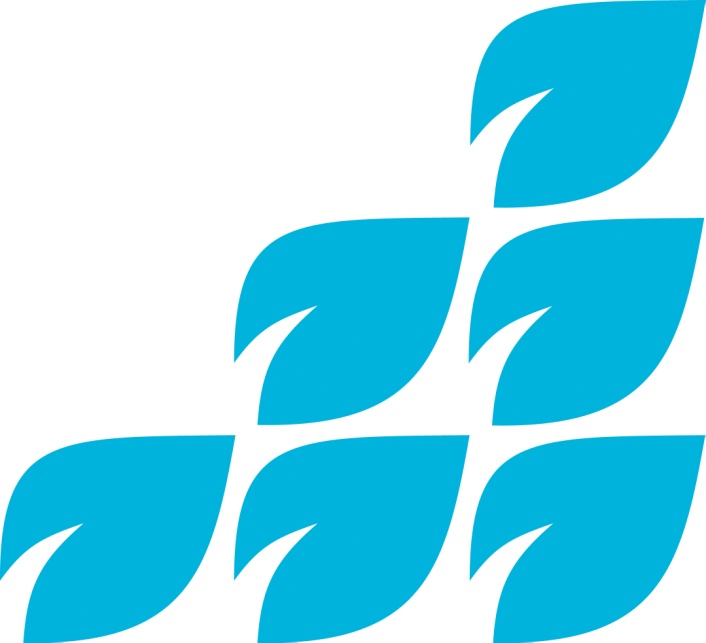


A Career in Paediatric Dietetics

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# Foreword

The landscape is changing rapidly within the NHS regarding innovative new roles and opportunities within a career in Paediatric dietetics. The NHS plan1 considers the workforce of the NHS, the staffing needs of services and incorporates new emerging work role opportunities which are becoming apparent and necessary. These new roles and how to position yourself and your team to be best placed to optimise accessing these positions will be identified and discussed within this document. Paediatric dietetics is currently not taught in depth at undergraduate level and often students are not exposed to the specialism during their student training. It is therefore not always clear how potential staff can enter the specialism. This document will aim to direct and identify ways staff and managers can engage to best attract and retain dietitians within the paediatric specialism.

Clarity around the multi-professional framework2(MPT) in England can be utilised to support the future workforce and how it links into the dietetic career pathway. This tool will be used as the building blocks at each entry point to support the direction of a clear training pathway.

This document includes clarity on where and how to access formal funding streams that maybe available and offers competency-based pathways and supporting documentation to download and adapt for the needs of individuals and team members.

This document aims to capture current practice and a strategy for the specialism and profession moving forward, supporting; dietetic support workers, students, dietitians trying to move into the specialism, dietitians working in Paediatrics and managers.

Author: Lisa Cooke MA BSc MBDA RD January 2023

Acknowledgements:

Thank you to the following people who have helped make this document happen: Rachael Brandreth, Jen Carroll, Katie Elwig, Julie Lanigan, Sue Meredith

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# Introduction

The NHS Long Term Plan (LTP)3. sets out the direction of travel for the NHS in England. It gives a focus on children and young people (CYP)

Below is an outline of the relevant sections of the LTP which impact on Paediatric dietetics:

## What the NHS Long Term Plan Will Deliver for Patients

## Making sure everyone gets the best start in life:

|  |  |  |  |
| --- | --- | --- | --- |
| Aim | Service delivered / action |  |  |
| a)   reducing stillbirths and mother and child deaths during birth by 50% | e.g., Neonatal services |  |  |
|  | e.g., Gestational diabetes |  |  |
| b)   ensuring most women can benefit from continuity of carer through and beyond their pregnancy, targeted towards those who will benefit most |  |  |  |
| c)   providing extra support for expectant mothers at risk of premature birth | e.g., Gestational diabetes |  |  |
| d)   expanding support for perinatal mental health conditions |  |  |  |
| e)   taking further action on childhood obesity | e.g., Complications of excess weight (CEW) services |  |  |
| f)    increasing funding for children and young people’s mental health | e.g., Eating disorders, service for Avoidant Restrictive Food Intake Disorder (ARFID) |  |  |
| g)   bringing down waiting times for autism assessments |  |  |  |
| h)   providing the right care for children with a learning disability | e.g., Disabled Children’s Dietetic Service, inclusivity adjustments |  |  |
| i)     delivering the best treatments available for children with cancer, including CAR-T and proton beam therapy. | e.g., nutritional support to Oncology inpatients |  |  |

## Among a variety of ambitions of the NHS Long Term Plan and how it will be delivered that are impactful on paediatric dietetics are listed below:

## Doing things differently:

## 

a)       give people more control over their own health and care received

b)      collaboration as part of Primary Care Networks

c)       increase jointly delivered services (community and primary care)

d)      work as an Integrated Care System, to plan and deliver services which meet the needs of our communities

## Backing our workforce:

1. improvements to the planning and delivery of services based on the analysis of patient and population data
2. training and recruiting more professionals.
3. increase clinical placements
4. more routes into the NHS such as apprenticeships
5. make the NHS a better place to work
6. more staff stay in the NHS
7. people feel able to make better use of their skills and experience for patients

## Making better use of data and digital technology:

1. more convenient access to services and health information for patients

1. NHS App as a digital ‘front door’
2. better access to digital tools and patient records for staff
3. improvements to the planning and delivery of services based on the analysis of patient and population data

## Getting the most out of taxpayers’ investment in the NHS:

1. reduce duplication
2. procurement
3. reduce spend on administration

It is always useful to reference national documents when formulating business cases for new or existing posts and any requiring adaptations. Using the LTP3 and MPF2 are useful and time appropriate resources to reference within business cases. These national documents may be changed or updated in the future and often change following a change in government.

The MPF2 offers a great framework for the career and needs of staff working in the dietetic profession and this can be mapped onto each stage of a professional’s career. The framework looks at four areas of practise: Clinical, education, Leadership and Research. As a clinician moves through their career, they gather experience within each pillar and by looking at their roles they can identify gaps in their knowledge which will aid learning and development as well as offer clarity when looking at diversifying their role or applying for new extended and advanced practise roles.

Each home country has similar career frameworks and is worth checking out on the relevant government NHS websites. Most will be based around the new career pathways identified above on the MPF2.

New national documents come online all the time and we now have a recent publication called the long-term NHS workforce plan 2023, this frames all the national drivers supporting the gaps in workforce and the investment needed across the professions to expand knowledge and skills whilst supporting careers and retention of staff14.

# Dietetic Support Workers

Dietetic Support workers (DSW’s) are usually employed at a band 3 level and occasionally band 4 and can work in many roles within Paediatric dietetics, both within the acute and community setting. DSW’s help dietitians assess, diagnose, and treat service users’ dietary and nutritional problems. Assisting service users with therapeutic dietary choices by: -

• Recording and analysing service users’ food and fluid intake,

• Helping with the care of service users who are fed via a tube,

• Taking and recording body measurements and anthropometry

• Supporting service users in achieving their personal dietary goals,

• Delivering individual and group education in acute and community settings.

At a higher level DSW’s can interpret patient data and make preliminary nutrition plans within an agreed scope of practice, supported by a registered dietitian.

Historically, many potential future dietitians apply to work at this level, to get some work experience and to test out whether a career in dietetics is right for them. There has been little on offer to keep this essential, trained on the job workforce, whilst in post. NHS England workforce training and education have been doing a lot of work to support this workforce and there are new education opportunities coming online. A new level 5 assistant practitioner course which can be taken as an apprenticeship course is now available across the country and is run generally in further education and higher education colleges. Some of these courses are linked in with the level 6 professional AHP specific degree courses and are allowing successful staff to bypass the first year of the undergraduate degree. It is still unclear at the moment whether someone could take this level 5 route as an apprentice and then continue with the level 6 undergraduate degree (bypassing the first year) as an apprentice. This would be the likely preferred route for most staff and employers.

Apprenticeship degrees3 are now coming on-line, and this offers an excellent opportunity to train our own. A potential DSW career progression is shown in Appendix 1. Incumbent DSW’s can link into the MSF and this is highlighted in fig. ii.

Currently there are only 3 apprenticeship3 programmes available based at Coventry, Hallamshire University and Teesside University and these are at level 6 (BSc) or level7 (MSc), and requires the student to be appropriately educated prior to applying. The DSW needs a relevant Foundation Degree in Nutritional Sciences / biomedical sciences / relevant healthcare degree, then can then apply (employer dependant) and progress onto the MSc in Dietetics at level 7. This offers some opportunities to those DSW’s who already have the entry qualifications of an undergraduate appropriate degree. The level 6 (BSc) degree offers access to those DSW’s who have the relevant A level’s or equivalent to also be able to access an apprenticeship degree. There will be more degrees coming online and this will be an area that will offer, new ways of accessing the profession and retaining staff at an unqualified level whilst attracting new staff into the profession.

The current foundation degree courses available are AHP generic and not specific for dietetics, although, the career process is trying to align the foundations degree so it gives access to the next education stages. See Appendix 1 which highlights the levels of education and qualifications required and achieved.

## Fig. ii MSF (Four Pillars) Relevance to DSW’s

|  |  |
| --- | --- |
| **Clinical** | BDA PSG – Starting out in paediatrics study day (if the DSW is on the foundation degree or  Degree pathway, BDA DSW “Basic nutrition principles & advancing dietetic support worker practice in paediatrics” |
| **Education** | Patient education sessions: utilising relevant teaching packs e.g., Weaning infants with Cow’s Milk Protein Allergy (CMPA), blended diet toolkit, obesity toolkit (in development), STAMP – nutritional screening, E-redbook5, Mentor/support of students in the workplace.  *Education (CPD)*   * BDA Behaviour change foundation level 1 * Dietary analysis package training |
| **Leadership** | NHS Horizons: school for change agents Mentor/ support students in workplace |
| **Research** | QI projects within workplace  Supporting dietitians in audit/service improvement projects – data collection |

There are some useful tools to support the DSW in post and the hyperlinks can be found in the references**:**

Health Education England (HEE) – Allied Health Professional (AHP) support worker competency, education and career development framework6

British Dietetic Association (BDA) – Dietetic support worker and assistant practitioner competency framework7

# Students

Higher education Institutes (HEI’s) offer both under-graduate and post-graduate dietetic courses - see fig. iii below. While many HEIs do include some paediatric dietetic training, this is usually broad and included in modules that address nutrition and dietetics across the population range.  Paediatrics is often included as one population group, and a wide range of diseases/ conditions and dietary interventions are discussed.   This is adequate to provide a basic knowledge of paediatric dietetics for students.  However, it is insufficient to prepare them for the workforce and to enter the sub-specialty on graduation.  There is an urgent workforce need for paediatric dietitians who are currently in short supply.  Hence, adequately trained dietitians (those who have completed undergraduate placements and/or dedicated paediatric modules and training courses) are entering the workforce at band 5.  Excellent work is happening in many Institutions to prepare graduates for a very diverse careers, including paediatrics, this needs to be extended and a dedicated paediatric curriculum developed. More placements are offering exposure to paediatrics, at all parts of the clinical placement. More paediatric placement availability is required and supports professional development within paediatric teams but also supports workforce recruitment and retention. Check with your local HEI with regard to how they teach and approach undergraduate learning of Paediatric dietetics to enable your workplace to top up with the relevant skills the student dietitians need before arriving in their paediatric placement or link in with the Paediatric Specialist group (PSG) for more information. The PSG have a student Dietetic toolkit to support departments in offering the paediatric specialism as part of a student placement8. To expand student placements, it’s worth thinking about voluntary opportunities with charities or companies.

The PSG is looking into the feasibility of offering an optional Paediatric module to HEI’s for those students who wish to access more information on Paediatrics prior to starting a paediatric placement or before applying for a post in Paediatrics, upon qualifying. This is not available currently. Membership for students to the PSG is free and offers an insight to the specialism and those with an interest should be encouraged to join.

Some trusts are employing bank AHP students offering exposure for students whilst having a paid work experience opportunity.

The PSG have student committee posts available which offer great exposure to the specialism prior to qualifying, alongside great experience; making the student’s CV and job application more attractive when applying for posts once qualified.

The introduction of the four pillars concept is worth introducing at student level, explaining that a career in dietetics is life-long learning. See fig. iii for current HEI’s offering dietetic training with specific Paediatric modules.

## Fig. iii - HEI’s offering Dietetic training

# England

|  |  |  |
| --- | --- | --- |
| University | Programme Director | Undergraduate / Postgraduate |
| Birmingham City University |  | [MSc Dietetics (Pre-Registration)](https://www.bcu.ac.uk/courses/dietetics-msc-2019-20) |
| Coventry University |  | [BSc (Hons) Dietetics and Human Nutrition](https://www.coventry.ac.uk/course-structure/UG/2019-20/hls-nhs/dietetics-bsc-hons/)  [Msc Dietetics and Leadership and Msc Dietetics and Leadership Integrated Degree Apprenticeship](https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/469/providers/10001726?data=CfDJ8DjS1lRoCa1Iv31Zl9vKxXh_bMF8JBfS0Ii5jCdlDd8t-tpAO7JyAaak3fKUvS066Eitr_qaNad8keUPY1mh4DbSCDyDCRo34dqYieAGtw1F-oNELuzcJvVLu9Esq919nA) |
| King's College London |  | [MSc Dietetics (Pre-registration)](https://www.kcl.ac.uk/study/postgraduate/taught-courses/dietetics) |
| Leeds Beckett University |  | [BSc (Hons) Dietetics](https://courses.leedsbeckett.ac.uk/BSC_dietetics/) |
|  | [MSc Dietetics](https://courses.leedsbeckett.ac.uk/dietetics_msc/) |
| London Metropolitan University |  | [Dietetics and Nutrition - MSc](https://www.londonmet.ac.uk/courses/postgraduate/dietetics-and-nutrition---msc/) |
|  | [Dietetics and Nutrition BSc (Hons) 4 Year Programme](https://www.londonmet.ac.uk/courses/undergraduate/dietetics-and-nutrition---bsc-hons/) |
|  | [BSc Dietetics](https://www.londonmet.ac.uk/courses/undergraduate/dietetics---bsc-hons/) |
| Manchester Metropolitan University |  | [MSc Dietetic (Pre-Registration)](https://www.mmu.ac.uk/study/postgraduate/course/msc-pre-registration-dietetics/january-2022) |
| Newcastle University |  | [Master of Dietetics (MDiet Honours)](https://www.ncl.ac.uk/undergraduate/degrees/b401/#courseoverview) |
| Sheffield Hallam University |  | [MSc Dietetics (Pre-Registration)](https://www.shu.ac.uk/courses/health-and-social-care-management/msc-dietetics-preregistration/full-time/) |
| Teesside University |  | [MSc Dietetics (Pre-Registration)](http://www.tees.ac.uk/postgraduate_courses/Nursing_Midwifery_&_Health_Professions/MSc_Dietetics_(Pre-Registration).cfm) |
| University College London |  | [MSc Dietetic (Pre-Registration)](https://www.ucl.ac.uk/scholarships/allied-health-courses) |
| University of Central Lancashire (UCLan) |  | [MSc Dietetics (Pre-Registration)](https://www.uclan.ac.uk/postgraduate/courses/dietetics-pre-registration-msc?term=dietetics) |
| University of Chester |  | [BSc (Hons) Nutrition & Dietetics (3 Year)](https://www1.chester.ac.uk/study/undergraduate/nutrition-and-dietetics/201909) |
|  | [Post Graduate Diploma/ MSc Nutrition & Dietetics](https://www1.chester.ac.uk/study/postgraduate/nutrition-and-dietetics/201909) |
| University of East Anglia |  | [MSc Dietetics (Pre-Registration)](https://www.uea.ac.uk/course/postgraduate/msc-dietetics-february-start/2021) |
| University of Hertfordshire |  | [BSc (Hons) Dietetics (with optional year abroad)](https://www.herts.ac.uk/courses/dietetics) |
| University of Hull |  | [MSc pre-registration Nutrition and Dietetics](https://www.hull.ac.uk/study/postgraduate/taught/nutrition-and-dietetics-msc-pre-registration) |
| University of Nottingham |  | [Master of Nutrition and Dietetics](https://university.which.co.uk/university-of-nottingham-n84/courses/nutrition-and-dietetics-mnutr-2019-40fdc2bf4898) |
| University of Plymouth | Tracey Parkin | [BSc (Hons) Dietetics](https://www.plymouth.ac.uk/courses/undergraduate/bsc-dietetics) |
|  | [MDiet (Hons) Dietetics](https://www.plymouth.ac.uk/courses/undergraduate/mdiet-dietetics) |
| Julie Lanigan | [MSc Advanced Professional Practice Paediatrics](https://www.plymouth.ac.uk/courses/postgraduate/msc-advanced-professional-practice-in-paediatric-dietetics) |
| University of Surrey | Barbara Engel | [BSc Hons Nutrition & Dietetics](https://www.surrey.ac.uk/undergraduate/nutrition-and-dietetics) |
| University of Winchester | Dr Emma Parsons | [BSc (Hons) Nutrition & Dietetics](https://www.winchester.ac.uk/study/undergraduate/courses/bsc-hons-nutrition-and-dietetics/) |

# Northern Ireland

|  |  |
| --- | --- |
| Ulster University | [BSc (Hons) Dietetics](https://www.ulster.ac.uk/courses/202122/dietetics-21618) |
| [MSc Dietetics (Pre-Registration)](https://www.ulster.ac.uk/courses/202122/dietetics-26899) |

# Scotland

|  |  |
| --- | --- |
| Glasgow Caledonian University | [BSc (Hons) Human Nutrition and Dietetics](https://www.gcu.ac.uk/study/courses/details/index.php/P00268/Human_Nutrition_and_Dietetics?utm_medium=web&utm_campaign=courselisting) |
| Queen Margaret University | [Master of Dietetics (MDiet)](https://www.qmu.ac.uk/study-here/undergraduate-study/2022/master-of-dietetics-mdiet/) |
| [Post Graduate Diploma / MSc Dietetics](https://www.qmu.ac.uk/study-here/postgraduate-study/postgraduate-subject-overviews/dietetics/) |
| Robert Gordon University | [Master of Dietetics](https://www.rgu.ac.uk/study/courses/977-mdiet-dietetics) (MDiet) |

# Wales

|  |  |
| --- | --- |
| Cardiff Metropolitan University | [BSc (Hons) Human Nutrition & Dietetics](http://www.cardiffmet.ac.uk/health/courses/Pages/Human-Nutrition-and-Dietetics-BSc-(Hons).aspx) |
| [MSc/Postgraduate Diploma in Dietetics](http://www.cardiffmet.ac.uk/health/courses/Pages/Dietetics---Postgraduate%20Diploma.aspx) |

# Graduate Dietitian

Once qualified a dietitian can enter Paediatrics at either a band 5, 6 or 7 and have several entry options.

There are now competency documents based on the nursing preceptorship programme but designed for dietitians, see appendix 2. These are generic but can be downloaded and adapted locally for the needs of the service.

There are a few options to support training and education with and without clinical experience and these are highlighted in the four-pillar framework below in fig. iv, this is not extensive and should just be seen as an example for individuals and linked in with the competency packs shown in appendix 2 and developed with supervisors when in post. This can and should be driven by the individual professional.

## Fig. iv, MSF for Graduate Dietitians New to Paediatrics at Band 5 level

|  |  |
| --- | --- |
| **Clinical** | Work experience in clinical practice or with a voluntary organisation like Diabetes UK |
| **Education** | **Educator**   * Ward based staff teaching session * Patient group session e.g., CMPA, * Diabetes carb counting, obesity groups   **Education**   * [Starting out in Paediatrics - BDA Course](https://www.bda.uk.com/practice-and-education/education/your-cpd/bda-classroom-courses/starting-out-in-paediatric-dietetics.html) * CPD modules- Nutrition and Dietetics in Infancy and Childhood, Nutrition and Dietetics in Common Paediatric Disorders10 |
| **Leadership** | * Involvement with student training or supervision of DSW’s * Ward based champion for nutrition and teaching * Development or improvement of a patient education resource |
| **Research** | * Audit * Quality Improvement project * Supporting clinical trials and research projects |

## Paediatrics at Band 6

|  |  |
| --- | --- |
| **Clinical** | * Work experience in clinical practice, showing responsibility for that area with supervision from afar * Developing competencies in clinical area and showing ability to be competent in practise without detailed supervision |
| **Education** | CPD modules- Nutrition and Dietetics in Infancy and Childhood, Nutrition and Dietetics in Common Paediatric Disorders10 |
| **Leadership** | * Involvement with student training or supervision of band 5 or DSW’s * Ward based champion for nutrition and teaching * Development or improvement of a patient education resource |
| **Research** | * Audit * Quality Improvement project * Supporting clinical trials and research projects |

## Paediatric Band 7

|  |  |
| --- | --- |
| **Clinical** | * Competent in clinical practice within role area * Leading on clinical area |
| **Education** | * Teaching on CPD modules within clinical area * Responsible to wider MDT teaching within clinical area, showing development and leadership * Presenting at national and international conferences in clinical area |
| **Leadership** | * Committee member for specialism * Supervision for lower banded staff within team * Department project lead e.g. enteral feeding |
| **Research** | * Lead on Audit * Lead on Quality Improvement project * Lead on clinical trials and research projects * Producing papers and posters |

# Paediatric Dietitians

For dietitians already working in paediatrics there are courses available to enhance practise, which are also supported by multiple training tools. Some of the courses are suitable across the specialism and many have already been discussed previously. They are available to bridge gaps in a professionals training and to enhance the clinical experience already gained. Competencies at each band level are available to be downloaded in appendix 2 and adapted locally. There are enhanced practice apprenticeships coming online although none are available at present, and these would offer a structured way to work towards enhanced practise.

# Enhanced Practice

Enhanced Practice apprenticeships (EHP)11 are now coming on-line and can offer existing and new posts the opportunity to utilise the employer’s apprenticeship levy. The University of Plymouth have just had their apprenticeship approved16. This allows the student to access one of the optional modules from the APP Paediatric masters’ modules, and we are looking at making sure we can use this route as a potential link in and ability to use towards the full APP masters in Paediatric dietetics. This can be an attractive option for the employee and employer10. These are new apprenticeships and the level of detail and access to HEI’s are not secure yet. To gain more information, it is advisable for you to speak with your HR apprenticeship team and discuss which universities are offering the EPA. The PSG are currently looking into a good option for paediatric dietetics and will be able to update this section moving forward.

# Advanced Practice

Paediatric dietetics has trailblazed and been one of the forefront leaders in continuing professional development (CPD). For many years now the specialism has had courses that are taught at master’s level to allow for CPD and to link into a full master’s degree qualification. This is run on a part-time or full-time basis and is in partnership with Plymouth University.

The British Dietetic Association (BDA) paediatric modules have been designed for qualified dietitians, to allow them to build on their existing knowledge of paediatric nutrition and dietetics and to reflect on the current healthcare and educational needs of dietitians working in the UK and beyond. The modules provide a progressive path through paediatric training with the modular format allowing flexibility for dietitians who have differing levels of experience, whether working in primary care, community, or the acute setting. For example, a paediatric community dietitian may choose to attend modules 1 and 2 whereas a dietitian with an aspiration to work at a tertiary level may wish to attend all 5 modules. Experienced paediatric dietitians may take modules 3, 4 and 5 as a means of updating and enhancing their scientific knowledge base. Dietitians will be attending a course that is endorsed by the British Dietetic Association and that is recognised and valued by healthcare institutions.

The MSc programme is hosted by the School of Health Professions within the Faculty of Health at the University of Plymouth. The programme focuses on the development of advanced skills in clinical reasoning, critical appraisal, problem solving, leadership, clinical skills, and research to enable dietitians to progress and make meaningful changes to a clinicians practice. It is designed to help individuals advance their career in enhanced or advanced clinical practice, as a manager or an academic and helps lay the foundations for doctoral study should they wish. The course is flexible and offered for 1 year on a full-time basis or 5 years on a part time study basis. The blended learning approach – using small blocks of attended teaching with distance learning – enables busy professionals to fit their studies around work commitments and to attend from a distance.

Masters’ students do the same pre-course work (reading and self-assessment) and 4 day taught component as the students attending as a stand-alone short (CPD)course route. However, they undertake a **rigorous** post-course assessment (4000-word assignment) within the allocated time frame. Each BDA paediatric module (pathway module) is worth 20 MSc credits. Students undertake additional core modules and optional modules hosted by the University of Plymouth to complete their MSc pathway (See Fig v).

The BDA paediatric modules can be taken at MSc level for students wishing to accumulate credits. Students may have MSc level credits from another institution that can be added to these. Each BDA paediatric module undertaken at level 7 is worth 20 MSc credits. If on or applying for a NHSE accredited advanced practice MSc individuals need to discuss with their HEI the recognition of prior learning process for these modules to count towards their award.

# Mapping Modules and Pathways to the BDA Post Registration Professional Development Framework

- The current MSc APP is predominantly catering for dietitians to achieve an **Enhanced** level of practise.

There are now roles called advanced practitioners (APs) - a full document explaining the pathway and information behind it is available on the BDA wesite12

There are two routes to becoming an advanced practitioner currently.

## Route 1

You can register to do the part-time advanced practice apprenticeship, if there are posts available or you have had a business case approved. In September 2024 there will be a new Royal College of Paediatrics and Child Health (RCPCH) framework within the speciality of Paediatrics. The current advanced practice pathway is quite inflexible for Paediatrics and not completely fit for purpose. There are apprenticeship and non-apprenticeship routes. HEI opportunities are being developed for more specific scopes of practice such as mental health and, learning disabilities and autism. Once the RCPCH led curriculum for advanced practice in paediatrics has been released it is anticipated that more paediatric advanced programmes with increased flexibility and therefore suitability will be coming online.

## Route 2

The second route is application via the e-portfolio route run by NHS England. It is an opportunity for current advanced practitioners to demonstrate equivalence to the taught MSc route. This is a time limited opportunity (deadline currently unknown) and interested individuals should express their interest for undertaking this route on the Centre for Advancing Practice website. Your current role must be identified by your employer as an advanced practitioner post. The first cohort of this route has not completed yet so the process may change. The process is about portfolio completion and personal reflective practice which links in to the four pillars and is matrixed across the MDT with a 360-degree process with feedback, from service users through to consultants. To aid this process further it is a good idea to keep personal reflective practice around the four pillars as you move through your career. The ACP paediatric curriculum framework13 and HEE videos14 will help support this process.

## Fig. v. MSC ADVANCED PROFESSIONAL PRACTICE IN PAEDIATRIC DIETETICS

## 3 Core modules (blue) 3 Pathway modules and 1 Optional module (green)

Research Dissertation   
60 credits

PgCert - Advanced Professional Practice – 60 Credits

Pathway Module20 Credits

Applying Evidence to Practice  
 20 credits

Pathway Module20 Credits

PgDip - Advanced Professional Practice – 60 Credits

Pathway Module20 Credits

Optional Module20 Credits

Research Project and Design  
 20 credits

A

Modules link together to form a PgCert, PgDip and MSc. Each stage of the degree requires 60 credits to progress. There are three points at which you can leave the degree – after 60 credits, 120 credits and 180 credits.

- The MSc Advanced Practice will cater for dietitians striving for **Advanced** level of practice.

## MSc Credit accumulation for Advanced Practitioner e-portfolio route

Advanced practitioner roles are exciting developments in the progression of the profession of dietetics. An advanced practitioner is an experienced, registered health care practitioner who has a high degree of autonomy and complex decision making. All of this is underpinned by an MSc degree or equivalent and encompasses four pillars of practice. Additionally, the practitioner can manage clinical care in partnership with individuals, families, and carers; and to analyse and synthesise complex problems across a range of settings, often resulting in innovative solutions enhancing outcomes and patient experience.

## The four pillars which we have continually discussed throughout the document which underpin advanced practice are:

1. Clinical Practice

2. Leadership and Management

3. Education

4. Research

Our MSc APP Paediatric Dietetics can support you to map against these four pillars in your portfolio. ADV774 ‘Contemporary Leadership’ is essential to meet the leadership pillar and students should elect to do this as their optional module on the MSc APP programme. See fig vi.

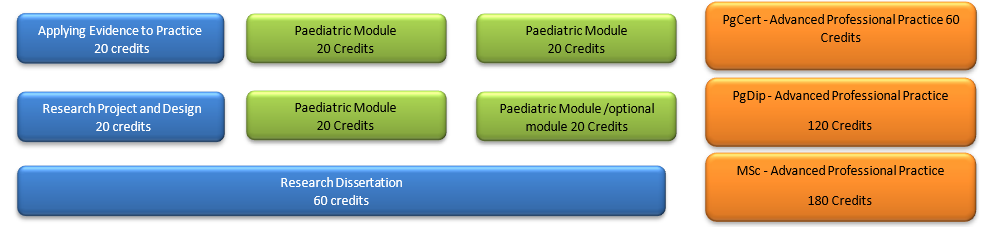
## Sample case study:

A paediatric dietitian who completed the MSc APP in Paediatric Dietetics 3 years ago is now working towards an advanced practitioner role via the portfolio route. Gaps exist in prescribing and leadership

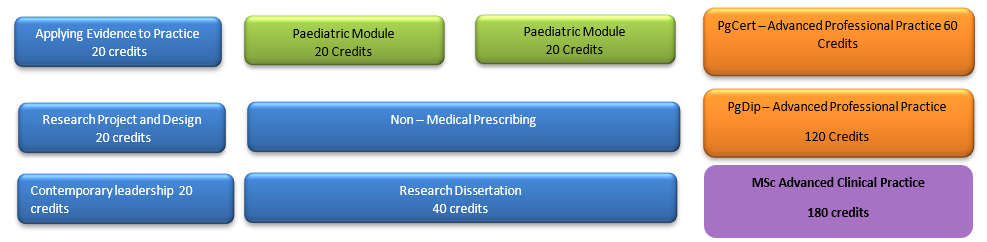
**Action:** complete ADV774 Contemporary Leadership (20 credits) and Non-Medical Prescribing (40 credits) as stand-alone top up modules.

**As people come through the taught advanced practice route (apprenticeship and non-apprenticeship) and e-portfolio route, we will add some case studies to this document.**

**Fig. vi. 1. Existing pathway: MSc Advanced Professional Practice in Paediatric Dietetics**

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**2. Potential additional pathway: MSc Advanced Clinical Practice in Paediatric Dietetics**

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# Consultant

Additionally, the proposed MSc advanced practice combined with systems leadership across the four pillars could contribute to the **Consultant** level as part of the Dietitians wider portfolio and experience, reaching Consultant after further augmenting their career in research and/or leadership in accordance with the framework. The pathway to consultant paediatric dietitian is being worked on and will be updated as information emerges.

# 9. Return to practice

There are many dietitians who have left the profession for various reasons who look to return to practise. They often have lots of enhanced skills gained from other careers and life experience that they can bring. The BDA have all the information departments need to support someone to get the experience they need to reregister with HCPC15. This can be a real advantage when departments carry many vacancies and often in specialist areas.

# Managers

Employing dietitians in Paediatrics can be challenging because of the current lack of workforce available and lack of undergraduate training. By actively offering Paediatric specialist training at student level encourages recruitment. By offering a competency-based training programme at all band levels supported by the post graduate training available, the apprenticeship offers now available and the opportunity to advance clinical practise also supports longevity and retention to the profession. As previously discussed throughout the document there are various tools to support the ease of implementation of these options and should be seen as a vehicle to move forward with implementation. It is essential that as leaders within the paediatric specialism managers think creatively around, attracting people new to the profession, employment, recruitment, and retention. Accessing new and emerging training and education is also key for the sustainability of the profession.

# Future workforce and discussion

We are currently living with a workforce drought across the NHS. Attracting new employees into the profession and then retaining them is an issue. The changing face of the workforce offers challenges, but also offers opportunities for the incumbent workforce. By thinking through all entry and exit points along the career trajectory of the paediatric dietitian we can keep developing our workforce and offer opportunities that have not been apparent until recently. We are a small but vitally important profession in the care of children from infancy through to young adulthood. Nutrition is key for development and growth and we are the best placed professionals to ensure that children get the best safe and accurate advice and care. For us to do this we need competent, highly skilled enthusiastic professionals to deliver. We need to motivate and attract our current workforce and those new to the profession and specialism. We all have a part to play.

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## Appendix 1

Graphical user interface, text, application

Description automatically generated

## Appendix 2



# Paediatric Competency and Teaching Guide for Band 5 Development Post

# Dietitian:

# Clinical Supervisor:

# Line Manager:

# Clinical Area:

## Start Date:

## Band 5 competency completion date:

## The following competency and education booklet has been developed to guide development and demonstrate skills and learning in paediatric dietetics. The skills aim to be developed over and within the first 6 months.

## During this period you will have protected clinical supervision and will have protected time with both your clinical supervisor(s) and line manager. Within the department there is also an opportunity to engage with informal mentoring and this will be discussed with you during your induction.

## The role of clinical supervision is to direct you to relevant and appropriate resources to enable you to further develop your knowledge within paediatric dietetic care and to provide support regarding tutorials and clinical learning/skills

## Within this competency guide there are identified tutorials that must be completed. You are also encouraged to spend time with multidisciplinary team members in a variety of settings as able. This list of tutorials and visits / shadowing is not exhaustive and you can identify others as needed particularly related to the specific area of clinical practice.

# Induction and orientation

## Within the first month, you will have the opportunity to meet staff within and associated with the dietetic department and ward areas and complete both the Trust and local induction. Statutory and mandatory training should all be completed within this time.

# Tutorials and case studies

|  |  |  |
| --- | --- | --- |
| **Tutorials** | **Date Completed** | **Assessor Signature** |
| PSG self-directed learning manual Section 1: Practical experience and becoming familiar with the paediatric setting   1. Paediatric ward 2. Health Visitors 3. Special feed unit 4. Safeguarding children |  |  |
| PSG self-directed learning manual Section 2: Normal feeding growth and development   1. Growth charts and assessment 2. Normal Infant growth and nutrition to include weaning 3. Calculating requirements 4. Early Years nutrition |  |  |
| PSG self-directed learning manual Section 3: Common Nutritional problems   1. Faltering growth 2. Iron deficiency anaemia 3. Constipation 4. Toddler Diarrhoea 5. Behavioural feeding problems 6. Gastro oesophageal reflux disease 7. Food Hypersensitivity 8. Enteral feeding |  |  |
| PSG self-directed learning manual Section 4: Specialist Area - Cardiology |  |  |
| PSG self-directed learning manual Section 4: Specialist Area - Oncology, Haematology and Bone Marrow Transplants |  |  |
| **Other** | **Date Completed** | **Assessor Signature** |
| Regulation 14 online workbook – see induction checklist |  |  |
| Catering tutorial |  |  |
| Patient case study - CMPA |  |  |
| 6-month Reflection |  |  |
|  |  |  |
|  |  |  |

# Assessment of Competencies

## The following competency statements identify the generic performance criteria that you must achieve to demonstrate that you have acquired your skills and knowledge to undertake this area of practice within Paediatric Dietetics:

* *Applies and demonstrates knowledge and understanding when assessing, planning, delivering and monitoring nutritional care to a child both in hospital and at home.*
* *Demonstrates knowledge and understanding of the effects of medical and surgical management on the nutritional care of children.*

## To achieve and demonstrate your competence,you will be required to discuss with your clinical supervisor your learning needs and have your process of learning agreed.

## During your assessment period, your competency will be assessed in the following ways: -

## **Direct observation** of your interactions with the child and family and information that you relay.

## **Questioning** on your plans of nutritional care.

## **Review** of electronic or medical dietetic notes

## **Discussion** around the overall treatment processes related to specific conditions and the nutritional management.

## **Discussion** regarding the above tutorials

## You will also be encouraged to attend any additional educational activity that is being delivered within the Dietetic Department and keep a reflective diary or log of these as further evidence of increasing competence.

## Your self-assessment and your supervisor’s assessment should be undertaken independently. During formal assessment your level of competence should be agreed using the rating scale and recorded in the appropriate column of the competency record.

## You are expected to achieve competencies at level 4 by the end of the 6-month period. If for any reason this is not the case a discussion and plan going forward will be agreed to support you to get there. It is your responsibility to undertake regular CPD. This will involve attending internal and external meetings and other training opportunities as appropriate.

# Timeline of formal supervision

|  |  |  |
| --- | --- | --- |
| Meeting | With…. | When |
| 1:1 |  |  |
| Clinical supervision – General Medicine |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Rating Scale

In order to meet your learning needs and enable you to develop your clinical skills in this area the following rating scale is to be used when assessing your competence.

|  |  |
| --- | --- |
| RATING SCALE | LEVEL OF COMPETENCE |
| **1** | Has completed majority of tutorials. Observed practice only |
| **2** | Begins to link theory to practice. Have only assisted in this area with close guidance – assessment, intervention, monitoring, follow-up. |
| **3** | Can link theory to practice and carries out part of dietetic care with supervision - still requires prompting and guidance. |
| **4** | Links theory to practice. Delivers all dietetic care with no prompting or guidance. Seeks advice appropriately. |
| **5** | Can demonstrate and explain this area of practice to others. |

(Adapted from Steinaker and Bell 1979 – The Experiential Taxonomy: A new approach to teaching and learning. London. Academic Press)

The process of ***formal*** assessment is in three stages: -

Stage 1 *–* ***Preliminary***. An initial assessment of your level of ability using the above rating scale will be done within 3 months of commencement This should be done independently These assessments should then be discussed and your level of competency agreed and recorded. Where you do not meet the level of attainment that is expected you should agree an action plan with your assessor.

The process for Stage 1 is repeated for Stage 2 *(****Interim****)* at 4 months and Stage 3 *(****Final***) at 6 months. If there is agreement between yourself and your supervisor on the achievement of competence – all aspects with be signed off by or at the end of the 6-month probationary stage.

# Competency Statement:

*Applies knowledge and understanding when assessing, planning, delivering and monitoring nutritional care to children both in hospital (and / or at home).*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Criteria | Preliminary | | | Interim | | | Final | | |
| **SA- Self Assessment** **AA – Assessor Assessment** **AC – Agreed level of competence** | **SA** | **AA** | **AC** | SA | AA | AC | **SA** | **AA** | **AC** |
| Assess current dietary intake across a range of ages including infants |  |  |  |  |  |  |  |  |  |
| Plot & interpret anthropometric measures on appropriate growth charts |  |  |  |  |  |  |  |  |  |
| Accurately record & interpret relevant clinical information from nursing & medical notes |  |  |  |  |  |  |  |  |  |
| Identify nutritional changes to be made in relation to: -  - age,  - stage of development,  - diagnosis,  - and medical/surgical / disease management |  |  |  |  |  |  |  |  |  |
| Calculate nutritional requirements according to age, growth, diagnosis & treatments |  |  |  |  |  |  |  |  |  |
| Formulate individual nutritional treatment plans taking into consideration all relevant medical and social factors |  |  |  |  |  |  |  |  |  |
| Implement and communicate treatment plans to families and relevant health professionals at an appropriate level. |  |  |  |  |  |  |  |  |  |
| Justify choice of feeds, supplements and other dietary interventions |  |  |  |  |  |  |  |  |  |
| Monitor and review growth, intervention and outcomes. |  |  |  |  |  |  |  |  |  |
| Organise and plan discharge and follow-up and inform the relevant agencies |  |  |  |  |  |  |  |  |  |
| Rationalise need for change and amend dietetic management according to changes in: -   * clinical information, * medical management, * the social situation of the child. |  |  |  |  |  |  |  |  |  |
| Accurately document dietetic assessment and treatment in accordance with Department and professional standards. |  |  |  |  |  |  |  |  |  |
| Actively take part in ward rounds; MDT & psychosocial meetings to communicate patient related information where appropriate. |  |  |  |  |  |  |  |  |  |

## Appendix 3

AHP support worker apprenticeships

**Employer guidance 2023**

# What is an apprenticeship?

Apprenticeships are work-based training programmes which are designed to help employers train people for specific job roles. Apprentices are employed for the duration of their apprenticeship gaining valuable training whilst working towards a nationally recognised apprenticeship standard.

Apprenticeship qualifications or standards range from levels 2-7. This is the equivalent to GCSE level, up to master’s degree level.

Anyone in England aged 16 years old and over, whether employed, unemployed or leaving school, can do an apprenticeship. Whilst there is no upper age limit to apprenticeships, a minimum age limit would apply where there is a statutory / professional body requirement for particular roles to be aged 18 or over.

## What are the benefits?

Apprenticeships bring a number of tangible benefits to the NHS and other organisations. They can create skilled, motivated, and qualified employees and, if used properly, can help to address skill shortages across the workforce. Apprenticeships allow employers to diversify and freshen up their workforce. 86% of employers say apprenticeships develop skills relevant to their organisation and 78% reported improved productivity.

Increased flexibility of the workforce

Develop your existing workforce

Apprenticeships have lower attrition rates

Attract and recruit from a wider pool of people in your local community

Recruit a more diverse and local workforce

Improve retention

Reduce training and recruitment costs

Create a flexible training route

Recruiting a more local workforce to improve staff retention

# Allied Health Professions’ support worker apprenticeships

The [Allied Health Professions’ (AHP) Support Worker Competency, Education and Career](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development) [Development Framework](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development) allows employers, networks and systems to effectively plan, develop and deploy support workers within AHP services. It was developed collaboratively by King’s College London, Health Education England / NHS England and AHP professional bodies.

The competency, education and career development framework aimed to maximise the contribution of the AHP support workforce to delivering safe and effective care. A key element to achieve this was the standardisation of the Level 3 Senior Healthcare Support Worker apprenticeship (pathways relevant to AHP support workers) and development of AHP profession specific Level 5 Assistant Practitioner apprenticeships for England. Alignment of these apprenticeships to the AHP Support Worker Competency, Education and Career Development Framework was paramount and was achieved by mapping the eight domains within the competency framework to the apprenticeship standards.

This employer guidance provides further details on these apprenticeships and quality assured training providers that can offer these programmes, after the completion of a robust national procurement and implementation process.

# Apprenticeship funding

## How to access funding for apprenticeships

There are three ways to access funding to pay for apprenticeship training. This funding does not cover the apprentice’s salary costs.

1. **Apprenticeship Levy** Employers with a pay bill over £3 million each year, pay the apprenticeship levy. Levy paying employers can spend their apprenticeship levy funding on apprenticeship training.
2. **Reserve government co-investment** Employers that don’t pay the apprenticeship levy can use reserve funding, where the government pays 95% of the training costs and the employer pays the remaining 5%.
3. **Levy Transfers** Levy paying employers can transfer some of their annual levy to other employers. These transfers cover 100% of the training costs of the apprenticeship (excluding the apprentices salary).

**Apprenticeship levy explained**

The apprenticeship levy was introduced as a government scheme to fund apprenticeships. Employers with a payroll of more than £3 million must pay a 0.5% levy on their total payroll. The levy is paid monthly through PAYE alongside income tax and national insurance contributions.

Levy contributions appear in a digital account which can be used by the employer to arrange and pay for apprenticeship training. The funds can only be spent on apprenticeship training.

After 24 months any unused levy funds expire and return to the government.

## Organisations who don’t pay apprenticeship levy

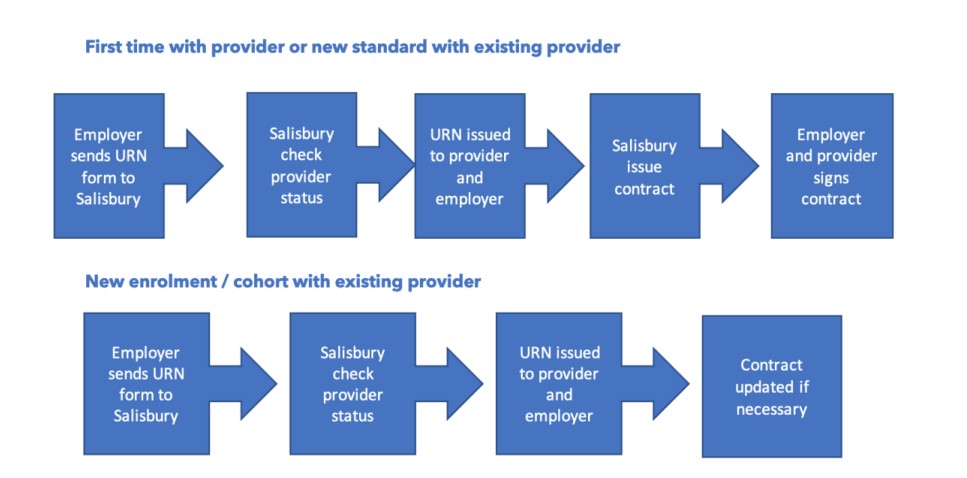
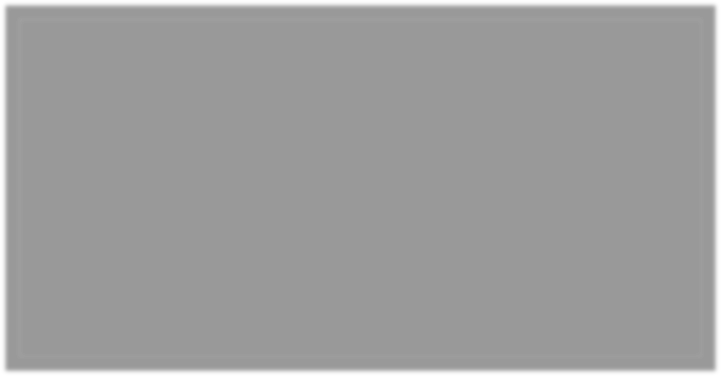
Employers with a payroll under £3 million don’t pay the apprenticeship levy, they are called “non- levy paying employers”. They can still access apprenticeship funding and can pay 5% of the apprenticeship course cost, whilst the government will cover the remaining 95% through the process of ‘co-investment’.

# Procurement

Salisbury NHS Foundation Trust’s Managed Procurement Services, in partnership with Health Education England (now NHS England), conducted a national procurement and implementation process to secure quality assured training providers able to deliver Level 3 and Level 5 apprenticeships that were fit for purpose for the AHP support workforce, aligned to the [AHP](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development) [Support Worker Competency, Education and Career Development Framework](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/ahp-support-worker-competency-education-career-development). Training providers can be accessed by direct award (by sending a completed URN form to Salisbury) or request a further competition against local criteria run through Salisbury’s team.

Employers wishing to access providers should request provider contact details and original bid packs from Salisbury by emailing [simon.dennis@nhs.net](mailto:simon.dennis@nhs.net) or [sft.commercial@nhs.net](mailto:sft.commercial@nhs.net)

Salisbury will issue a URN Request form – this acts as the Order Form which the employer should complete and return to Salisbury, who will then issue the appropriate contract to the Provider. It is important that employers follow this process in order to be fully protected by NHS Contracts which include the Providers’ bid responses and commitments, and to ensure compliance with both their internal procurement requirements and PCR2015.



# Course details

## Senior Healthcare Support Worker Level 3 apprenticeship

(Apprenticeship Standard ST0217, full details found [here](https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-healthcare-support-worker-v1-4)).

* Educational Level: 3
* Typical duration: 24 months
* Maximum levy funding band: £5,000
* Mandatory qualification: Level 3 Diploma in Healthcare Support

The broad purpose of the occupation is to support registered healthcare professionals in the delivery of high quality and compassionate health and care services. A Senior Healthcare Support Worker will provide clinical, therapeutic, or diagnostic care under the direct or indirect supervision of a registered healthcare professional. The relevant pathways that have been standardised for the AHP support workforce are:

**Theatre Support:** Providing care and support for individuals before, during and after operations as part of the multi-disciplinary theatre team. They will support individuals as they are preparing to go into theatre, reassuring them if they are anxious, and helping them move them back to recovery following their procedure. The perioperative healthcare assistant will support the operating team by checking individuals into the theatre department, preparing equipment, counting swabs or other instruments, and measuring fluids. They may be involved in routine, traumatic and emergency surgery.

**Allied Health Profession Therapy Support:** Providing care and support for individuals through therapeutic activities as part of a multi-disciplinary team. Illness, disability or a change in life circumstances often means that individuals have to learn or be supported to do things in new and different ways. This can change the pattern of a life-course, but individuals can often expect to regain and enjoy a quality of life with support and rehabilitation. Some individuals may have short- term needs, others may have long-term physical and/or mental ill health or a learning disability that affects their independence, function or way of living. The therapy support worker will be required to work with the individual either on their own or within a group setting. They may also work with others to support the individual e.g., training carers or working with families.

## Assistant Practitioner Level 5 (AHP contextualised) apprenticeship

(Apprenticeship Standard ST0215, full details found [here](https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-v1-1)).

* Educational Level: 5
* Typical duration: 24 months
* Maximum levy funding band: £14,000
* Mandatory qualification: Foundation Degree Assistant Practitioner (a specialism may be indicated e.g., mental health, imaging, physiotherapy, rehabilitation, primary care etc).

The broad purpose of the occupation is to work alongside registered healthcare professionals in providing high quality and person-centred compassionate healthcare and support to individuals. Assistant practitioners assist registered healthcare professionals in holistic patient assessment, and in the coordination of care (including referrals to other practitioners) as well as undertaking clinical, diagnostic, and therapeutic activities according to local population and service needs. For example, assistant practitioners working in rehabilitation services work autonomously to order, fit and review equipment, and would fit and review more complex equipment prescribed by the physiotherapist or occupational therapist. A further example is of assistant practitioners working in radiography who take diagnostic images and provide support to help diagnose or treat a patient's illness.

In their daily work, an employee in this occupation interacts with

* Patients, service users and carers.
* Registered healthcare professionals, for example AHPs, doctors, registered nurses, nursing associates, and healthcare support workers.
* Social care staff including managers, care workers and social workers.
* Administration, management, and other non-clinical staff, such as porters, cleaners, and receptionists.

**National Implementation**

As part of the national implementation of the Level 5 Assistant Practitioner apprenticeship for the AHP support workforce, nine working groups were formed to develop a ‘Assistant Practitioner Skills Framework’ for Occupational Therapy, Physiotherapy, Podiatry, Diagnostic Radiography, Therapeutic Radiography, Combined Therapy/Rehab, Dietetics, Theatres and Speech and Language Therapy. Working groups consisted of employers, training providers, support worker and professional bodies.

Training providers will use the relevant ‘Assistant Practitioner Skills Framework’ to support with their contextualised Assistant Practitioner apprenticeship. The skills frameworks will only be made available to the training providers who were successful during procurement and are listed within this guide.

# Course providers

The following providers were awarded as part of a national procurements for AHP support worker apprenticeship standards. These providers have been quality assured by Salisbury NHS Foundation Trust and an expert panel.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Provider** | **Delivery areas** | **NHSE**  **Apprenticeship Relationship Manager Region** | **L3**  **Delivery** | **L5**  **Delivery** | **Specialisms** | **L5 Delivery From** |
| **Birmingham City** | Midlands | Midlands | No | Yes | L5 Dietetics, Physiotherapy, Rehab/Combined therapy, S&LT, DRAD, TRAD,  Theatres | **From Sept 23 -** Rehab/Combined therapy, DRAD, TRAD and Theatres  **From Sept 24 -** Dietetics, S&LT, Physiotherapy |
| **Bournemouth & Poole College** | South-West | South-West | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **Bridgewater & Taunton** | South-West | South-West | Yes | Yes | L3 Adult, Therapies, Theatres.  L5 OT,  Physiotherapy, DRAD, TRAD | **From Sept 24 –**  OT,  Physiotherapy, DRAD, TRAD |
| **Chichester College** | South-East | South-East | Yes | No | L3 Adult, Therapies, Theatres | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Coventry University** | NE&Y, Midlands, London, South-East | Midlands | No | Yes | L5 Dietetics, OT, Physiotherapy, Rehab /Combined therapy, , DRAD, TRAD, S&LT,  Theatres, | Currently offer AP programme with AHP module specific content. |
| **Derby College** | Midlands | Midlands | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **Dynamic Training** | National L3,  For L5 – All regions except SW and NW | National | Yes | Yes | L3 Adult, Therapies, Theatres.  L5 OT, S&LT and Theatres | **From Sept - 24**  L5 OT, S&LT and Theatres |
| **Education Partnership** | NE & Yorkshire | NE & Yorkshire | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **Exeter College** | South-West | South-West | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **HCRG Care Services** | NW, SW, SE and  National | National | Yes | No | L3 Therapy route | N/A |
| **Lincolnshire Community Health Services** | East of England | Midlands | Yes | No |  | N/A |
| **Luminate Education/University Centre Leeds** | L3 & L5 National | National | Yes | Yes | L3 Adult, Therapies, Theatres.  L5 OT, S&LT | **From Sept 23 –**  L5 OT, S&LT |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pier Technology** | National | National | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **Plymouth Marjon** | South-West | South-West | No | Yes | L5 Dietetics, OT, Physiotherapy, Rehab/Combined therapy, DRAD, TRAD, Podiatry, S&LT, Theatres | **From Sept 23 -**  L5 Dietetics, OT, Physiotherapy, Rehab/Combined therapy, DRAD, TRAD, Podiatry, S&LT, Theatres |
| **Riverside College** | North-West | North-West | Yes | No | L3 Adult, Therapies, Theatres | N/A |
| **Sheffield Hallam** | NE & Yorkshire | NE & Yorkshire | No | Yes | L5 OT,  Physiotherapy, Rehab/Combined therapy, DRAD, Theatres | **From Sept -24**  L5 OT,  Physiotherapy, DRAD, Theatres |
| **South Devon College** | South-West | South-West | Yes | Yes | L3 Adult, Therapies, Theatres.  L5 OT,  Physiotherapy, Rehab/Combined therapy, DRAD, S&LT, Podiatry, Theatres | **From Sept 23 –**  L5 OT,  Physiotherapy, Rehab/Combined therapy, DRAD, S&LT, Podiatry, Theatres |
| **Teesside University** | National /NE & Yorkshire | NE & Yorkshire | No | Yes | L5 Rehab/Combined therapy, DRAD, Theatres. | **From Sept 23 –**  L5  Rehab/Combined |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | therapy, DRAD, Theatres. |
| **The Child Care Company** | National | National | Yes | No | L3 Adult Nursing and Therapies. | N/A |
| **University of Bedfordshire** | Midlands, EOE, London & South-East | East of England | Yes | Yes | L3 Adult, Therapies, Theatres.  L5 OT,  Physiotherapy, Theatres, Rehab/Combined therapy | **From Sept 24 –**  L5 OT,  Physiotherapy, Theatres, Rehab/Combined therapy |
| **University of Bolton** | National/North-West | North-West | No | Yes | L5 Dietetics, OT, Physiotherapy, Rehab/Combined therapy, S&LT, Theatres. | **From Sept 23 –**  L5 Dietetics, OT, Physiotherapy, Rehab/Combined therapy, S&LT, Theatres. |
| **University of Central Lancashire** | NE & Y, Midlands, North-West | North-West | No | Yes | L5 OT,  Rehab/Combined therapy, Physiotherapy, Theatres | **From Sept 23 -**  L5 OT,  Rehab/Combined therapy, Physiotherapy, Theatres |
| **University of Derby** | National | Midlands | No | Yes | L5 OT,  Rehab/Combined therapy, DRAD, Theatres | **Sept 23 & Jan 24** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **University of Essex** | East of England | East of England | No | Yes | L5 OT & S&LT | **From Sept 23 –**  L5 OT & S&LT |
| **University of West London** | London South/South- East | London & South- East | No | Yes | L5 OT,  Physiotherapy, Theatres, Rehab/Combined therapy | **From Sept 23 –**  L5 OT,  Physiotherapy, Theatres, Rehab/Combined therapy |
| **University of Worcester** | Midlands, South-west | Midlands | No | Yes | L5 Dietetics, OT, Physiotherapy, DRAD | **From Sept 24 –**  L5 Dietetics, OT, Physiotherapy, DRAD |
| **Weston College** | South-West | South-West | Yes | Yes | L5 OT, Physiotherapy | **From Sept 24 –**  L5 OT,  Physiotherapy |



# Frequently asked questions

## Can part time staff undertake the apprenticeship?

Yes, part time staff can undertake the apprenticeship. If an apprentice works less than 30 hours per week the apprenticeship duration will be extended accordingly.

## Can I use apprenticeship funding to pay for my apprentices’ salary?

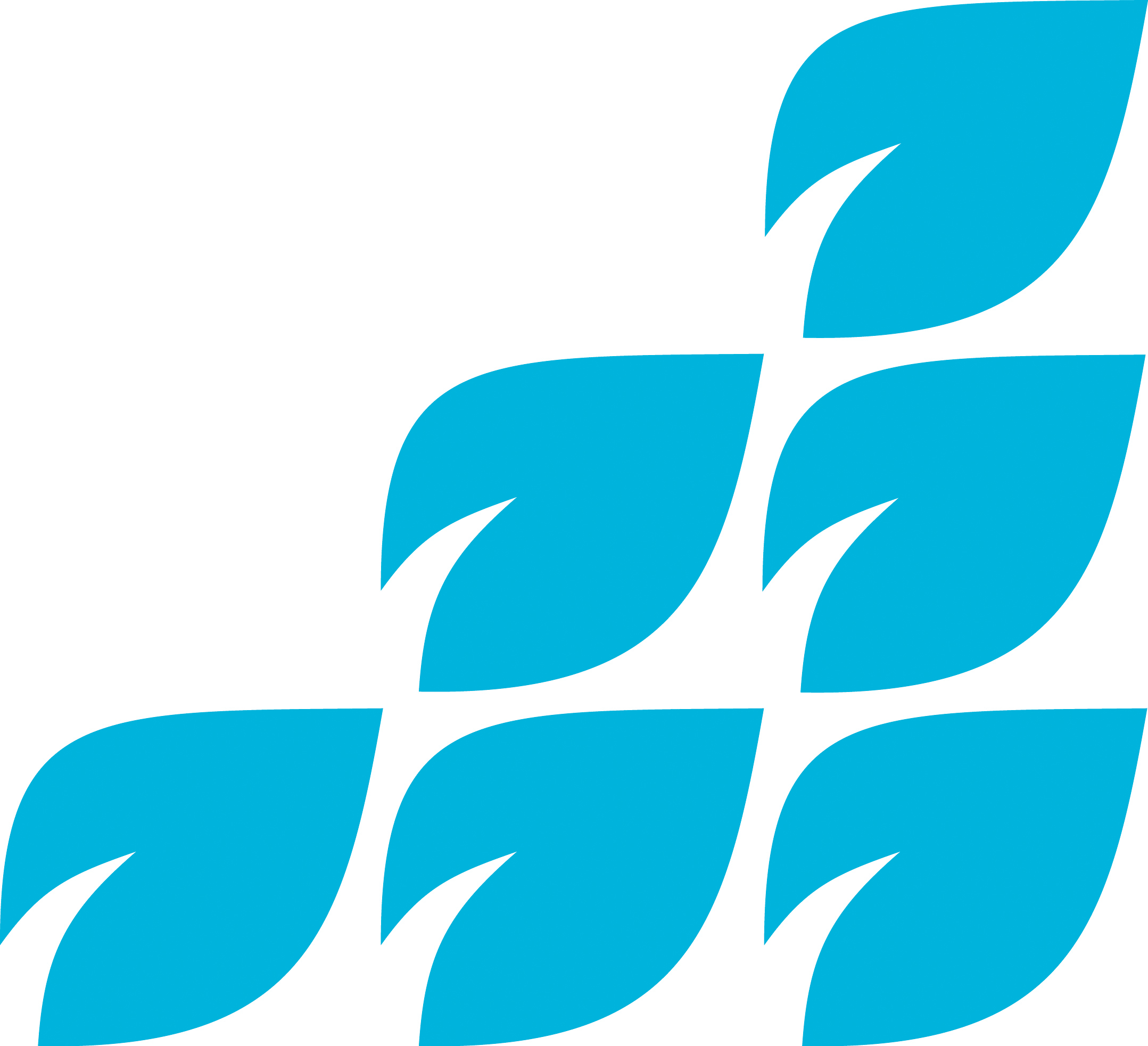
Apprenticeship levy, reservations and transfers do not cover salary costs your organisation will need to fund the apprentice’s salary.

## What does “off the job training” mean?

20% off the job training is the minimum amount of time that should be spent on occupational off-the-job training during an apprenticeship. Off-the-job training is a statutory requirement for an apprenticeship. It is training, which is received by the apprentice, during the apprentice’s normal working hours for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement.

# Links and resources

* [Allied Health Profession's Support Worker Competency, Education, and Career](https://healtheducationengland.sharepoint.com/sites/AHPWC/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FAHPWC%2FShared%20Documents%2FDeveloping%20the%20role%20of%20AHP%20Support%20Workers%2FAHP%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework%2FAllied%20Health%20Professions%E2%80%99%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework%2Epdf&parent=%2Fsites%2FAHPWC%2FShared%20Documents%2FDeveloping%20the%20role%20of%20AHP%20Support%20Workers%2FAHP%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework&p=true&ga=1) [Development Framework.](https://healtheducationengland.sharepoint.com/sites/AHPWC/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FAHPWC%2FShared%20Documents%2FDeveloping%20the%20role%20of%20AHP%20Support%20Workers%2FAHP%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework%2FAllied%20Health%20Professions%E2%80%99%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework%2Epdf&parent=%2Fsites%2FAHPWC%2FShared%20Documents%2FDeveloping%20the%20role%20of%20AHP%20Support%20Workers%2FAHP%20Support%20Worker%20Competency%2C%20Education%20and%20Career%20Development%20Framework&p=true&ga=1)
* [AHP support workforce apprenticeship webpage](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers/apprenticeships-ahp-support-workers)
* [Healthcare Apprenticeship Standards online (HASO)](https://haso.skillsforhealth.org.uk/)
* [How to have Apprenticeship conversations with your board](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/apprenticeship-board-conversations)
* [Apprenticeship FAQ’s](https://haso.skillsforhealth.org.uk/web-resources/#resourceFAQ-Section)
* [What apprenticeships are and how to use them](https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/what-apprenticeships-are-and-how-to-use-them)
* [RPL / APEL guidance](https://haso.skillsforhealth.org.uk/wp-content/uploads/2019/03/2019.03.18-Apprenticeship-Initial-Assessment-v2.pdf)
* [Small employers – how to reserve funding](https://help.apprenticeships.education.gov.uk/hc/en-gb/articles/360011550760-How-to-reserve-funding)
* [Skills for Life](https://haso.skillsforhealth.org.uk/skills-for-life/)
* [English and maths functional skills guidance for employers](https://haso.skillsforhealth.org.uk/wp-content/uploads/2019/01/2019.01.04-HEE-English-and-Maths-Guidance-v6.pdf)
* [What is 20% off the job training](https://haso.skillsforhealth.org.uk/wp-content/uploads/2019/01/2019.01.04-HEE-What-is-20-OTJ-v6.pdf)
* [AHP Job Families](https://haso.skillsforhealth.org.uk/allied-health-professions/)

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