



The Association
of UK Dietitians

BDA guidance for employers and higher education institutes on the dietetic degree apprenticeship in England

October 2021

Contents

No	Content	Page
	Foreword	3
1	Introduction	4
2	Expectations	5
3	BDA accreditation	6
4	HEI Role	6
5	Employers	8
6	Employing an apprentice	9
7	Joining up delivery	12
8	References, useful links and resources	14
9	Glossary	15

Foreword

This guidance is for:

- Higher education institution (HEIs) teams and employers considering or actively progressing plans to deliver the dietetic degree apprenticeship
- British Dietetic Association (BDA) members with a particular interest in educational developments within and for the profession
- Individuals considering options for entering the UK dietetic profession

The guidance aims to provide information about dietetic apprenticeships and how they can contribute to a dietetic service. It also sets out BDA expectations about apprenticeship delivery and the role of employers and HEIs.

The guidance contributes to achieving appropriate consistency of approach in how the dietetic degree apprenticeship is delivered, while enabling due flexibility and distinctiveness (including in line with employer needs). It also supports developments and innovations in dietetic pre-registration education, including in response to changing workforce, service and population/service user needs.

This guidance is in addition to that already provided by government in terms of structure and funding and by the Health and Care Professions Council (HCPC) in terms of its regulation of the profession. It is also in addition to other relevant guidance from the BDA including mandatory accreditation of pre-registration courses, curriculum, supervision and practice-based learning (PBL).

This guidance applies to HEIs and employers in England only.

Note: The development of the apprenticeship standard and the associated end-point assessment plan was led by employers and co-designed by a consortium of employers, educators, and professional and regulatory bodies. Degree apprenticeships will be required to be delivered to the same robust standard as other pathways into the profession.

1. Introduction

1.1 A degree apprenticeship is where an employee is studying towards an undergraduate or postgraduate degree as part of their apprenticeship. Tuition fees are paid by the employer using the apprenticeship levy, and apprentices are paid a salary. Apprentices will usually have a combination of lectures, practical learning and assessments at a HEI, as well as 1,000 hours of practice-based learning. Apprentices are normally employed for a minimum of 30 hours per week, including training time away from the workplace.

1.2 An apprenticeship pre-registration programme is one that is recognised by the Institute of Apprenticeships and Technical Education as an Integrated Degree – Level 6 (Institute of Apprenticeships and Technical Education 2018) and has been approved by the HCPC and accredited by the BDA.

1.3 The dietetic degree apprenticeship offers an alternative entry route to pre-registration, where learners can achieve a full bachelor's or master's degree as part of their apprenticeship.

1.4 In line with the approved standard, both BDA and HCPC approval are required for the dietetic degree apprenticeship to be run.

1.5 The BDA has actively supported the development of a dietetic degree apprenticeship standard and the end-point assessment (EPA) that was led by employers, HEIs and the BDA and supported by Skills for Health. The approved standard and EPA can be found on the Skills for Health website. <https://haso.skillsforhealth.org.uk/news/dietitian-degree-approved-for-delivery/> All dietetic pre-registration apprenticeships will need to adhere to this standard and EPA.

1.6 Pre-registration education of dietitians should facilitate the development and attainment of a level of academic and clinical capability that, on completion of an approved qualification, is fit for professional practice. This applies to both apprenticeships and to traditional pre-registration routes.

1.7 The BDA position is that apprenticeships could offer important new opportunities for career progression to those already working in healthcare settings, to the existing dietetic support workforce and to those who have financial or practical reservations about the traditional route. In addition, apprenticeship routes may appeal to a new cohort of learners who had not previously considered dietetics as a career.

General guiding principles

- The pre-registration programme must be effectively managed. There must be clarity about when an individual learner will be considered an 'employee' and when they will be considered a 'learner'.
- Learners undertaking an apprenticeship pre-registration programme must be offered the same quality of education and equal opportunities for learning as those enrolled in other pre-registration programmes.
- The roles, responsibilities and expectations of the education provider and learner (and employer, in the case of apprenticeship pre-registration programmes) upheld.
- The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the HCPC register.
- The distribution of an apprentice's time must be split between that undertaken 'on the job' in the workplace and that which occurs in a formal learning environment associated with fulfilling the requirements of the award, likely to be represented as an approximate 80/20 split between the two settings. The apprentice should access high-quality 'off the job' learning.
- Robust arrangements must be in place for the supervision of apprentices learning within the apprenticeships: this includes in engaging in their 'on the job' learning to ensure the quality of their learning experience and outcomes.
- There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of people who access dietetic services of their employer.
- Assessment throughout the pre-registration programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

2. Expectations

BDA expectations

2.1 BDA support in the development of this apprenticeship has been on the basis that the qualification will be as rigorous as the existing HEI-based route and that the curriculum is the same. With that in mind, the BDA has the following expectations of the apprenticeship:

2.1.1 Only bodies recognised by government can award degrees in the UK – so all employers will need to work with a HEI to deliver the apprenticeship.

2.1.2 The BDA will not accredit any apprenticeship programme for entry to the profession unless it provides at least a degree-level qualification, that will capture graduate-level learning outcomes, and demonstrates how it delivers the learning outcomes mapped to our curriculum guidance.

2.1.3 The apprenticeship will need to reflect the breadth of UK dietetic practice, i.e., with service users of all ages and a wide range of social, health and education settings, and be explicit about the range of learning that needs to be demonstrated and assessed, including relating to practice-based learning.

2.1.4 The apprenticeship will be of sufficient length to cover the expected learning outcomes.

2.1.5 The apprenticeship will define a high-quality learning experience and support for apprentices.

2.1.6 The apprenticeship will align with HCPC requirements for eligibility to register to practise as a dietitian in the UK and to use the protected title.

2.1.7 The apprentice will need protected learning time, formally agreed between the employer and the HEI, in which the apprentice will undertake learning to support academic study. This includes (but is not limited to) research, essay writing and specified learning that can take place on the job. In addition, employers will need to factor in that PBL outside the normal workplace will also be required during the apprenticeship in order to ensure the breadth of experience required by the BDA curriculum guidance. This does not include any “study leave” the employer wishes to offer to allow the apprentice preparation time for exams. In particular, HCPC will consider the approach in relation to its *Standards of Education and Training (SET) 5* on practice-based learning will be particularly relevant.

2.1.8 The apprentice will also need to make a commitment to their education and training, and this will typically be signified by their contractual agreement with the employer – this is a government requirement for all apprenticeships.

HCPC expectations

2.2 The HCPC has produced tips and guidance on their programme approval process in relation to degree apprenticeships. This information can be found [on the HCPC website](#).

3. BDA accreditation

3.1 The BDA would typically seek to follow the same timetable as HCPC in relation to accreditation of courses to minimise placing additional burden and administration on HEIs.

3.2 Contact with the BDA should be made in the early stages of planning, and in line with HCPC requirements, depending on whether HEI's are seeking accreditation through the major change route or whether it is a new course.

3.3 Given that apprenticeship delivery will involve new relationships with employers, the BDA will wish to see how those relationships will be supported to ensure that a quality apprenticeship is delivered. HEIs will need to scope their offer with potential employers to support the case for running the apprenticeship within their organisations.

3.4 BDA accredited apprenticeships will need to meet the requirements of the BDA Curriculum Framework 2020 for the pre-registration education of dietitians. The curriculum guidance provides a blueprint to support and guide educational leaders and partners in developing degree-level entry routes to dietetic profession. The apprenticeship standard was developed using the curriculum guidance as the basis, so in practice it should be possible to ensure a programme meets both requirements simultaneously.

4. HEI Role

Education providers remain the awarding bodies for the higher education qualification required for the completion of the Degree Apprenticeship and therefore have responsibility to ensure BDA accredited apprenticeship pre-registration programmes adhere to the Standards.

Delivery of off-the-job learning

4.1 In an integrated degree apprenticeship (where the EPA is incorporated into the degree) the HEI provider will develop and deliver a programme to deliver the academic learning and practice required for the award of either an undergraduate or master's preregistration degree. This will encompass the requirements of the apprenticeship standard, the BDA curriculum guidelines and the HCPC requirements. HEIs will specify whether their apprenticeship course is at undergraduate or master's level.

4.2 The HEI will need to work with employers in terms of how this programme will be delivered

4.3 The HEI must also be registered on the register of apprenticeship providers or be a sub-contractor to a provider on the register. Visit the [GOV.UK](https://www.gov.uk) website for guidance on applying to the register.

Academic support

4.4 The HEI will provide appropriate academic and pastoral learner support, and will discuss how this will coordinate with employer support where necessary.

Guiding principles:

For learners, the tutor must be external to their employing organisation. Tutors may also be known as 'academic advisors' or 'personal tutors'.

Programme documentation should define the relationship between the employer and the education provider in assessing applications.

Assessment of recognition of prior learning applications must be undertaken through a collaborative process between the education provider and the employer.

Programme documentation includes the mapping of the apprenticeship pre-registration programme and end-point assessment to the apprenticeship standard – dietetic (integrated degree) (Institute of Apprenticeships and Technical Education 2018).

Programme documentation includes a contract template describing:

- The organisational responsibilities of the employer, education provider and practice-based learning provider.
- The roles and responsibilities of the learner, work-based mentor, educator and practice educator in managing learners who are failing to reach the required learning outcomes.
- The status of learner, as opposed to employee, and the contexts in which this differentiation is important.
- The commitment by employers to meet the same expectations as education providers regarding sufficient resourcing to ensure there is quality in the education and learning opportunities provided.
- When and how the policies of employers and education providers will operate and which will take precedence in any given circumstance. The contract should reflect an agreement between the learner, employer and education provider.
- How employee rights (for example, annual leave and bank holidays) and pressure points in the workplace are taken into account when scheduling practice-based learning.
- The approach taken by the education provider and employer to jointly make a decision about the learner's progression and the efforts to preserve the ongoing relationship between the learner and their employer in such circumstances.

End-point assessment (EPA)

The EPA assesses whether apprentices have passed the apprenticeship and is based on the same professional knowledge, skills and behaviours as the occupational standard. The End-Point Assessment Organisations (EPAO), must be an HCPC Approved Education Provider, who need to know how EPA for this apprenticeship must operate.

4.5 Details regarding the EPA can be found on the dietetic apprenticeship standard. The HEI will be EPAO and they must also be registered on the government's register for [end-point assessment organisations](#). They are responsible for organising the assessment of apprentices, according to the requirements of the approved end point assessment plan. Details of [how to become an EPAO can be found at GOV.UK](#).

Quality

4.6 The Office for Students regulates the quality of degree apprenticeships. They are responsible for regulating all provision delivered by registered providers, including apprenticeships. Their guidance is available on the [Office for Students website](#).

The Quality Assurance Agency [QAA] will be managing the external quality assurance (EQA).

5. Employers

Employers are committed to meeting the same expectations as education providers regarding sufficient resourcing to guarantee quality in the education and learning opportunities provided.

Employers: making the business case

5.1 You may be uncertain about taking on an apprentice as the processes involved are likely to be new to you. However, if you are in a large organisation or NHS Trust, it is quite likely there will already be apprentices in your organisation. Your organisation may also already have pre-registration apprentices (e.g. nursing, physiotherapy, paramedic and occupational therapy (OT)). If so, then there may already be support and processes in place. If it does not have pre-registration apprentices, it may have other types of apprentice. If existing apprenticeships in your organisation are not at degree level then the process of liaising with HEIs will be new, but rest assured it is new to the HEIs too and therefore represents an opportunity to find your way together. If you are in a small organisation that does not pay into the government apprenticeship levy, then your process and funding route will be different (see [the GOV.UK website](#) for advice on this), but you will still need to liaise with your chosen HEI.

5.2 Do not disregard apprenticeships if your nearest HEI that is considering apprenticeships is some distance away. There is potential for discussions around flexibility and innovation in provision. There are already other allied health professional (AHP) apprenticeships being delivered at distance from apprentices' workplaces.

5.3 Having commitment from your senior managers, in terms of funding and support in delivery will be essential in helping you to plan and deliver a dietetic degree apprenticeship. If you are in an NHS Trust it is likely they will already be paying the government apprenticeship levy. This means that the trust will be keen to make the most of their "levy fund", which they can draw on to support apprentices across the organisation. The [NHS Employers website](#) offers some guidance on obtaining support from your management.

6. Employing an apprentice

6.1 All apprentices are employed by an employer; they are not learners. Apprentices are recruited by employers in close consultation with HEIs. The BDA does not have a role in this. However, we expect that employers will need to discuss entry requirements with their partner HEI so as to ensure that apprentices are well placed to undertake the academic aspect of the degree. There are no barriers to existing employees being considered for apprentice dietitian positions.

6.2 The government publishes detailed guidance about the funding of apprentices using the apprenticeship levy. There are rules on who is eligible for funding, what the levy funding can pay for, contractual requirements and the payment of training providers. The guidance is available [on the GOV.UK website](#).

6.3 Any employer hiring a degree apprentice must agree and sign an apprenticeship agreement and a commitment statement. The Office for Students [provides advice and guidance](#), including a template you may wish to use.

6.4 Skills for Health have developed an [apprenticeship implementation toolkit](#) to guide employers through the steps in developing an apprenticeship programme. They also provide an example commitment template you may wish to use or adapt.

6.5 It will be important to be clear with apprentices what the future job prospects might look like, as they progress through the apprenticeship and on successful completion. The hope is that an accredited apprenticeship will lead to a Band 5 (or equivalent outside the NHS) job if the apprentice completes it successfully and also achieves registration with the HCPC. We recognise that this may not always be achievable in the light of changes to organisations' structures or policies. In any event an apprentice should have a contract of employment for at least the period of their training. If the apprenticeship is in the NHS, then NHS employers and the NHS Staff Council also provide guidance on employment, banding and pay.

Apprenticeship levy and the funding band

6.6 All employers with a pay bill of more than £3 million per year have to pay the apprenticeship levy to HMRC. In practice this includes many NHS Trusts. These employers will receive funds through the apprenticeship service to spend on training and assessing apprentices. The government will add 10% to these funds.

6.7 Employers with a pay bill of less than £3 million a year do not need to pay the levy. These employers will need to pay the training provider directly for training apprentices and will pay 5% towards the cost of training and assessing the apprentice. The government will pay the rest (95%) up to the funding band maximum. They will pay the funds directly to the training provider.

6.8 There are detailed rules about funding available [on the GOV.UK website](#).

The government apprenticeship funding band for dietetics

6.9 Each apprenticeship standard is allocated to one of 30 funding bands by the Institute for Apprenticeships and Technical Education. These range from £1,500 to £27,000. For apprentice dietitians the maximum funding has been set at Band 27 £24,000 (this covers off-the-job training over the whole period of training). This sets the maximum amount of digital funds an employer who pays the levy can use towards an individual apprenticeship. The upper limit of the funding band also sets the maximum price that government will 'co-invest' towards an individual apprenticeship, where an employer does not pay the levy.

6.10 The funding band maximum is not a funding rate. Employers should negotiate with training providers and EPAOs, and agree a price. If the costs of training and assessment go over the funding band maximum, employers can agree to pay the difference with other funds if they wish.

Apprentice pay band

6.11 An employer is responsible for paying the apprentice, at least at the relevant minimum wage rate, whether this is time spent training or studying, and whether at work, at HEI or on practice-based learning. They must be offered the same conditions as other employees in similar roles. The BDA expects that apprentice dietitians should be employed at broadly the same level as dietetic assistants. It is for the employer to consider the appropriate pay, taking into account prior qualifications and experience. For existing assistants becoming an apprentice, we would not expect to see employment at a lower banding as an apprentice. Employers will wish to consider whether apprentices can move up the banding scale as they reach milestones in their experience during their apprenticeship. The NHS Staff Council also provide guidance about apprenticeship pay and conditions in the NHS. In November 2019 they release a statement that it had not been possible to reach a national agreement on apprentice pay. Some organisations are using [Agenda for change Annex 21](#) salary recommendations for trainees. Others are determining their own spot salaries.

Structure of role

6.12 The apprentice will need to be clear about their position within the team, especially if there are other assistants already in post, to avoid any potential tension that could develop. For example, there would need to be clarity about the hours they will be away to attend HEI and other agreed learning time. We would expect the use of an appropriate title, such as 'dietetic apprentice' and, if in the NHS, for the role to have been through a banding exercise.

6.13 If an apprentice is new to the employing organisation, they are also likely to be subject to organisation probation requirements.

Supervision

6.14 The BDA requires dietetic assistants (DAs) and newly qualified professionals (NQPs) to receive professional supervision from an experienced, HCPC-registered dietitian. All apprentice dietitians will need supervision appropriate to the role of an apprentice, in the same way that assistants and learners currently do.

6.15 Specifically, the HCPC standards for education and training (SETs) require that: "Practice based learning must take place in an environment that is safe and supportive for learners and service users" (HCPC SET 5.4, 2017). Education providers and employers must ensure that learners work within a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the course of the programme and the practice-based learning they take part in should reflect this. Education providers must also consider other factors in providing a safe environment for service users, such as the level of supervision and autonomy (independence) that learners have.

Travel and subsistence costs

6.16 It is up to the employer to make clear what travel (e.g. to PBL) and other expenses (e.g. professional body membership, uniform) they will offer to apprentices.

6.17 The apprentice may also be eligible for discounts on public transport, with many schemes running on a local basis, like the Apprentice Oyster photocard in London.

6.18 The apprentice will be classed as an employee, rather than a learner, so won't be entitled to learner discounts. But the National Union of Students (NUS) offers an [NUS Apprentice Extra Card](#).

Support and wellbeing

6.19 A dietetic degree is demanding in terms of academic stretch and volume of learning. Both employers and HEIs will need to work jointly to support and ensure the continued wellbeing of apprentices and that the balance of work and learning can be managed.

6.20 The government recommends that all apprentices should have an apprentice mentor. This is usually not their line manager, although in small teams this is not always possible. The mentor could be another health professional, for example someone who is mentoring other AHP apprentices. This is separate from any supervision requirement.

6.21 The role of the mentor is to help the apprentice through workplace issues and decisions and a safe space in which to consider their progress, aspirations and concerns. This role can also help the apprentice to understand how to take responsibility for their own wellbeing and provide the tools and channels to help them to raise concerns in a safe space.

Procuring off-the-job training

6.22 Employers are responsible for the procurement of off-the-job training. For the dietetic pre-registration degree apprenticeship, this will mean contracting with a HEI who can provide an apprenticeship programme approved by HCPC and accredited by the BDA.

6.23 The government requires that all apprentices have a minimum of 20% of their working week in off-the-job training. For dietetics, we expect that the majority or all of the off-the-job training will be conducted by a HEI who will deliver the academic elements of the programme.

6.24 Length of programme – we expect that if the apprentice spends 20% of their working week in academic learning that it would take around four years for them to complete the undergraduate pre-registration curriculum. Please note that this assumes a normal working year, not a traditional HEI academic year. If the apprentice spends more of their working week on academic learning this time could potentially be shortened, for example some physiotherapy apprenticeships have a shorter model where more time is spent at a HEI.

6.25 In the same way that the master's qualification, via the traditional route, is usually shorter than the undergraduate route, we also expect the master's apprenticeship to be shorter than an undergraduate route, assuming they are following the same model of delivery.

6.26 The off-the-job learning may be offered in the format of a regular day per week or it could be arranged differently, in blocks for example. It is also possible to consider the style of learning, such as face-to-face or blended. This is open to negotiation between HEIs and employers.

Models of procurement

6.28 All HEIs will require a minimum cohort of learners to be able to run an apprenticeship programme and to be able to make a business case that the programme can be delivered within the potential funding envelope. The minimum cohort will vary for each HEI. Most employers will not be contracting in these numbers, so we think there will need to be regional networks or other joint arrangements, for example within integrated care systems, to pool your requirements.

7. Joining up delivery

Employer HEI coordination

7.1 The degree apprenticeship route to qualification is still fairly new to employers and HEIs. The checklist below can be used as a starting point in any discussions about delivery and collaboration with each other:

- Decide which model of learning is best suited to the employer, apprentices and the HEI.
- Develop a road map detailing the on- and off-the-job learning – so each party knows the timing of the different academic and practical elements and what is required when by each.
- Ensure that the employer and the HEI understand each other’s business and regulatory need and processes, what is possible to adjust and what is not.
- Create a process for robust initial needs assessment for the apprentice.
- Arrange for regular review of apprentices, flagging concerns and resolving problems, ensure clarity about what happens if key milestones are not met or exams are not passed.
- Designate responsibilities for PBL arrangement and ensuring appropriate PBL educators are in place.
- Clarify monitoring and record-keeping requirements including data protection.
- Clear roles for HEI/ line manager/ apprentice mentor/ PBL providers.
- Consider funding across organisational boundaries to promote larger cohort sizes and a broad range of settings for apprentices to experience.

Balance of academic and work-based learning – learner and employee

7.2 Please see the section above for the BDA’s expectations about the balance of academic and work-based learning. It will be counter-productive and detrimental to the health and wellbeing of the apprentice for them to have no free time during a week. Employers and HEIs will need to jointly find a balance between each of their expectations to the level of commitment required from the apprentice that takes these factors into account, agree this formally and clearly communicate that to the apprentice before they start.

Practice-based learning (PBL)

7.3 While apprentices will spend much more of their working week in the workplace than with a traditional degree, it will still be necessary to demonstrate that the apprentice has been given the opportunity for PBL outside their usual setting. We would encourage employers of apprentices across a region or ICS area to consider options for the exchange of their apprentices to provide variety of experience for apprentices on a rotation approach for example.

7.4 The BDA [curriculum guidance](#) sets out the mandatory PBL hours required. Recent challenges to healthcare professions due to the COVID-19 pandemic have accelerated the use of technology enhanced care services, also called telehealth, telepractice or digital. Practice education may involve ‘in person’ or telehealth PBL, or a hybrid. HEIs and employers should bear in mind the following:

- Requirements in BDA guidance relating to supervision, the role of practice educators and HEIs all apply in relation to an apprentice.
- The BDA will take a practical approach, in considering how the mandatory PBL hours will be achieved in an apprenticeship.

Recruitment

7.5 A degree apprenticeship is just as academically challenging as a traditional degree, as it provides the same qualification. While employers are responsible for recruitment, they will need to work with the HEI to ensure that candidates will be able to undertake the academic learning required, as well as having the characteristics you are looking for in your workplace. Employers will need to provide a job description for the apprentice.

7.6 It is likely that a two-stage recruitment process will be required with the employer first assessing candidates and then the HEI doing so. This is because a HEI will be unlikely to be able to attend every interview across a region and potentially across many employers. Experience from other AHP programmes has highlighted the need for close and specific agreement between the HEI and employer on the criteria for selection of apprentices, to avoid a scenario where a HEI is unable to accept a candidate when an employer has already done so.

7.7 You will need to consider whether to recruit internally or whether to extend the recruitment to external candidates as well. The apprenticeship model allows either approach, the key criteria is that recruitment must be to a real job and the employment contract should cover the period of the apprenticeship at least.

7.8 Recruiting from all areas of your local community helps to build a diverse workforce which is more representative of the people your organisation serves. To help you to understand the makeup of your local community, NHS Employers provides a tool and related advice and guidance. The BDA is keen to promote a more diverse workforce given that by gender, ethnicity, disability and socioeconomic terms the profession is significantly lacking in diversity.

7.9 Note that HCPC will not give any guarantees about whether an individual will eventually be registered as a professional at the completion of the programme as this will depend on successful completion of other checks, e.g., criminal record checks. Successful completion of an approved apprenticeship programme confers a right to apply to HCPC for registration. Employers should refer to HCPC SET 2 relating to programme admissions and in particular HCPC standards of proficiency number 8.2 about English language requirements: “be able to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5”.

References, useful links and resources

BDA Apprenticeship website <https://www.bda.uk.com/about-dietetics/how-become-a-dietitian/dietetic-apprenticeships.html>

BDA Curriculum Framework <https://www.bda.uk.com/practice-and-education/education/pre-registration.html>

End-point assessment <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-pointassessment-plan/>

Government employer guidance <https://www.gov.uk/guidance/employing-an-apprentice-technical-guide-for-employers>

Government apprenticeship funding rules <https://www.gov.uk/guidance/apprenticeship-funding-rules>

Government advice on employing an apprentice <https://www.gov.uk/take-on-an-apprentice/apprenticeship-agreement>

HCPC standards of proficiency for dietetics <https://www.hcpc-uk.org/standards/standards-of-proficiency/dietitians/>

HCPC Standards of Education and Training <https://www.hcpc-uk.org/globalassets/resources/guidance/standards-of-education-and-trainingguidance.pdf>

Institute for Apprenticeships <https://www.instituteforapprenticeships.org/>

NHS Apprenticeships <https://www.nhsemployers.org/your-workforce/plan/workforce-supply/apprenticeships/>

NHS employers Q&As <https://www.nhsemployers.org>

NHS Staff Council guidance on apprenticeships in the NHS <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/07/Apprenticeships-in-the-NHS-NHS-StaffCouncil-guidance.pdf>

Office for students <https://www.officeforstudents.org.uk/about/our-strategy/>

Pay for apprentices <https://www.gov.uk/take-on-an-apprentice/pay-and-conditions-for-apprentices>

Recognition of universities <https://www.gov.uk/check-a-university-is-officially-recognised>

Skills for Health <https://www.skillsforhealth.org.uk/>

UK Government <https://www.gov.uk/topic/furthereducation-skills/apprenticeships>

Glossary

Term	Definition
Apprentice	Apprentices are employees who ‘earn while they learn’. Apprentices combine on-the-job training and experience with off-the-job learning.
BDA	British Dietetic Association
Employer	The employer is an organisation that employs an individual to undertake a specific job that includes training or skills development as part of the role. In such cases, employers must employ the individual until the completion of their training and end-point assessment
End point assessment (EPA)	The End-Point Assessment (EPA) assesses whether apprentices have also passed the apprenticeship and is based on the same professional knowledge, skills and behaviours as the occupational standard. The End-Point Assessment Organisations (EPAO), must be an HCPC Approved Education Provider, who need to know how EPA for this apprenticeship must operate
HEE	Health Education England’s role is to support the delivery of healthcare and health improvement to the patients and public of England https://www.hee.nhs.uk/
HEI	Higher Education Institute
Institute for Apprenticeships and Technical Education	The Institute oversees the development, approval and publication of apprenticeship standards and assessment plans as well as the occupational maps for Training Levels and apprenticeships. https://www.instituteforapprenticeships.org/
Office for Students	The independent regulator of higher education in England https://www.officeforstudents.org.uk/about/our-strategy/
PBL	Practice-based learning
QAA	Quality Assurance Agency
Skills for Health	Skills for Health’s role is to inform policy and standards focusing on health, education and improving public health and provider of workforce and organisational development. https://www.skillsforhealth.org.uk/
UK government	The UK government sets the policy on apprenticeships in England https://www.gov.uk/topic/furthereducation-skills/apprenticeships



Published: October 2021

Review Date: October 2022

©2019 The British Dietetic Association
3rd Floor Interchange Place, 151-165 Edmund Street, Birmingham, B3 2TA

email: info@bda.uk.com

Commercial copying, hiring or lending without the written permission of the BDA is prohibited.

bda.uk.com