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**Apprenticeship on Programme Employer’s Handbook**

Dietetics Degree Apprenticeship

Apprenticeship standard: L6 Dietitian

**Academic Year 2025-2026**

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**Welcome to the University of Hertfordshire**

# Introduction

This handbook provides information for employers of learners who are studying an apprenticeship programme at the University of Hertfordshire. It will provide general information about an apprenticeship and then programme specific information.

All apprentices are bound by the University of Hertfordshire’s policies and regulations. Apprentices will receive similar information about their programme through the university’s on-line platform: Canvas™.

# What is an Apprenticeship?

An apprenticeship is a job with training. Through their apprenticeship, learners will gain the technical knowledge, practical experience and the wider skills and behaviours they need for their immediate job and future career. As an apprentice they will gain this through formal off the job training and the opportunity to practise these new skills in a real work environment (on the job training). Apprenticeship programmes at the University of Hertfordshire have been developed to meet the Knowledge, Skills and Behaviours (KSBs) of the apprenticeship standards. Details of the standards for dietetic apprenticeships can be found on the [Institute for Apprenticeships and Technical Education (IfATE) website.](https://www.instituteforapprenticeships.org/apprenticeship-standards/dietitian-v1-2)

A degree apprenticeship combines work and academic study without being in full time education. It is a cost-effective means of developing a highly skilled workforce. All the apprenticeships at the university have been designed with employers. This means that apprenticeship programmes combine real world work with academic level study to produce work ready, highly skilled graduates. The degree component is quality assured through registration with the Office for Students.

Apprenticeships have different regulatory requirements that must meet the needs of the Education and Skills Funding Agency[[1]](#footnote-2) (ESFA) and the Institute for Apprenticeships and Technical Education[[2]](#footnote-3) (IfATE). This means that the university is required to monitor the apprentice’s progress at all stages of the apprenticeship. Working with employers is an essential component of tracking the apprentice’s progress.

# Apprenticeship Standards

All standards define:

**Knowledge**

The standard will define the knowledge and understanding that the apprentice will need to acquire and apply to carry out the role effectively and become occupationally competent. The university will provide the apprentice with the taught academic elements of their apprenticeship qualification (off the job learning)

**Skills**

The standard will define the range of skills and competencies that the apprentice needs to practise and acquire to do the job to a specified standard. These skills are largely acquired and practised in the workplace.

**Behaviours**

The standard will define the behaviours the apprentices will need to demonstrate to become occupationally competent. These are largely acquired, developed and practice in the workplace.

To complete the apprenticeship, the apprentice must meet all the KSBs identified in the standard to be considered occupationally competent. The employer is required to ‘sign off’ that these have been achieved as this is a compulsory element of the End Point Assessment requirements. Full details of the Apprenticeship Standards and Assessment Plans can be accessed via the  [IfATE](https://www.instituteforapprenticeships.org/apprenticeship-standards/dietitian-v1-2) website.

# The Apprentice’s Journey

The route to becoming an apprentice involves several steps prior to commencing training. All apprentices will complete an Initial Needs Assessment (INA) (Skills Scan) as part of their admissions process against the KSBs of the proposed apprenticeship standard. From this INA, an assessment of prior learning is made and documented, the apprentice’s starting point is identified and additional support needs are recognised. The apprentice’s employer will play an important role at this stage and will be involved in discussions and drawing up an Individual Training Plan which is part of the Apprenticeship Agreement. The training plan details activities which require off the job hours which primarily includes the programme modules and other planned components e.g. confirmed work-based activities or placement hours. This is confirmed alongside the Degree Apprenticeship Compliance and Support team. The Apprenticeship Agreement must be signed by all parties including the apprentice before the commencement of the apprenticeship.

All apprentices will complete an induction with both their employer and the university before commencing their on-programme learning. The apprentice will have tripartite review every at least 12 weeks which will monitor their progress against the KSB’s and to ensure their ‘off the job’ requirements and support needs are being met. Progress with the academic requirements of their course is also required in accordance with university regulations and any programme specific regulations identified in the programme specification and explained in programme handbook given to apprentices when they start the programme.

The final steps of the apprenticeship require employer confirmation that the apprentice is ready for their End Point Assessment (EPA) via the Gateway process. The gateway requirements are set out in the EPA plan. The apprenticeship certificate is issued by the Institute for Apprenticeships and Technical Education on successful completion of the EPA. The degree award certificate is issued by the university on successful completion of the degree component.

During the final year of the programme, it is expected that the employer will facilitate a career conversation with the apprentice to discuss the opportunities for a permanent Band 5 position within the Trust.

# Welcome Pack

It is recommended that the employer provides the apprentice with detailed information about their role within the organisation prior to commencement. This information should ideally provide an overview of the apprentice role, details of the programme and expectations for employment. A template is provided in [Appendix 1](#_Appendix_1:_Welcome) but it is recognised that employers will likely need to adapt this to meet the needs of their individual organisation.

# Induction Arrangements

The apprentice will ideally have commenced employment prior to the first week of the university programme. The employer is responsible for ensuring their apprentice attends an organisational and a local induction of the department. A template for the induction process is included in [Appendix 2](#_Appendix_2:_Induction) but it is recognised that employers will likely need to adapt this to meet the needs of their individual organisation. It may also be useful to add hyperlinks to any relevant Trust documents. The employer is responsible for ensuring that the learner is on track with their induction requirements after one month in employment.

In addition to their workplace induction, learners will receive an induction from the university. This will take in the first week of the programme in Semester C. The induction sessions will provide an overview of key information related to the overall programme including expectations of the course, supporting roles, modules and degree structure, attendance requirements, procedures for exceptional circumstances and navigating the online learning resources, StudyNet and Canvas as well as the online apprenticeship management tool, Aptem. The degree apprenticeship programme leader, employer liaison tutor and a mixture of academic and technical staff will be present for the induction week. Employers will be invited to join relevant sessions during induction or the introductory module to engage with activities with their apprentice and the programme team.

The apprentice cohort is wide ranging in terms of age and experience with differing skills related to learning and the electronic learning environment. The transition module following induction will provide valuable training on study skills to ensure apprentices are using the resources available to them effectively and developing digital confidence.

# Off the Job Training

Off the job training is a statutory requirement of the apprenticeship. Apprentices are expected to act as adult learners and employers will support them to do so.

The definition of off the job training is:

“..*training which is received by the apprentice within their practical period, during the apprentice’s normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.*

*It is not on the job training, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship”. ESFA Apprenticeship Funding Rules 2023-24.*

Apprentices contracted for more than 30 hours per week must complete a minimum 6 hours (20%) per week for off the job learning. The programme has been designed to exceed this minimum requirement with the majority of off the job training hours accounted for though delivery of online learning at the university and clinical placement hours. Employers must agree to facilitate off the job training which the apprentice will access this via Canvas once a week. There will also be some face-to-face block learning on campus which takes place regularly throughout the apprenticeship over three days. Scheduling of the block teaching can be seen in tables 1, 2 and 3. Learners are expected to be in the workplace for the remaining days in a week of block teaching.

A discussion of the appropriate study space between employer mentor and learner is required. As there is significant online delivery the employer needs to be considerate of a study space if the apprentice is on-site or for the apprentice to study from home. If the apprentice is not expected to access the learning on-site, provision of IT equipment may need to be considered.

Although it is expected that the apprentice will be required to regularly study outside their normal working hours, the apprentice will require additional time to study for assignment preparation and completing portfolio work. Expectations and arrangements for this will need to be agreed in advance between the apprentice and employer and there may be a requirement for some flexibility dependant on operational pressures, the apprentice’s workload and university deadlines.

Off the job training hours are logged by the university. Apprentices who are not achieving the required off the job hours will be managed through the [Attendance and Punctuality policy.](https://www.herts.ac.uk/__data/assets/pdf_file/0020/375221/AS17-apx2-Apprenticeship-Attendance-and-Puntuality-Policy-v16.0.pdf)

Off the job training includes:

* Teaching of theory: lectures, online-learning, simulation activities, on-line learning;
* Work shadowing, mentoring, industry/field visits and participating in competitions
* Learning support and writing assignments
* Revision where it specifically required for the achievement of the apprenticeship

Off the job training does not include:

* Initial assessment and on boarding activities
* Progress reviews
* Training outside of paid working hours[[3]](#footnote-4)
* Examinations or other testing (these do not meet the definition of new learning)
* Study required in connection with achieving separate Level 2 English and Maths qualifications

The infographic below provides guidance to help determine whether an activity counts as off-the-job learning.

Graphical user interface, application, Word, Excel

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*Department of Education: off the job training.*

The apprentice must have some active learning via off the job training every calendar month of their practical period. If this is not possible, a ‘break in learning’ must be used but it is not expected for this programme as provision is delivered over three semesters.

Changes to the apprentices working hours can impact on the off the job training hours so it is important that the university is aware of these as adjustments to the programme length may be required.

# On the Job Training

In the workplace, knowledge is applied and the skills and behaviours identified in the standard are developed through apprentices own practical workplace experience.

# Work Based Learning

Work-based learning will occur through on the job training opportunities and by completing placement hours. These will address many of the professional skills and practice required of the Dietetics apprenticeship standard. The expected KSBs will be met through completion of programme modules and a signed off practice assessment documents. The modules and portfolio are mapped to the relevant KSBs detailed in the standard as outlined in [Appendix 3](#_Appendix_3:_Mapping).

# Training Materials

Apprentices are expected to work independently on each module using StudyNet. Communication from the university and all study materials are available online through this portal. It is essential that apprentices check their emails and module sites regularly to be informed of any changes or news. StudyNet allows apprentices to access their learning materials and work effectively in a variety of environments; at home, at work and within the university. As many learners will have domestic, financial and employment commitments, StudyNet allows them to manage their learning successfully. It is also recommended that apprentices download the Canvas student app to their smart phone where applicable. Through the app they can receive updates to Canvas programme/module sites in real time.

# Supervision and Support

The roles and responsibilities of both university and employer staff are outlined in [Appendix 4](#_Appendix_4:_Roles).

The apprentice will ideally be offered the opportunity for regular support with their line manager in line with the offering to all employees. This may be provided in the form of a one to one or similar and it is suggested that the frequency, scope and duration of this support is mutually agreed between the apprentice and their line manager. It may be appropriate for the apprentice’s mentor to be present for some or all of these meetings and this should also be agreed through discussion. A template for one-to-one discussions is included in Appendix 5 but it is recognised that employers will likely need to adapt this to meet the needs of their individual organisation.

# Employer Liaison Tutor

The Employer Liaison Tutor (ELT) supports the apprentice on a one-to-one basis and attend the Tripartite Progress Review meetings. The ELT should support the apprentice to consider how their off the job learning ~~with respect to the KSB’s~~ can be applied to workplace activities and vice versa. They will advise on ~~the quality of evidence accumulated for portfolios and~~ preparation for Gateway & End Point Assessment. They will schedule and facilitate tripartite reviews as detailed below.

# Tripartite (Progress) Reviews

Tripartite Reviews are regular planned evaluations involving the university, the employer (usually the line manager and/or mentor) and the apprentice.

It is expected that these meetings will be scheduled every 12 weeks and are a formal, recorded process where progress towards achieving the KSBs of the standard is discussed. There should be open dialogue between all three parties to ensure the apprentice is progressing as expected. The apprentice’s wellbeing and safeguarding concerns should be checked. ~~Assessment as well as~~ Application of off the job training to the workplace is a fundamental part of this conversation and should include preparation for Gateway and End Point Assessment. The apprentice’s understanding of equality and diversity and British values in the workplace should be included in discussions, as should their application of maths and English to their practice.

The apprentice is required to prepare in advance for these reviews by completing the relevant sections on the Apprenticeship Management system, Aptem and share this with their mentor and the employer liaison tutor in advance of the meeting. It is important that all views, recommended actions and targets are agreed by all parties and documented to provide an accurate and true account of discussions prior to the end of the meeting. Clear targets, actions and next steps required by the apprentice should be identified for the next tripartite meeting.

Over time, the evidence recorded in the tripartite progress reviews should provide assurance to the apprentice and employer that they are achieving the KSBs and therefore working toward occupational competence. This will motivate the apprentice and give them confidence as they approach their End Point Assessment.

It is essential that the apprentice’s line manager and/or mentor’s attend tripartite review meetings as they are responsible for the apprentice’s day to day learning in the workplace. The employer liaison tutor will work with the employer to agree optimal days and times for the progress reviews. Familiarity with the apprenticeship standard and assessment plan is important in order to recognise the apprentice’s development and progress over time.

# KSB progression

Progress in KSBs will be evidenced by the apprentice through their completion of modules and placement hours as part of off the job training. Progression towards achievement of all KSBs will be discussed at Tripartite Reviews to ensure that all parties are aware of apprentice progression towards achievement of these.

# Aptem

Aptem is the online apprenticeship management system in use at the university. The log in page for this system is https://herts.aptem.co.uk. Aptem manages the apprenticeship from application through to End Point Assessment. Employers will be able to view an apprentice’s progress throughout their learning journey and support activities such as progress review meetings, objective setting and view learner dashboards with detail of progress being made. Mentors are expected to engage with Aptem and complete the relevant sections of the progress review templates.

For some helpful guidance videos to help with some of the functionality of the system please visit the university’s YouTube playlist [here](https://www.youtube.com/playlist?list=PLozXusH0UBG-JmfQKi_KWHO-BR3oKAMSs). If employers require any assistance or have new users that require access to the system, please contact the Apprenticeship Team on [degree-apprenticeships@herts.ac.uk.](mailto:degree-apprenticeships@herts.ac.uk)

# Confidentiality

It is recognised that many organisations have strict confidentiality policies in place because of the sensitive nature of information in the workplace. Apprentices will need to be familiar with their employer’s policy, information sharing practices and relevant professional codes.

The university is familiar with dealing with high levels of confidential information and will advise the apprentice on how to maintain confidentially in their written assessments and presentations. Employers may be asked for suggested topics for work-based projects and/or assessments or the use of workplace materials including confidential or commercially sensitive data. Employers will need to give permission for the use of such information as this cannot be redacted in submitted coursework if the assessment is to be marked fairly. Any breaches of confidentially are taken seriously and will be managed in accordance with [UPR AS12.](https://www.herts.ac.uk/__data/assets/pdf_file/0003/231933/AS12-Ass-Exams-Ugrad-Taught-Pgrad-Conferments-UH.pdf)

# Information Sharing

The Employer and the university are jointly responsible for and work collaboratively to ensure that the apprentice completes the apprenticeship in full compliance with the relevant apprenticeship standard and all ESFA Funding Rules through both on the job and off the job training. As such, both parties require information regarding the apprentice’s progress. The commitment statement/training plan sets out the expectations of the employer, provider (university) and the apprentice. Effective information sharing between all parties is in line with GDPR as advised in the commitment statement/training plan which is part of the Apprenticeship Agreement.

# About the Programme

The Programme Specification and definitive module documents (DMDs) are the ultimate authority on the programme. These can be requested via the Programme Leader.

The level 6 [Dietitian apprenticeship standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/dietitian-v1-2), was approved in July 2019 and updated in September 2023. The standards specify they KSBs required for a dietetics practitioner working predominantly within a healthcare setting in either a clinic, school or care home for example. The supporting degree will be a BSc (Hons) Dietetics (Work-Based) that has been accredited by the British Dietetic Association (BDA) and approved by the Health and Care Professions Council (HCPC).

This degree apprenticeship is a 3-year programme. The academic year commences in May. Entry to this apprenticeship is in Semester C. Teaching is delivered across all three semesters. Specific dates that employers should be aware of are induction arrangements, block teaching dates and placement timings. The normal pattern of study for apprentices is 120 academic credits per year. The university structures its programmes in 15-credit modules or multiples thereof. Activities can include online learning using lectures and workshops, seminars, on-campus practical sessions and independent directed study. Apprentices are expected to complete 1000 hours of placement as a requirement of the programme.

Apprentices are expected to attend the minimum required hours for the programme as outlined in the apprenticeship standards for off the job learning. Learners will also be expected to engage in their own self-directed learning such as revision for tests, working on assignments and consolidating content. It is recommended that employers provide their learners with study days to support their own learning time, but it is acknowledged that this will be managed differently across employers.

The programme schedule includes non-teaching weeks to provide the required opportunity for annual leave to be taken. Where an annual leave request coincides with a study day this must be discussed with the programme leader/employer liaison tutor alongside the employer. Apprentices are expected to use the appropriate resource to address missed content from the missed study day to make up the time missed and continue to meet ‘off the job’ hours planned for the programme. Annual leave cannot be taken over a scheduled assessment.

# Professional, Statutory and Regulatory Body

This apprenticeship aligns with the Health and Care Professions Council (HCPC) Standards of Proficiency for Dietitians and British Dietetics Association (BDA) education programme standards. This means that those who successfully complete the apprenticeship will be eligible to apply for registration with the HCPC.

# Programme Structure

The structure of the degree is outlined in the Tables below. All modules are compulsory for the degree. Apprentices will undertake a similar degree pathway to the full-time standard dietetic programme. Modules have been adapted to suit the learning needs of an apprenticeship and to suit cohesive delivery of content. The apprenticeship programme has also introduced two new modules to differentiate from the standard programme; a ‘Transition to Degree Apprenticeship’ 15-credit point module and a 30-credit point ‘Fundamentals of Biosciences’ module, both at level 4. The transition module will introduce learners to the required study skills of their degree and professional aspects of dietetics. This will support the apprentice with other Level 4 modules including foundations of human nutrition, food safety and fundamental biosciences. In Level 5, apprentices will study modules addressing research practice, advancing dietetic core skills and clinical aspects of dietetics. The clinical modules expect a more advanced understanding of nutrition, biochemistry, pharmacology and immunology. The level 6 modules are designed to consider advanced public health topics, behavioural changes and contemporary topics in dietetics. The final year research project will be work-based and be undertaken across the year to allow flexibility for gathering their research findings.

To complement the academic content, employers are required to take a flexible approach in supporting the apprentice’s evolving skills, behaviours and competence levels. The university may occasionally request that the employer support specific learning opportunities for the apprentice such as shadowing a dietitian assessing a patient with a particular clinical condition so the apprentice can reflect on how the clinical research is used in practice for an assessment. KSBs that are developed on the job will progress over time, as learners spend more time in the workplace. Recognition of this development is an important part of the apprentice’s journey.

Tables 1, 2 and 3 indicate the pattern of modules and delivery for the proposed 3-year programme. This programme does not permit optional modules and alternative degree awards are only considered when programme specific criteria have not been met as detailed in the programme specification.

**Delivery key:** DL = Distance Learning, BL = Block Learning, WBL = Work-based Learning.

Semester C: May – September

Semester A: September – January

Semester B: January – May

**Table 1: Year 1 Core (compulsory) modules to be delivered (level 4 – 120cp)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Module Name** | **Credit Points** | **Delivery** |
| C | Transition to Dietetic Degree Apprenticeship | 15 | BL/DL |
| C | Foundations of Human Nutrition (Apprenticeship) | 30 | DL |
| A | Food Science, Safety and Systems (Apprenticeship) | 15 | DL |
| A | Health, Society and Behaviour (Apprenticeship) | 15 | DL |
| A | Dietetic Skills and Practice-based Learning 1 (Apprenticeship) | 15 | DL/BL/WBL |
|  |  |  |  |
| B | Fundamentals of Biosciences (Apprenticeship | 30 | DL/BL |

The ‘Transition to Apprenticeships’ module will address the role and scope of practice of a dietitian and the expected professional standards. Topics including fundamental British values, personal and professional development and health and well-being. These topics will be complemented by developing confidence with study skills and engaging with the work-based portfolio (practice assessment document).

Foundations of Human Nutrition will introduce the fundamentals of nutrition and examine the inter-relationship between food, nutrients and health. Apprentices will complete the module having developed a working knowledge of nutrients, how this relates to food and health as well as beginning to assess a person’s nutritional status.

Food Science, Safety and Systems addresses the principles of food production and processing and effects on nutritional composition. Apprentices will be introduced to catering management and sustainability concepts and use nutritional analysis software to apply their understanding of menu planning.

Health, Society and Behaviour will explore the impact of key psychological and sociological factors on health, wellbeing, and lifestyle, focusing on the factors affecting lifestyle and food choices, health inequalities and health promotion.

Dietetic Skills and Practice-based Learning 1 focusses on communication skills and professional practice. Apprentices will be introduced to the components of the process for nutrition and dietetic practice and use this to develop clinical reasoning skills with case-based scenarios. This module includes a practice placement.

Fundamentals of Biosciences will enable apprentices to understand core bioscience topics including cell biology, biochemistry, genetics, human physiology and microbiology relevant to nutrition and dietetics. The module also commences development of skills necessary for the design, presentation, interpretation, and analysis of experimental data.

**Table 2: Year 2 Core (compulsory) modules to be delivered (levels 5 – 120cp)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Module Name** | **Credit Points** | **Delivery** |
| C | Nutritional Biochemistry and Metabolism (Apprenticeship) | 15 | DL |
| C | Pathophysiology, Pharmacology and Immunology (Apprenticeship) | 30 | DL |
| C/A | Research Methods for Dietitians (Apprenticeship) | 15 | DL |
| A | Nutrition, Health and Disease (Apprenticeship) | 30 | DL/BL |
| A/B | Dietetic Skills and Practice-based Learning 2 (Apprenticeship) | 30 | DL/BL/WBL |

Nutritional Biochemistry and Metabolism enables learners to develop an appreciation of major metabolic pathways and to be able to apply these to nutritional clinical conditions, alongside interpreting and communicating biochemical and clinical data.

Pathophysiology, Pharmacology and Immunology will further the apprentice’s understanding of physiology to the pathophysiology of disease states related to nutrition. They will also learn principles of drug action, immunology and treatment of a range of diseases.

Research Methods for Dietitians introduces apprentices to the purposes of research including ethics and governance. Topics include research questions, aims, data presentation and interpretation with a focus on qualitative and quantitative research relevant to dietetics.

Nutrition, Health and Disease will enable apprentices to examine the role of nutrition at different stages of the lifecycle and to evaluate the effects of diet on health promotion, disease prevention and/or management.

Dietetic Skills and Practice-based Learning 2 focuses on the process of nutrition and dietetic practice, enabling the apprentice to design and monitor interventions with services users. This module includes a practice placement.

**Table 3: Year 3 - Core (compulsory) Modules to be delivered (levels 6 - 120cp)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Module Name** | **Credit Points** | **Delivery** |
| C/A/B | Dietetic Research (Apprenticeship) | 30 | DL/WBL |
| C | Clinical Dietetics (Apprenticeship) | 15 | DL |
| C | Behaviour Change for Dietitians (Apprenticeship) | 15 | DL |
| C/A/B | Dietetic Skills and Practice-based Learning 3 (Apprenticeship) | 30 | DL/BL/WBL |
| A/B | Contemporary Dietetics (Apprenticeship) | 15 | DL |
| A/B | Public Health Dietetics (Apprenticeship) | 15 | DL |

The Nutrition Research module will enable apprentices to undertake a cohesive piece of investigative work in an area of dietetics within their workplace, supervised by their employer and an academic member of staff from the university. The project timeline is across all three semesters in year 3 to provide flexibility for the research work to be undertaken.

Clinical Dietetics develops knowledge in implementing dietetic interventions with a range of disease states. Apprentices will be enabled to consider how dietetic treatment is evidence-based and how these impacts on patients.

Behaviour Change considers how dietitians work with clients to support changes in behaviour, both at individual and population level. Apprentices will consider how their skillset can impact on a client such as the role of motivational interviewing.

Dietetic Skills and Practice-based Learning 3 enables apprentices to apply patient centred care to individuals and services, developing their clinical reasoning skills and recognising their leadership skills. This module includes two practice placements.

Contemporary Dietetics enables apprentices to grow their critical analysis skills when looking at the evidence surrounding dietetic issues. The module content may change depending on current issues in dietetics whilst the skills development remains core to the module.

Public Health Dietetics looks at how dietitians can work within public health systems to impact on population health. The module considers how food environments and policies impact health choices and how interventions for public health are planned.

The programme requires apprentices to fulfil 1000 hours of placement. To prepare the apprentice for each placement, ‘Dietetic Skills and Practice-based learning’ module sessions are undertaken prior to each placement. These modules are designed to support the apprentice in developing their professional skills and knowledge from level 4 to level 6. Level 6 also features a leadership placement which can be undertaken in the workplace with an alternative team.

# British Values

As part of the apprenticeship, the university has a responsibility to promote the British Values. British values will be a topic for discussion at the tripartite meetings and consist of:

* Mutual respect
* Rule of law
* Tolerance
* Individual liberty
* Democracy

The British values align to the university’s values, objectives and policies and are embedded within university culture. The apprentice will have many opportunities to consider and explore these values in the context of their learning, work practice and daily lives. All apprentices are expected to espouse these values.

# Placements

Placements are a key part of dietetic education, as they provide learners with an environment to progress their skills in clinical dietetics and work towards becoming independent practitioners. Placements for the apprenticeship operate similarly to the undergraduate programme in an effort to avoid confusion for employers who take both students and apprentices. Learning outcomes for placements are the similar and will use corresponding paperwork. Further detail can be found in the relevant placement packs provided by the university.

Learners should undertake placement in an area where they are not employed. This could be facilitated by the same employer if they are a large organisation or sourced through reciprocal arrangement with other employers in the same geographical area. Employers are encouraged to source at least one placement off-site for learner’s development.

Learners should be informed prior to commencement of the apprenticeship that they are likely to need to travel to an alternative workplace for at least one placement during the programme and be informed of the support available from their employer to facilitate this.

Placements are planned into the teaching schedule ahead of time so that there is plenty of opportunity for preparation. Placements are sourced by the employer, although the university will attempt to facilitate as much as possible. Where required, placements may be sought in particular areas of dietetics or in specific settings to support the apprentice in areas identified for development. The university will ensure placement providers have a legal agreement in place and will complete a placement quality audit tool prior to the commencement of a placement.

It is important for employers to note that placements are full time (37.5hrs done over 5 days a week) and therefore they should make arrangements with their apprentice if they are on a part time contract.

# Assessment

The assessments across the programme have been aligned to the level 6 Dietitian apprenticeship standard. The associated assessment plan will outline the KSBs required to demonstrate occupational competence.

# On-programme Assessment

The overall assessment strategy for the degree apprenticeship programme can be found here: <insert link to programme site>.

All modules will be considered during examination boards in April each academic year. Progression will be confirmed at the beginning of May ready for the start of each academic year commencing in semester C.

To allow apprentices to focus on fewer tasks, the assessment components have been carefully designed using formative and summative approaches. Formative assessments provide learners with an indication of their progress with respect to generally meeting programme outcomes associated with individual modules. Summative assessments are used extensively throughout the programme and contribute to their module mark.

To meet the assessment strategy, the programme will utilise a variety of assessment methods aimed to not overburden the learners. The wide range of assessment methods ensures the breadth of KSBs are assessed appropriately. This further provides the apprentice, who may be more or less skilled at a particular type of assessment, multiple opportunities to demonstrate their abilities. Descriptions of assessments can be found below.

**Written**

Written assignments can take many forms. Some assignments will be a set of short answer questions where learners write on a range of topics for a smaller word count or create a product such as a poster or policy brief. Other written assignments will comprise of a longer written essay. Written assessments allow learners to demonstrate their written communication and analysis skills, development of an argument and understanding of a concept. Where possible, learners will have the opportunity for formative feedback on some of their writing prior to submission.

**Case Studies**

Case study assignments are designed to evaluate decision making and the interpretation and application of evidence related to clinical practice. In addition, case studies covering scenarios on issues related to professional attitudes e.g. bullying/harassment could also be discussed by the apprentice. They also enable discussion of the context, professional, ethical and governance framework of practice, and in all instances, they allow apprentices to discuss why they acted as they did. Case studies also encourage a reflective approach to learning. Learners may be asked to write about or discuss case studies from their workplace as part of their learning and assessment process.

**Observed Structured Clinical Examinations (OSCEs)**

Defined as the observation and evaluation of a procedural, technical or practical skill performed by a learner in a live environment. These assessments challenge the apprentice’s practical competence and underpinning knowledge. There are associated proformas to complete which provide leading questions to encourage the apprentice to explain concepts, underlying principles and show effective interpretation. In-house proformas or competency sheets can be provided as supporting evidence.

**Reflection**

Engagement with reflection will be encouraged from level 4 and will be an ongoing requirement. Reflection is proposed to have a formative and summative place in the programme, giving the apprentice opportunities to reflect on events and identify personal and/or professional development needs to improve their practice.

**Presentations**

These will be performed individually or in groups to address relevant topics in dietetics. Apprentices should consider the effective presentation of slides and clear oral communication required as key skills shown in this assessment type.

**Viva Voce**

These involve a question and answer session with a university academic and/or the employer mentor. These are designed to challenge the quality of understanding and/or critical thinking skills of a range of subject areas.

**Portfolio**

Portfolio work centres on a series of tasks for learners to undertake to demonstrate a range of skills. This might be a series of written tasks (short answer questions) or the portfolio may also be used in relation to placement activities to show learning and reflection on placement.

**Online Tests**

These allow the apprentice to be challenged on their knowledge across the period of the module. The responses can vary from multiple choice questions (MCQs), short answer and long answer. Immediate feedback can be given for MCQ style questions.

**Group Work**

Assignments requiring group work will be managed by providing apprentices allocated sessions to work in their groups. The apprentice will have prior experience of working with others and communicating effectively therefore group work will build on this and allow focus on self-evaluation, evaluation of others and development of people management skills.

**Placements**

Placements are considered to be pass/fail assessments. Learners are not graded on their placement performance (placement does not hold credit) but they must pass the placement in order to pass the module and progress through the programme.

# Employer Support

Support from the employer is vital to enable the apprentice to complete their assessments on time. Employers also have a significant role in facilitating learner progression towards the KSBs of the apprenticeship standard and supervising the apprentice’s final year research project.

The university will support the employer with bespoke training to ensure academic quality processes are being followed and the learning experience is as consistent as possible across employers. Employer mentor training will be delivered annually to ensure those responsible for training the apprentices are familiar with the learning tools used by the apprentice. The training will cover learning and teaching and the importance of academic quality, monitoring documents for the apprentice and apprentice expectations and support.

The Employer Liaison tutor will schedule the appropriate training and support employers with queries concerning the work-based learning, sharing good practice and creating an ongoing community of employers.

# Off the Job Feedback

Submitted pieces of coursework should expect turnaround of marks with feedback within 4 weeks. Feedback will typically be in the written format.

Apprentices will be expected to engage with assessment criteria before and after an assignment is marked to guide their approach and understand feedback provided. The apprentice can discuss feedback referring to expectations of certain assignments with the employer liaison tutor in group sessions or in 1:1 meetings. These discussions are based on the feedback grids available for the relevant type of assessment to ensure the apprentice understands their strengths and areas to improve on. Discussion of closed book assessments also features in tutor group meetings and within modules with opportunities to practice responses to different styles of question. Effective workshops include examples of previous learner responses ranging from low to high marks to demonstrate the specific qualities of a response expected. The final year project is unique in having support from a supervisor to advise on content and level expected.

Provision of feedback to apprentices will lead to improvement and provides reassurance to apprentices who are returners to study. Assessments are timed to allow feedback to be used for similar types of assessment on different modules. More instant feedback is provided when using viva voces and seminars.

Overall apprentice development on the programme is indicated by assessment performance, therefore regular discussion of assessments during progress reviews is a compulsory process. Self-reflection will be a critical tool which is enabled and encouraged as part of their skills development in becoming an autonomous professional.

The assessment strategy supports personalised learning and learner development. The variety of assessment across all modules and choices within individual assignments addresses the fact that apprentices have different learning styles, strengths, and weaknesses. In addition, the sequence of assessments builds on skills and the timing of assessments across modules and is designed to ensure that the apprentices have an opportunity to act on feedback and apply it to their future work.

# Placement Feeback

Feedback provided during practice placements will look different to other assessments. Learners will have access to regular verbal and/or written feedback from supervisors throughout the placement. They will also be encouraged to reflect on their own work and share these reflections with action plans to grow their dietetic practice. There are a range of templates which also allow for learners to obtain feedback on their work from supervisors, service users and other members of the multidisciplinary team. Learners will keep record of their feedback through use of written forms, personal notes and regular formal feedback meetings with their placement educators.

# Academic Progress

The requirements for progression are outlined in Section 1a of the Programme Specification.

Each programme has a Board of Examiners which receives and confirms the module assessment results and oversees learner progression.

There are two types of Board of Examiners:

* Module Boards and
* Programme Boards

Membership of the Boards include a Chair, Programme Leader, Module Lead and External Examiners. External examiners are appointed from other Higher Education Institutions and will have subject and academic expertise.

The module board ratifies the mark awarded for a module. The grade then appears on the apprentice’s record. Module Boards of Examiners are held after each assessment period.

The Programme Board of Examiners occurs once a year, at the conclusion of a level of study. The Board determines the outcome for each apprentice. The outcomes may be to progress to the next level of training, re-enrol on any failed module, repeat the year or be awarded their final classification. The proceedings of the board are confidential.

# Gateway

All apprentices are required to meet the Gateway requirements as identified in the Assessment plan before they can undertake their End Point Assessment. This Gateway check is a formal documented process and provides a check point for the employer and apprentice. The employer is required to confirm and sign that the apprentice has met the KSB’s of the standard and any other requirements (e.g. level 2 maths and English) and is ready for the EPA. The university will identify these requirements on the Gateway form for the employer.

# End Point Assessment

End-point assessment (EPA) is the final stage of an apprenticeship. It is an independent assessment of whether the apprentice has developed the KSBs and behaviours outlined in the apprenticeship standard assessment plan. Unique to each standard, EPA essentially demonstrates the competence of the apprentice in their role.

The dietetic programme EPA requires completion of the taught degree and confirmation that all KSBs have been met. The KSBs are addressed within the taught modules of the course, with a particular focus on practice-based learning providing opportunities to demonstrate the KSBs. Confirmation of completion will be considered at the university board of examinations.

The dietetics apprenticeship programme EPA is integrated. For integrated EPA’s, the University is the End Point Assessment Organisation. As integrated the EPA is externally quality assured by the Office for Students. As part of the quality assurance arrangements, employer feedback on the EPA process will be collected.

# Attendance

Attendance monitoring is critical due to the off the job requirements of an apprenticeship programme. There is an expectation that non-attendance at university days will only be due to exceptional circumstances. If an apprentice cannot attend university because of sickness or injury they must advise their line manager and/or employer mentor, UH Programme Leader (PL) UH Employer Liaison Tutor (ELT) and the UH apprenticeship absence email. This should communicate the reason for non-attendance as soon as possible on the day of non-attendance. If the absence continues and three weeks of off the job learning is consecutively missed, the learner and employer will be contacted. If the learner is identified to have missed learning in a calendar month a ‘Break in learning’ is required. A learner will still be considered active if they engage with learning for example on the 1st of month 1, and 31st of month 2. A break in learning allows the apprenticeship to be temporarily suspended and funding is paused. A return to learning is discussed with the University ELT, PL and employer mentor. The maximum break the apprentice can take is normally no more than one year, this may be due to exceptional circumstances e.g. pregnancy or ill health.

Any annual leave requested on the university study days must be discussed with the University programme leader and ELT in case this impacts the off the job hours required of the apprentice significantly. Annual leave is not accepted on set assessment dates.

The apprentice is expected to follow department procedure for reporting absence to the workplace on the agreed working days. The University is not responsible for monitoring attendance in the workplace. However long-term sickness or leave needs to be communicated by the employer to the Employer Liaison Tutor where again a break in learning may be necessary.

If an apprentice is coping with study and not employment the University could investigate a solution of transferring them onto a programme with the students self-funded. This would use APL/APEL guidance to review credits gained and agreement to be able to self-fund.

# Exceptional Circumstances

The university operates an exceptional circumstances policy, available here: <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>. Extensions to submission deadlines may be considered if the apprentice meets the requirements as stated in this policy.

# Academic Conduct

The university has strict regulations relating to [Academic misconduct and assessment offences.](http://sitem.herts.ac.uk/secreg/upr/pdf/AS14-Apx3-Assessment%20Offences-v11.0.pdfhttp:/sitem.herts.ac.uk/secreg/upr/pdf/AS14-Apx3-Assessment%20Offences-v11.0.pdf) This includes plagiarism, collusion, cheating, breaches of professional confidentiality and failure to comply with research ethics involving human participants.

Employers will be informed if the apprentice is being investigated for an academic conduct offence and the outcome of the investigation as identified in the Written Agreement, Schedule 2.

# Wellbeing and Support

The university is committed to providing support for both apprentices and employers.

Apprentices can access academic and pastoral support through their Programme Leader, Module Leaders, Personal Tutor, Employer Liaison Tutor and Academic Skills Units. The extensive Learning Resource Centre is accessible to all apprentices as is the virtual learning environment, StudyNet, where teaching materials, reading lists other learning resources and assessment information is available. Student wellbeing, counselling, disability and mental health services are also available to all apprentices via email [StudentWellbeing@herts.ac.uk.](mailto:StudentWellbeing@herts.ac.uk)

The Employer Liaison Tutor should be the first point of contact for employers and apprentices where there are issues or concerns. The university offers a range of other support mechanisms for apprentices which the Employer Liaison Tutor or Programme Leader can provide further information about.

# Safeguarding

The university is committed to ensuring that a safe and supportive environment exists for all learners, staff and visitors to the university. The approach to safeguarding and the university’s responsibility to report and support learners is outlined in the safeguarding policy which is available [here.](https://www.herts.ac.uk/__data/assets/pdf_file/0017/333422/HS10-Safeguarding-policy.pdf)

All apprentices are made aware of this policy and the university also has a designated safeguarding manager; Karen Turner. Karen can be contacted at [k.v.turner@herts.ac.uk](mailto:k.v.turner@herts.ac.uk). Each School will have a Safeguarding lead; Kathrine Cady, Kathrine can be contacted at [k.cady2@herts.ac.uk](mailto:k.cady2@herts.ac.uk) who is also available support apprentices and ensure their safety and wellbeing.

# Prevent

Like all public bodies, the university has a duty to prevent learners from being drawn into terrorism or violent extremism and further information is available [here](https://herts365.sharepoint.com/sites/Student-services/SitePages/Safeguarding-and-Prevent.aspx). Prevent information will form a part of the apprentice’s induction to the university. The Dean of Students Office is the point of contact for any concerns via 07170 284450 (extension 4450).

# Office for Standards in Education, Children’s Services and Skills

The Office for Standards in Education, Children’s Services and Skills (Ofsted) is responsible for ensuring the quality of apprenticeship provision at all levels. This means that all higher and degree apprenticeship programmes delivered by the University of Hertfordshire will be inspected.

The inspection process involves meeting with apprentices and employers as part of their evidence gathering. The inspectors will ask about employer’s experience of working with the university to train apprentices. This evidence is used to make a judgement on the quality of the provision. Employers will be provided with information and an Employer Briefing paper the university becomes aware of an inspection.

# Change of Circumstances

If the employer becomes aware of any changes to an apprentice’s circumstances, it is important that this is communicated to the Apprenticeship Compliance and Support team via [degree-apprenticeships@herts.ac.uk](mailto:degree-apprenticeships@herts.ac.uk) to discuss in a timely manner.

This may include but is not limited to:

* Breaks in learning of more than 4 weeks.
* Changes to line manager/mentor support
* Changes to role, contracted hours, work pattern or location of work
* Possibility of redundancy
* Change of Employer

# Complaints and Appeals

The university has a fair and transparent procedure for handling complaints and [academic appeals](https://ask.herts.ac.uk/academic-appeals-requests-for-the-review-of-assessment-decisions). Further information is accessible to apprentices via the Dean of Student’s office. The university aims to resolve all differences informally and suggest that the Programme Leader is contacted in the first instance. Details on how to make a formal complaint can be found [here](https://ask.herts.ac.uk/making-a-complaint).

If the apprentice wishes to complain about their non-integrated EPA or the Independent Assessment Organisation they may complain directly to their employer or to the university.

Any party may at any time contact the Apprenticeship Helpline regarding apprenticeship concerns, complaints and enquiries via telephone on 08000 150 400 or email [helpdesk@manage-apprenticeships.service.gov.uk.](mailto:helpdesk@manage-apprenticeships.service.gov.uk)

# Useful Contacts

Below is a list of those involved in the delivery and administration of this apprenticeship.

The key points of contact for employers are the Programme Leader and Employer Liaison Tutor. They are responsible for communicating any changes occurring on the programme to employers and apprentices at the earliest opportunity e.g. change to scheduled online teaching day, or where a new member of staff is involved with the programme.

|  |  |
| --- | --- |
| **Job title and name** | **Contact details (email/phone where applicable)** |
| Dean of School  Dr Richard Southern | Telephone 01707 286491>  Email: r.l.v.southern@herts.ac.uk |
| Head of Department  Dr Sherael Webley | Telephone: 01707 284000 extension 77651  Email: s.webley@herts.ac.uk |
| Programme Leader  Anya Bricknell | Telephone: 01707285596  Email: a.bricknell@herts.ac.uk |
| Employer Liaison Tutor  Tanya Thomas | Telephone: TBC  Email: t.thomas4@herts.ac.uk |
| Key Account and Operations Lead  Rob Dawson | Telephone: N/A >  Email:r.d.dawson@herts.ac.uk |
| Admissions Tutor  Anya Bricknell | Telephone: 01707285596  Email: a.bricknell@herts.ac.uk or dda@herts.ac.uk |

**To note:**

At the time of publication all reasonable effort has been made to ensure the information contained within this handbook is accurate and up to date. This document is designed to be a practical operational handbook, not a legal document, nor a definitive specification of the programme, nor a statement of university policies and procedures. In the event of any discrepancies or conflict between the two, the legal agreements signed by the university, employers and apprentices take precedence over this document. Similarly, in the case of any discrepancies between this document and the formal programme documentation, in particular the programme specification and the DMDs (Definitive Module Documents), the latter take precedence. Finally, in the event of any discrepancies between this document and the University’s Policies and Regulations (UPRs), the latter take precedence.

# Appendix 1: Welcome Pack Template

Please see separate document

# Appendix 2: Induction Checklist Template

**Apprentice Dietitian Induction Checklist**

**Employee:**

**Line manager:**   
**Mentor:**

**Start date:**

*Please complete this with support from your line manager and mentor within 1 month of starting in post.*

*Once completed, please send a copy to both your line manager and mentor.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Prior to arrival** | **Who?** | **Date** | **Comments** |
| Set up personnel file and export recruitment documents |  |  |  |
| Send welcome pack |  |  |  |
| Arrange name and/or ID badge |  |  |  |
| Set up with relevant IT access and arrange training if required for any clinical systems |  |  |  |
| Order/arrange collection of equipment e.g. mobile phone/laptop/scales |  |  |  |
| Order/arrange collection of uniform |  |  |  |
| Update organisational structure charts/information |  |  |  |
| Prepare induction timetable |  |  |  |
| **First day** | **Who?** | **Date** | **Comments** |
| Provide employee with detail of IT access |  |  |  |
| Outline the functions and structure of the department |  |  |  |
| Outline the specific duties and responsibilities of the post |  |  |  |
| Introduce to clinical caseload |  |  |  |
| Introduce to key individuals within the department |  |  |  |
| Introduce to administrative/support team(s) |  |  |  |
| Distribute equipment e.g. bleep, mobile phone, laptop, scales etc. |  |  |  |
| Distribute uniform/discuss dress code |  |  |  |
| Set up desk/office space and locker/storage |  |  |  |
| Issue/process ID badge |  |  |  |
| Outline car parking arrangements |  |  |  |
| Provide a tour of site/area(s) |  |  |  |
| Outline security measures such as keys/access and door codes etc. |  |  |  |
| Outline expectations for attendance of Trust induction and completing mandatory training |  |  |  |
| Provide and explain the induction timetable |  |  |  |
| Confirm hours of work including breaks |  |  |  |
| Outline the procedure for reporting sickness and other absences |  |  |  |
| Provide personal information/next of kin details |  |  |  |
| How to access clinical protocols/procedures/policies and other useful documents |  |  |  |
| **First week** | **Who?** | **Date** | **Comments** |
| Outline what diet sheets/patient resources are available and where these are stored/how they can be accessed |  |  |  |
| Provide details of the enteral feeding home delivery service |  |  |  |
| Explain telephone systems including bleep system |  |  |  |
| Provide with contact details for department and outline any messaging systems in place |  |  |  |
| Set expectations for record keeping and use of relevant clinical systems |  |  |  |
| Set expectations for recording activity/statistics |  |  |  |
| Set expectations for prescribing according to the local ONS formulary |  |  |  |
| Outline printing arrangements |  |  |  |
| Provide details of relevant meetings to attend |  |  |  |
| Explain one to one and supervision arrangements |  |  |  |
| Outline what expenses can be claimed for and how |  |  |  |
| Outline the employee assistance programme |  |  |  |
| Introduce mentor |  |  |  |
| Outline arrangements for off the job learning (location, day/time and any available additional provision for study including consideration for exam/assignment preparation and expectations during operational pressures) |  |  |  |
| Set expectations for required study outside of work hours |  |  |  |
| Provide personal information/next of kin details |  |  |  |
| Outline role during potential CQC visits |  |  |  |
| How to access clinical protocols/procedures/policies and other useful documents |  |  |  |
| Add employee details to contact details for department |  |  |  |
| Set up email signature |  |  |  |
| Set up electronic signature |  |  |  |
| Employee to send introductory email to department |  |  |  |
| **First month** | **Who?** | **Date** | **Comments** |
| Outline annual leave entitlement and booking procedure |  |  |  |
| Outline incident reporting procedure |  |  |  |
| Outline the management of non-attendance at outpatient appointments |  |  |  |
| Explain hospital catering systems and arrange to meet with catering team |  |  |  |
| Introduce buddy |  |  |  |
| Outline plan for placements |  |  |  |
| Outline arrangements for block teaching and independent use of StudyNet and the Canvas app |  |  |  |
| Outline role of employer liaison tutor |  |  |  |
| Outline the role of and preparation required for progress/tripartite reviews |  |  |  |
| Outline use of APTEM |  |  |  |
| Outline expectations for reflective diary |  |  |  |
| Outline the assessment process |  |  |  |
| Outline the role of Knowledge Skills and Behaviours (KSBs) |  |  |  |
| Outline on the job learning and collecting evidence/managing a portfolio |  |  |  |
| Outline processes of Gateway and End Point Assessments |  |  |  |
| **Key policies and guidelines to familiarise self with in first month** | **Who?** | **Date** | **Comments** |
| **Safeguarding**   * Adult safeguarding policy * Safeguarding children and young people policy |  |  |  |
| **Infection control:**   * Bare below the elbows * Dress, appearance and uniform code for all staff * Fit testing for FFP3 mask (where required) * Uniform/scrubs * PPE * National infection prevention and control manual for England |  |  |  |
| **Moving and handling policy** |  |  |  |
| **Reporting accidents, incidents and near misses** |  |  |  |
| **Health and safety policy**   * Fire safety procedures and assembly points |  |  |  |
| **HCPC Guidance on conduct and ethics for students** |  |  |  |
| **Health and safety risk assessment policy** |  |  |  |
| **Violence and aggression policy** |  |  |  |
| **Control of Substances Hazardous to Health (COSHH) policy** |  |  |  |
| **Information governance policy**   * Confidentiality |  |  |  |
| **Bullying and harassment policy** |  |  |  |
| **Resuscitation:**   * Crash trolley location and call process |  |  |  |
| **Freedom to speak up/raising concerns policy** |  |  |  |
| **Pregnancy and workplace risk assessment policy** |  |  |  |
| **Waste disposal:**   * Waste disposal policy * Confidential waste bins |  |  |  |
| **Lone working:**   * Lone working policy * Local guideline |  |  |  |
| **Equality, diversity and human rights policy** |  |  |  |
| **Managing sickness absence policy** |  |  |  |
| **Leave policy** |  |  |  |
| **Probation Period Policy** |  |  |  |
| **Annual Performance and development review (ADPR) appraisal policy** |  |  |  |
| **Staff development and study leave policy** |  |  |  |
| **Travel expenses (mileage and subsistence) policy** |  |  |  |
| **Agile working policy** |  |  |  |
| **Flexible working policy** |  |  |  |

# Appendix 3: Mapping of KSBs against modules

|  |  |  |
| --- | --- | --- |
| Knowledge | **Module in which KSB signed off:** | **Requiring programme level sign off?** |
| **K1**: The importance of continuing professional development throughout own career. | Dietetic Skills and Practice-based Learning 3 |  |
| **K2**: The importance of safeguarding, signs of abuse and relevant safeguarding processes. | Dietetic Skills and Practice-based Learning 2 |  |
| **K3**: What is required of them by the Health and Care Professions Council, including but not limited to the Standards of conduct, performance and ethics. | Transition to Dietetic Degree Apprenticeship |  |
| **K4**: The importance of valid consent. | Dietetic Skills and Practice-based Learning 1 |  |
| **K5**: The importance of capacity in the context of delivering care and treatment. | Dietetic Skills and Practice-based Learning 1 |  |
| **K6**: The scope of a professional duty of care, and how to exercise that duty. | Transition to Dietetic Degree Apprenticeship |  |
| **K7**: Legislation, policies and guidance relevant to own profession and scope of practice. | Public Health Dietetics |  |
| **K8**: Policy, ethical and research frameworks that underpin, inform, and influence the practice of dietetics. | Research Methods for Dietitians, Clinical Dietetics | Yes |
| **K9**: The ethical and legal implications of withholding and withdrawing feeding including nutrition support. | Clinical Dietetics |  |
| **K10**: The importance of own mental and physical health and wellbeing strategies in maintaining fitness to practise. | Dietetic Skills and Practice-based Learning 3 |  |
| **K11**: How to take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary. | Dietetic Skills and Practice-based Learning 3 |  |
| **K12**: 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. | Transition to Dietetic Degree Apprenticeship |  |
| **K13**: Equality legislation and how to apply it to own practice. | Transition to Dietetic Degree Apprenticeship |  |
| **K14**: The duty to make reasonable adjustments in practice. | Dietetic Skills and Practice-based Learning 2 |  |
| **K15**: The characteristics and consequences of barriers to inclusion, including for socially isolated groups. | Dietetic Skills and Practice-based Learning 2 |  |
| **K16**: That regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards and across all areas of practice. | Transition to Dietetic Degree Apprenticeship |  |
| **K17**: 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, across a diverse range of dietetic interventions. | Health Society and Behaviour, Behaviour Change for Dietitians, Public Health Dietetics | Yes |
| **K18**: When disclosure of confidential information may be required. | Dietetic Skills and Practice-based Learning 1 |  |
| **K19**: The principles of information and data governance and the safe and effective use of health, social care and other relevant information. | Transition to Dietetic Degree Apprenticeship |  |
| **K20**: The need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support, such as interpreters or translators. | Dietetic Skills and Practice-based Learning 1 |  |
| **K21**: 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. | Dietetic Skills and Practice-based Learning 1 |  |
| **K22**: 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. | Dietetic Skills and Practice-based Learning 1 |  |
| **K23**: The need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter. | Dietetic Skills and Practice-based Learning 2 |  |
| **K24**: The need to provide service users or people acting on own behalf with the information necessary in accessible formats to enable them to make informed decisions. | Dietetic Skills and Practice-based Learning 2 |  |
| **K25**: The principles and practices of other health and care professionals and systems and how they interact with own profession. | Dietetic Skills and Practice-based Learning 1 |  |
| **K26**: The need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team. | Dietetic Skills and Practice-based Learning 3 |  |
| **K27**: The qualities, behaviours and benefits of leadership. | Dietetic Skills and Practice-based Learning 3 |  |
| **K28**: That leadership is a skill all professionals can demonstrate. | Dietetic Skills and Practice-based Learning 3 |  |
| **K29**: The need to engage service users and carers in planning and evaluating diagnostics, and therapeutic interventions to meet their needs and goals. | Dietetic Skills and Practice-based Learning 2 |  |
| **K30**: The value of reflective practice and the need to record the outcome of such reflection to support continuous improvement. | Transition to Dietetic Degree Apprenticeship |  |
| **K31**: The value of multi-disciplinary reviews, case conferences and other methods of review. | Dietetic Skills and Practice-based Learning 1 |  |
| **K32**: The value of gathering and using data for quality assurance and improvement programmes. | Dietetic Research |  |
| **K33**: The structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession. | Foundations of Biosciences, Nutritional Biochemistry and Metabolism, Pathophysiology Pharmacology and Immunology, Nutrition Health and Disease | Yes |
| **K34**: The roles of other professions in health and social care and how they may relate to the role of dietitian. | Dietetic Skills and Practice-based Learning 1 |  |
| **K35**: The structure and function of health and social care systems and services in the UK. | Dietetic Skills and Practice-based Learning 1 |  |
| **K36**: The theoretical basis of, and the variety of approaches to, assessment, diagnosis, intervention and evaluation. | Foundations of Human Nutrition, Pathophysiology Pharmacology and Immunology, Nutrition Health and Disease, Dietetic Skills and Practice-based Learning 2, Clinical Dietetics | Yes |
| **K37**: in the context of nutrition and dietetic practice:- biochemistry- clinical dietetics- clinical medicine- epidemiology- genetics- genomics- immunology- microbiology- nutritional sciences- pathophysiology- pharmacology- physiology- psychology- public health nutrition. | Foundations of Human Nutrition, Foundations of Biosciences, Health Society and Behaviour, Nutritional Biochemistry and Metabolism, Pathophysiology Pharmacology and Immunology, Nutrition Health and Disease, Clinical Dietetics, Contemporary Dietetics, Behaviour Change for Dietitians, Public Health Dietetics | Yes |
| **K38**: in the context of nutrition and dietetic practice:- food hygiene- food science- food skills- food systems management- menu planning- the factors that influence food choice. | Food Science, Safety and Systems, Health Society and Behaviour | Yes |
| **K39**: The principles behind the use of nutritional analysis programs to analyse food intake records and recipes and interpret the results. | Food Science, Safety and Systems |  |
| **K40**: In the context of nutrition and dietetic practice legislation relating to food labelling and health claims. | Food Science, Safety and Systems |  |
| **K41**: In the context of nutrition and dietetic practice, the use of appropriate educational strategies, communication, and models of empowerment, behaviour change and health promotion. | Behaviour Change for Dietitians |  |
| **K42**: In the context of nutrition and dietetic practice:- management of health and social care- public health relevant to the dietetic management of individuals, groups or communities- social policy- sociology. | Health Society and Behaviour, Behaviour Change for Dietitians, Public Health Dietetics | Yes |
| **K43**: The methods commonly used in nutrition research. | Research Methods for Dietitians |  |
| **K44**: A range of research methodologies relevant to own role. | Research Methods for Dietitians |  |
| **K45**: The value of research to the critical evaluation of practice. | Contemporary Dietetics |  |
| **K46**: The need to maintain the safety of themselves and others, including service users, carers and colleagues. | Dietetic Skills and Practice-based Learning 3 |  |
| **K47**: Relevant health and safety legislation and local operational procedures and policies. | Dietetic Skills and Practice-based Learning 3 |  |
| **K48**: The role of the profession in health promotion, health education and preventing ill health. | Health Society and Behaviour |  |
| **K49**: How social, economic and environmental factors, wider determinants of health, can influence a person’s health and well-being. | Health Society and Behaviour, Public Health Dietetics | Yes |
| **Skills** |  |  |
| **S1**: Identify the limits of own practice and when to seek advice or refer to another professional or service. | Dietetic Skills and Practice-based Learning 1 |  |
| **S2**: Recognise the need to manage own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment. | Dietetic Skills and Practice-based Learning 3 |  |
| **S3**: Keep own skills and knowledge up to date. | Dietetic Skills and Practice-based Learning 3 |  |
| **S4**: Maintain high standards of personal and professional conduct. | Dietetic Skills and Practice-based Learning 3 |  |
| **S5**: Engage in safeguarding processes where necessary. | Dietetic Skills and Practice-based Learning 3 |  |
| **S6**: Promote and protect the service user’s interests at all times. | Dietetic Skills and Practice-based Learning 2 |  |
| **S7**: Respect and uphold the rights, dignity, values, and autonomy of service users, including own role in the assessment, diagnostic, treatment and/or therapeutic process. | Dietetic Skills and Practice-based Learning 2 |  |
| **S8**: Recognise that relationships with service users, carers and others should be based on mutual respect and trust, and maintain high standards of care in all circumstances. | Dietetic Skills and Practice-based Learning 2 |  |
| **S9**: Obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented. | Dietetic Skills and Practice-based Learning 1 |  |
| **S10**: Apply legislation, policies and guidance relevant to own profession and scope of practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S11**: Recognise the power imbalance which comes with being a health care professional, and ensure it is not for personal gain. | Health Society and Behaviour |  |
| **S12**: Identify own anxiety and stress and recognise the potential impact on own practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S13**: 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. | Dietetic Skills and Practice-based Learning 3 |  |
| **S14**: Recognise that they are personally responsible for, and must be able to, justify their decisions and actions. | Dietetic Skills and Practice-based Learning 3 |  |
| **S15**: Use own skills, knowledge and experience, and the information available, to make informed decisions and / or take action where necessary. | Dietetic Skills and Practice-based Learning 3 |  |
| **S16**: Make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately. | Dietetic Skills and Practice-based Learning 3 |  |
| **S17**: Make and receive appropriate referrals, where necessary. | Dietetic Skills and Practice-based Learning 3 |  |
| **S18**: Exercise personal initiative. | Dietetic Skills and Practice-based Learning 3 |  |
| **S19**: Demonstrate a logical and systematic approach to problem solving. | Dietetic Research |  |
| **S20**: Use research, reasoning and problem-solving skills when determining appropriate actions. | Dietetic Skills and Practice-based Learning 3 |  |
| **S21**: Make reasoned decisions to accept or decline requests for intervention. | Dietetic Skills and Practice-based Learning 3 |  |
| **S22**: Respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences. | Dietetic Skills and Practice-based Learning 3 |  |
| **S23**: Recognise the potential impact of 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. | Dietetic Skills and Practice-based Learning 3 |  |
| **S24**: Make and support reasonable adjustments in owns and others’ practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S25**: Actively challenge barriers to inclusion, supporting the implementation of change wherever possible. | Dietetic Skills and Practice-based Learning 3 |  |
| **S26**: Demonstrate sensitivity to factors that affect diet, lifestyle and health and that may affect the interaction between service user and dietitian. | Health Society and Behaviour |  |
| **S27**: Adhere to the professional duty of confidentiality. | Dietetic Skills and Practice-based Learning 3 |  |
| **S28**: Respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public and recognise situations where it is necessary to share information to safeguard service users, carers and/or the wider public. | Dietetic Skills and Practice-based Learning 3 |  |
| **S29**: Use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others. | Dietetic Skills and Practice-based Learning 3 |  |
| **S30**: Communicate in English to the required standard for their profession. | Dietetic Skills and Practice-based Learning 2 |  |
| **S31**: Work with service users and/or own 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. | Dietetic Skills and Practice-based Learning 2 |  |
| **S32**: Modify 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. | Dietetic Skills and Practice-based Learning 2 |  |
| **S33**: Use information, communication and digital technologies appropriate to own practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S34**: Keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines. | Dietetic Skills and Practice-based Learning 2 |  |
| **S35**: Manage records and all other information in accordance with applicable legislation, protocols and guidelines. | Dietetic Skills and Practice-based Learning 3 |  |
| **S36**: Use digital record keeping tools, where required. | Dietetic Skills and Practice-based Learning 3 |  |
| **S37**: Work in partnership with service users, carers, colleagues and others. | Dietetic Skills and Practice-based Learning 2 and 3, Dietetic Research | Yes |
| **S38**: Contribute effectively to work undertaken as part of a multi-disciplinary team. | Dietetic Skills and Practice-based Learning 3 |  |
| **S39**: Identify anxiety and stress in service users, carers and colleagues, adapting own practice and providing support where appropriate. | Dietetic Skills and Practice-based Learning 3 |  |
| **S40**: Identify own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion. | Dietetic Skills and Practice-based Learning 3 |  |
| **S41**: Demonstrate leadership behaviours appropriate to own practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S42**: Act as a role model for others. | Dietetic Skills and Practice-based Learning 3 |  |
| **S43**: Promote and engage in the learning of others. | Public Health Dietetics |  |
| **S44**: Empower individuals, groups and communities to make informed choices including diet, physical activity and other lifestyle adjustments. | Behaviour Change for Dietitians, Public Health Dietetics | Yes |
| **S45**: Work with service users to implement changes in interventions in line with new developments, evidenced-based practice and their outcomes. | Dietetic Skills and Practice-based Learning 3 |  |
| **S46**: Engage in evidence-based practice. | Clinical Dietetics, Contemporary Dietetics | Yes |
| **S47**: Gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to own care. | Dietetic Skills and Practice-based Learning 3 |  |
| **S48**: Monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement. | Dietetic Research, Dietetic Skills and Practice-based Learning 3 | Yes |
| **S49**: Participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures. | Dietetic Skills and Practice-based Learning 3 |  |
| **S50**: 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. | Dietetic Skills and Practice-based Learning 3 |  |
| **S51**: Demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process. | Dietetic Research |  |
| **S52**: Critically evaluate research papers. | Research Methods for Dietitians, Contemporary Dietetics | Yes |
| **S53**: Change own practice as needed to take account of new developments, technologies and changing contexts. | Contemporary Dietetics |  |
| **S54**: Gather appropriate information. | Dietetic Skills and Practice-based Learning 1 |  |
| **S55**: Analyse and critically evaluate the information collected. | Dietetic Skills and Practice-based Learning 2 |  |
| **S56**: Select and use appropriate assessment techniques and equipment. | Dietetic Skills and Practice-based Learning 2 |  |
| **S57**: Undertake and record a thorough, sensitive, and detailed assessment. | Dietetic Skills and Practice-based Learning 2 |  |
| **S58**: Undertake or arrange investigations as appropriate. | Dietetic Skills and Practice-based Learning 3 |  |
| **S59**: Conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively. | Dietetic Skills and Practice-based Learning 2 |  |
| **S60**: Critically evaluate research and other evidence to inform own practice. | Clinical Dietetics, Contemporary Dietetics | Yes |
| **S61**: Engage service users in research as appropriate. | Dietetic Research |  |
| **S62**: Accurately assess nutritional needs of individuals, groups and populations, in a sensitive and detailed way using appropriate techniques and resources. | Clinical Dietetics, Behaviour Change for Dietitians, Public Health Dietetics | Yes |
| **S63**: 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. | Dietetic Skills and Practice-based Learning 3 |  |
| **S64**: Critically evaluate the information gained in monitoring to review and revise the intervention. | Dietetic Skills and Practice-based Learning 3 |  |
| **S65**: Monitor the progress of nutrition and dietetic interventions using appropriate information, techniques and measures. | Dietetic Skills and Practice-based Learning 3 |  |
| **S66**: Use nutritional analysis programs to analyse food intake, records and recipes and interpret the results. | Foundations of Human Nutrition |  |
| **S67**: Use statistical, epidemiological, and research skills to gather and interpret evidence to make reasoned conclusions and judgements to enhance dietetic practice. | Dietetic Research |  |
| **S68**: Choose the most appropriate strategy to influence nutritional behaviour and choice. | Behaviour Change for Dietitians |  |
| **S69**: Undertake and explain dietetic interventions, having regard to current knowledge and evidence-based practice. | Dietetic Skills and Practice-based Learning 3 |  |
| **S70**: Advise on safe procedures for food preparation and handling and any effect on nutritional quality. | Food Science, Safety and Systems |  |
| **S71**: Advise on the effect of food processing on nutritional quality. | Food Science, Safety and Systems |  |
| **S72**: Advise on menu planning, taking account of food preparation and processing, nutritional standards and requirements of service users. | Food Science, Safety and Systems |  |
| **S73**: Interpret nutritional information including food labels which may have nutritional or clinical implications. | Food Science, Safety and Systems |  |
| **S74**: Demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies. | Dietetic Skills and Practice-based Learning 3 |  |
| **S75**: 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. | Dietetic Skills and Practice-based Learning 2 |  |
| **S76**: Select appropriate personal protective equipment and use it correctly. | Dietetic Skills and Practice-based Learning 2 |  |
| **S77**: Establish safe environments for practice, which appropriately manages risk. | Dietetic Skills and Practice-based Learning 3 |  |
| **S78**: Empower and enable individuals, including service users and colleagues, to play a part in managing their own health. | Dietetic Skills and Practice-based Learning 3 |  |
| **S79**: Engage in occupational health, including being aware of immunisation requirements. | Dietetic Skills and Practice-based Learning 1 |  |
| **Behaviours** |  |  |
| **B1**: Have courage to challenge areas of concern. | Dietetic Skills and Practice-based Learning 3 |  |
| **B2**: Have an enquiring attitude and willingness to share knowledge with others. | Dietetic Skills and Practice-based Learning 2 |  |
| **B3**: Have empathy, commitment, compassion and respect. | Dietetic Skills and Practice-based Learning 1 |  |
| **B4**: Be adaptable, flexible and resilient. | Dietetic Skills and Practice-based Learning 3 |  |
| **B5**: Act in a non-discriminatory manner, respect and uphold the rights, dignity, values, and autonomy of others. | Dietetic Skills and Practice-based Learning 1 |  |
| **B6**: Practice sustainability by focusing on reducing the environmental impacts on the workplace. | Dietetic Skills and Practice-based Learning 2 |  |

# Appendix 4: Roles and responsibilities

|  |  |
| --- | --- |
| **Role** | **Scope of Responsibility** |
| **Employer** |  |
| Mentor | Provides vocational and pastoral study support for an individual apprentice; may or may not be the apprentice’s line manager. In particular, support should be provided for relating classroom learning to the workplace, Work Based Learning assignments and the final year project. Has responsibility for the apprentice’s progress whilst on the degree programme. |
| Line Manager or Supervisor | The person the apprentice reports to and is responsible for their performance management. |
| Employer Apprenticeship Liaison Manager | Employer Apprentice Lead and point of contact for university. |
| Designated assessor | Jointly assesses the final year synoptic project with the university. |
| Placement co-ordinator | Responsible for ensuring placements support the achievement of the required learning objectives and co-ordinating assessment of the apprentice against these. |
| Practice educator/supervisor | Responsible for supervision whilst the apprentice is on clinical placement. |
| Buddy | Provides support and guidance for the apprentice. Relationships are confidential unless concerns are raised which relate to patient or staff safety. |
| **University** |  |
| Programme Leader | The role of a programme leader is to lead and manage a programme of study. As a member of academic staff within a School/Department, the programme leader will be responsible and accountable to a Dean of the School (or other manager e.g. Associate Dean or Head of Department) for all duties including the day-to-day management of the programme. |
| Personal Tutor | Provides academic and pastoral support to each individual learner at the university. |
| Employer Liaison Tutor | Manages the relationship between each employer (via the “Employer Apprenticeship Liaison Manager”), the individual learners working for that employer whilst in the workplace, and the university. |
| Project Supervisor | Provides individual supervision to the apprentice for the final year project. |
| Module Leader | Co-ordinates the module delivery team. Responsible for delivery and assessment of an individual module. The first contact point for academic issues relating to the module. |
| Admissions Tutor | Responsible for deciding who is admitted to the programme. |

# Appendix 5: One to One Template

**Apprentice Dietitian One to One Template**

**Employee:**

**Line manager:**   
**Date:**

*This document serves as a record of the 1:1 held as detailed below and shared with the employee. If any amendments are required, these must be highlighted within two working days of the meeting, otherwise it will be taken that the record below accurately reflects content of the 1:1 held.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Discussion** | **Action(s) Required** | **Person(s) Responsible** | **Due Date** |
| **Review of actions since last 1:1** |  |  |  |  |
| **Wellbeing**  How are you feeling?  How is your wellbeing (emotional, physical, work/life balance, family/social and sleep)?  What are you doing to take care of yourself?  How can your manager or colleagues help you to improve your wellbeing?  Are you happy with our level of communication and the amount of support your manager is providing? |  |  |  |  |
| **Workload**  What are you working on at the moment (audit, service evaluation/improvement, policies and guidelines, diet sheets and resources etc.)?  What is taking up the majority of your time lately?  What are your priorities?  What projects are you planning for the future?  How can your manager or colleagues support you with these?  What resources or tools do you need? |  |  |  |  |
| **Appraisal Objectives**  What progress have you made with your appraisal objectives?  How can your manager or colleagues support you to achieve them? |  |  |  |  |
| **Training and Development**  What CPD opportunities have you accessed?  How will you share the learning from these?  Are there any training or development needs you have identified? |  |  |  |  |
| **Highlights**  What successes and achievements have you had?  What are you feeling most positive about?  What tasks are you excelling at?  What is exciting you?  What is something that has made you feel proud?  What are the highlights and how can we share and celebrate these? |  |  |  |  |
| **Challenges**  What challenges or difficulties have you had?  What are your main concerns at the moment?  What is frustrating you?  What are you feeling hesitant about?  What tasks are taking you outside of your comfort zone?  What obstacles do you foresee in the next month?  How can you overcome these?  Is there anything you can do differently?  What other support do you need?  What can your manager or colleagues do differently to help you? |  |  |  |  |
| **Performance**  How are you feeling about your job overall?  How confident are you in your ability to do your job? |  |  |  |  |
| **Other**  What else is on your mind? |  |  |  |  |
| Date and time of next meeting |  |  |  |  |

1. Education and Skills Funding <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155957/Apprenticeship_funding_rules_2324_Version_1.pdf> [↑](#footnote-ref-2)
2. Institute of Apprenticeships and Technical Education <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

   [↑](#footnote-ref-3)
3. If off the job training takes place, **by exception**, outside the apprentices normal working hours the apprentice must agree to this and be compensated for this e.g. payment or time off in lieu. Evidence must be provided to demonstrate agreement and compensation. [↑](#footnote-ref-4)