ways of working that can be understood and easy to follow • Supports the service user to be more resilient and cope with set backs • Demonstrates effective group facilitation skills which encourages interaction
Process for Nutrition and Dietetic Practice	SCOPE OF PRACTICE Demonstrates complete Process, with minimal supervision as appropriate to the practice area, as it applies to a variety of health and disease states, in different life cycle stages, and the ability to transfer learning to other contexts/settings.	
	3. Integrates professional knowledge and skills into evidence based decision making and effective dietetic practice.	<ul style="list-style-type: none"> • Consistently demonstrates the ability to apply the Nutrition and Dietetic Care Process with individuals, groups and communities
Quality	4. Improves practice through continuous and systematic evaluation	<ul style="list-style-type: none"> • Evidences continuous update, evaluation and extension of professional knowledge and skills • Evaluates practice and group education session using recognised outcome measures and makes or recommends revisions as necessary in partnership with individuals, groups and communities • Identifies and participates in quality improvement processes • Identifies and uses technology to enhance practice • Becomes aware of band 5 job plans and the need to balance direct/indirect patient caseload with other job requirements