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Subject Benchmark Statement

BSc & PgDip/MSc Dietetics (pre-registration)

November 2019

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How can I use this document?

This document is a Subject Benchmark Statement for Dietetics. It defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies, and defines the nature of the subject.

The UK Quality Code for Higher Education (Quality Code) sets out the Expectations and Core Practices that all providers of UK higher education are required to meet. Providers in Scotland, Wales and Northern Ireland must also meet the Common Practices in the Quality Code.

The Quality Assurance Agency for UK Higher Education (QAA) has also published a set of Advice and Guidance, divided into 12 themes, and a number of other resources that support the mandatory part of the Quality Code. Subject Benchmark Statements sit alongside these resources to help providers develop courses and refine curricula but are not part of the regulated requirements for higher education providers in the UK.

This statement is intended to support you if you are:

- involved in the design, delivery and review of courses of study in dietetics or related subjects
- a prospective student thinking about studying dietetics, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in dietetics.

Subject Benchmark Statements provide general guidance for articulating the learning outcomes associated with the course but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in course design within a framework agreed by the subject community.

It may be helpful to refer to relevant Advice and Guidance when using this statement.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in QAA's Glossary.

About this Subject Benchmark Statement

This Subject Benchmark Statement refers to pre-registration bachelor's degrees with honours, postgraduate diplomas and master's degrees in dietetics.[1]

It has been produced by a group of subject specialists drawn from, and acting on behalf of, the subject community. The process is facilitated by QAA, as is the full consultation with the wider academic community and stakeholder groups each Statement goes through.

In order to ensure the continuing currency of Subject Benchmark Statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently, or in response to significant changes in the discipline.

Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example, by funding bodies. This Statement does not interpret legislation nor does it incorporate statutory or regulatory requirements. The responsibility for academic standards remains with the higher education provider who awards the degree.

Higher education providers may need to consider other reference points in addition to this Statement in designing, delivering and reviewing courses. These may include requirements set out by Professional, Statutory and Regulatory Bodies (PSRBs) and industry or employer expectations.

Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Individual higher education providers will decide how they use this information.

Summary of changes from the previous Subject Benchmark Statement (2017)

This version of the Statement forms its third edition, following initial publication in 2001 and subsequent review and revision in 2017. It should be viewed in conjunction with the Pre-Registration Curriculum Framework[2] of the professional body, the British Dietetic Association (BDA)[3] and the core standards as defined by the regulator, the Health and Care Professions Council (HCPC).[4]

This latest version of the statement is the consequence of the revision to the UK Quality Code for Higher Education which was published in 2018. It has been revised to update references to the Quality Code and other minor changes within the sector. Changes have been made by QAA and confirmed by members of the most recent review group.

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[1] Bachelor's degrees are at level 6 (master's at level 7) in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and level 10 (master's at level 11) in *The Framework for Qualifications of Higher Education Institutions in Scotland*, as published in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

[2] Further information about the BDA Pre-Registration Curriculum Framework is available at: www.bda.uk.com/training/moreinfo/curriculum

[3] www.bda.uk.com

[4] Further information about the HCPC *Standards of Proficiency for Dietitians* is available at: www.hcpc-uk.org/resources/standards/standards-of-proficiency-dietitians

There have been minor revisions to the subject-specific content, namely:

- to clarify the settings within which dietetics graduates typically practice (in Section 2: Defining principles)
- to clarify to whom the 'graduate and key transferable skills' refer.

1 Introduction

1.1 This Subject Benchmark Statement defines the dietetics subject area and relates to HCPC-approved pre-registration bachelor's degree courses with honours, pre-registration postgraduate diplomas and master's degree courses offered by degree-awarding bodies in the UK.[5] Dietetics is a key subject area encompassing all areas of nutrition related to human health and disease. This highly topical and dynamic area is continually advancing, contributing important benefits not only to the health and well-being of individuals and the nation, but also to the economic activity of the UK, from food industry through to public health interventions.

1.2 This Subject Benchmark Statement identifies the core areas which form the basis of all courses in dietetics. As such it has a degree of commonality with the other allied health professions and with nutrition-related Subject Benchmark Statements, particularly with regard to common areas which provide the basis for degree courses in both subject areas.[6]

1.3 The Subject Benchmark Statement is not a syllabus and no form of prescription is intended in the amount of time devoted to each component, the order in which the material is presented, nor the titles of subjects which comprise dietetics. Providers of dietetic degree courses combine, teach and assess the subject matter in different ways and support the development of a wide range of practical skills while ensuring alignment with the professional body curriculum framework[7] and the core standards as defined by the regulator.[8] Creativity and diversity are encouraged. The Statement provides an inventory of content, delivery and assessment methods, as well as benchmarking standards. This enables identification of vital components of the dietetic pre-registration degrees in whichever form they are offered by higher education institutions in the UK, be it wholly university provided or in collaboration with employers.

[5] Further information about HCPC-approved courses is available at: www.hcpc-uk.org/education/approved-programmes

[6] Further information is available at: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-agriculture-horticulture-forestry-food-nutrition-and-consumer-sciences.pdf and https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-biomedical-sciences.pdf

[7] Further information about the BDA Curriculum Framework is available at: www.bda.uk.com/training/moreinfo/curriculum

[8] Further information about the HCPC *Standards of Proficiency for Dietitians* is available at: www.hcpc-uk.org/resources/standards/standards-of-proficiency-dietitians

2 Defining principles

2.1 A pre-registration course in dietetics is designed to provide graduates with the knowledge and skills to assess, diagnose, intervene and evaluate information in order to apply the science of nutrition to the feeding and education of groups of people and individuals in health and disease.[9]

2.2 Dietetics draws mainly on nutritional science and clinical subjects, the study of which enables dietitians to take an integrated and evidence-based view of dietetics and communicate this effectively with an inter-disciplinary perspective. The development of a reflective practitioner with the potential to continue professional development is underpinned through the study of research methods, subject-specific literature, ethics and practice-based learning placements.

2.3 Dietetics is based on nutritional science. It incorporates the understanding of the composition of food, the nature of nutrients and their metabolism in the body, the nutritional requirements of people through the lifecycle, the dietary effects of foods on health and the ways that food can be used to treat disease and promote health in individuals and groups. It is a broad-based subject ranging from the natural and clinical sciences through to the social sciences.

2.4 The dietetic degree prepares graduates to work with patients and service users within clinical settings such the National Health Service and other providers, across the public, private and third sectors, and within industry, research and academia. Graduates are trained to use dietary manipulation and food to treat disease and optimise health. They can also work at population level in health promotion and in public health nutrition.

2.5 Having undertaken a pre-registration dietetic degree, the graduate Registered Dietitian[10] is uniquely qualified to undertake a role in the individualised therapeutic application of nutritional science. They interpret and communicate this knowledge to individuals and groups, primarily in a health care setting. Practitioners of dietetics elicit information from individual clients about dietary intake, and interpret, translate and critically evaluate information on nutritional requirements and research from the various disciplines in order to produce practical advice on food intake and advisory resources. Dietitians are required to work professionally within the complex frameworks of accountability and ethical and legal boundaries within the workplace, be that the health service, private practice, industry, local government, third sector, education or research. Thus, leadership and the use of evidence-informed practice is an essential component of the pre-registration degree course, as preparation for diversity of practice and extended roles.

2.6 Graduates in dietetics enter a rapidly changing employment environment in which continuing professional development (CPD)[11] and lifelong learning plays an essential role. Many dietetic graduates attain additional qualifications before or after taking up employment, including master's degrees (for example MSc/MPhil), doctoral degrees (for example PhD/DProf) and teaching qualifications in order to progress towards advanced practice/extended roles.

[9] Further information on dietetic definition is available at: www.internationaldietetics.org/Downloads/International-Definition-of-Dietitian.aspx
[10] Further information on registering as a dietitian is available at: www.hcpc-uk.org
[11] Further information about standards of CPD is available at: www.hcpc-uk.org/cpd

2.7 The current employment market for graduates in dietetics is strong and the degree is considered as an excellent basis for a nutrition-related career in a wide variety of sectors, including:

- health services (acute and community)
- education/academia/research
- public health
- food and drink industry
- medical nutrition industry
- sports nutrition
- media
- diet industry
- private practice.

2.8 Overall responsibility for education and training rests with the HCPC as the regulator which closely monitors pre-registration courses. This quality management is operated alongside that of the wider higher education quality assessment model. In addition, the professional body, the British Dietetic Association (BDA), holds overall responsibility for the development and maintenance of the Pre-registration Curriculum Framework[12] to which all relevant courses must map their provision. This process is monitored closely by the BDA via its accreditation process.

[12] Further information about the BDA's Pre-Registration Curriculum Framework is available at: www.bda.uk.com/training/moreinfo/curriculum

3 Nature and extent of dietetics

3.1 Dietitians are the only statutorily regulated health professionals who assess, diagnose and treat dietary and nutritional problems at an individual and wider public-health level. The study of dietetics involves an applied approach to the understanding of human nutrition, and the prevention and management of disease through dietetic intervention. Graduate dietitians possess expertise in the nutritional management of health and disease with the ability to assess, diagnose and treat accordingly. UK dietitians have the capability to apply scientific nutritional knowledge in order to provide nutrition and dietetic diagnoses in public health and clinical practice. Following the *Model and Process for Nutrition and Dietetic Practice*,[13] they have the advanced communication skills (including behaviour change and motivational interviewing techniques) to translate diagnoses into practical, achievable goals, working with service users to support them in achieving their health-related aspirations.

3.2 The complex and rapidly evolving nature of dietetics requires a sound, research-informed, scientific education. Dietetic students are expected to integrate the knowledge base of various key subjects to further their understanding of health maintenance, disease prevention, and the development of a dietetic diagnosis, monitoring and therapy of human disease, as well as developments in nutritional research.

3.3 The outcomes of dietetic therapy can impact significantly upon the health and well-being of individuals and society. Graduates are expected to have an appreciation of the importance of research and knowledge of research design and the appropriate use of statistical analyses to enable integration of research within clinical practice. Students undertake appropriate practice-based learning throughout their course; these aspects are progressive in nature and designed to supplement other academic learning. By the end of the course, students are equipped with appropriate skills to enable them to undertake an independent research project, including an understanding of research methods and design, research governance and ethics.

3.4 Pre-registration degree courses in dietetics in the UK exist in a number of different forms. Most are offered at bachelor's level. In addition, post-graduate courses have been designed to provide intensive training in dietetics for students with related undergraduate degrees. All courses include a significant practice learning element in order to fulfil HCPC regulatory requirements and BDA accreditation requirements.

[13] Further information is available at: www.bda.uk.com/professional/practice/process.

4 Graduate and key transferable skills

4.1 The subject content of a dietetic course includes the opportunity to develop a range of more generic graduate and transferable skills (detailed in this section) along with core nutrition and subject-specific dietetic knowledge, understanding and capabilities (detailed in Section 5). Students should expect to be confronted by some of the scientific, moral and ethical questions raised by their subject of study, to consider viewpoints other than their own, and to engage in critical assessment and intellectual argument.

Intellectual and professional skills

4.2 Graduates of courses covered by this Statement are able to:

i synthesise a reasoned argument from integration of a range of diverse evidence-based information, recognising and applying relevant theories, paradigms, concepts or principles
ii recognise and apply a moral and ethical approach, working within their scope of practice and seeking ongoing personal and strategic improvement within a quality-assured framework
iii recognise the importance of leadership and self-management skills, demonstrating flexibility of approach towards work and lifelong learning
iv understand the importance of establishing a safe working environment and apply procedures to facilitate this
v understand and apply theories of reflection, including the provision and acceptance of constructive feedback in order to improve their professional practice
vi understand and apply digital literacy skills (including record keeping, telehealth, social media and so on) across dietetic practice and within research activity.

Communication and interpersonal skills

4.3 Graduates of courses covered by this Statement are able to:

i use a range of techniques and technologies to communicate information to a variety of audiences and to facilitate learning
ii negotiating and influencing skills to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team, recognising and respecting the views and opinions of others.

Research and investigation skills

4.4 Graduates of courses covered by this Statement are able to:

i critically evaluate information, interpreting methodology and experimental data, and make judgements about the strength of the evidence
ii prepare, process, interpret, present and reference data, using appropriate qualitative and quantitative techniques while understanding and avoiding plagiarism.

5 Core dietetic knowledge, understanding and skills

5.1 Degree courses in dietetics include a comprehensive education in nutrition and dietetic science and their application to the maintenance of human health and the prevention of disease, reflecting the 'Knowledge Underpinning Informed, Safe and Effective Practice' outlined in BDA's *Curriculum Framework for the pre-registration education and training of dietitians*.[14] All courses must allow students to meet the Standards of Proficiency stipulated by the HCPC and graduates from these courses must apply to the HCPC to become registered as a dietitian.

5.2 Dietetic graduates require a broad range of knowledge. Dietetics is firmly based on an understanding of clinical subjects, underpinned by life sciences subjects and supported by the social sciences. The study of these areas enables dietitians to take an integrated view of dietetics and communicate this effectively with an inter-disciplinary perspective.

Approaches to study and forms of subject knowledge

5.3 Approaches to study and forms of subject knowledge common to all dietetic degree courses include the following.

Broad knowledge and understanding of:

i immunology and microbiology
ii genetics
iii food science, food skills and food systems management
iv psychology as applied to health and illness behaviours
v sociology and the effect on skills and choices relating to health and illness behaviours
vi structure and function of the health service, health inequalities, social and health policy, public health, and public health nutrition
vii the use of technology in relation to dietetic practice.

Critical, integrated and applied knowledge and understanding of:

i physiology and biochemistry
ii clinical medicine, disease processes and pharmacology with respect to dietetic and nutrition interventions
iii theories, concepts and principles of research and evidence-informed practice
iv communication and education methods
v professional practice and leadership.

Extensive critical, integrated and applied knowledge and understanding of:

i human nutrition
ii applied nutrition
iii dietetics for the prevention and treatment of disease and the optimising of health and wellbeing.

[14] Further information about the BDA's Pre-Registration Curriculum Framework can be found at: www.bda.uk.com/training/moreinfo/curriculum

6 Learning, teaching and assessment

6.1 Decisions about the strategies and methods for teaching, learning and assessment are for institutions to determine, but should complement the learning outcomes associated with health profession courses. A range of approaches may be used.

6.2 However, this Statement promotes an integrative approach to the application of theory and practice. It underlines the significance attached to the design of learning opportunities that facilitate the acquisition of professional capabilities and to assessment regimes that ensure these are being both delivered and rewarded to an appropriate standard. Fundamental to the basis upon which students are prepared for their professional career is the provision of courses of academic study and practice-based learning which lay the foundation for career-long professional development and lifelong learning to support best professional practice and the maintenance of professional standards.

6.3 The objective of the course of study is to produce graduates who are competent in a range of knowledge, understanding and skills appropriate to their chosen dietetic degree. The learning, teaching and assessment strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving gradually from study methods that have a greater degree of support and assistance towards those that promote independence and self-directed learning.

6.4 Learning and teaching strategies in dietetics are not static but adapt to changes in philosophy, pedagogy and technology. Cross-referencing of topics from one element to another is essential to ensure effective teaching and integrated learning. These strategies are designed to be enriching, stimulating, challenging, effective and enjoyable. Current strategies are learner-centred and incorporate experiential, practical and formal academic practice, and degree courses incorporate elements of the following:

i case studies and problem-based (or case-based) learning
ii interprofessional, peer and collaborative learning
iii laboratory-based practical work
iv lectures, tutorials, seminars and student-led oral/poster presentations
v practice-based learning
vi reflective practice and portfolio building
vii self-directed study and research projects (while postgraduate diploma courses do not usually include research projects, graduates entering should have completed a research project as part of undergraduate study).

6.5 In addition, courses may also include:

i interactive sessions, including debates
ii online learning
iii peer-assisted learning
iv simulation, fieldwork, workshops
v use of a variety of appropriate materials, including books, electronic multimedia, videos, recordings and broadcasts.

6.6 Lectures may convey substantial elements of the subject content, provide core themes and explanations of difficult concepts, as well as set the scene for, and inspire, students' independent learning. Lectures encourage and enable students to develop skills in listening and selective note taking, to appreciate how information is structured and presented, and to understand the means by which scientific information is obtained. Where appropriate, lectures include reference to experimental evidence and arguments for and against specific hypotheses. The traditional format may be enhanced through the use of

computer-based or other learning aids and interactive student participation in groups or by communication networks.

6.7 Honours degree and master's degree students have experience of the approach to practice and evaluation of scientific research in the form of a hypothesis-driven research project which may include systematic review. This is likely to be in the students' final year and may draw on the experience gathered during the course as a whole.

6.8 Other forms of contact provide a context for interactive learning and allow students to explore aspects of the subject in some depth. They also provide opportunities for the development of interpersonal skills such as information retrieval, problem-solving, communication and team working. Particularly when the number of students in a group is small, these meetings can also be useful for providing academic guidance and support and develop confidence and independence of thought.

6.9 Practice-based learning is an integral and essential part of pre-registration dietetic education and training, and accounts for a substantial proportion of student time. Practice learning sites should reflect the breadth and diversity of the working environments of entry-level dietitians[15,16] and be quality assured to ensure that activity meets HCPC and BDA standards.

6.10 Assessment strategies are designed to determine achievement of learning outcomes and competencies. These are both formative and summative and may include self and peer assessment. Assessment is progressive in terms of level and content and leads to effective feedback to enable development of students' knowledge and skills, and may include:

i computer-based assessments
ii critical analysis of case studies and literature
iii data interpretation and audit exercises
iv essays, summaries and assignments
v Objective Structured Clinical Examinations (OSCEs), or equivalent observed simulated practice
vi online activities
vii oral, poster, and other presentations such as journal articles
viii practice-based learning assessment (against learning outcomes and professional competencies)
ix research project report
x unseen, seen or open-book examinations.

[15] Further information on the QAA Quality Code is available at: www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching
[16] Further information on the HCPC Standards of education and training is available at: www.hcpc-uk.org/standards/standards-relevant-to-education-and-training

7 Benchmark standards

7.1 The standard expected of the threshold graduate is outlined below. 'Threshold' is taken to mean that standard of achievement demonstrated at the end of the educational experience, at the point of registration. The applied nature of dietetics means that students must demonstrate capability in both the academic and the practical experience at the threshold level. Achievement of this standard will meet the statutory requirements handed down by the statutory body.

7.2 The following section outlines the level of capability expected of graduate dietitians upon completion of their pre-registration course (at the point of registration with the HCPC). It brings together the specific knowledge and skills underpinning practice and expresses these in terms of what is required of a newly qualified dietitian. The framework for this section builds upon the four pillars of practice[17] [18] which are:

i dietetic practice
ii evidence-based practice
iii dietitians as a nutrition and dietetic resource (facilitation of learning)
iv leadership and management.

7.3 At the end of the course and point of registration, a graduate in dietetics understands and has the ability to work within the wide-ranging sphere of influence of dietetics. They will be able to work autonomously, with practice based on sound evidence, in therapeutic roles with individuals and, more broadly, in health promotion and public health with both individuals and groups. The dietitian will demonstrate professional problem-solving skills where there is considerable variation in the presentation and health needs of service users and the setting for care. Therefore, at the end of the pre-registration degree course, the graduate dietitian will be able to exhibit the following capabilities.

Dietetic practice

7.4 This core area includes the professional practice of the dietitian. It is focused on the application of nutritional knowledge and the skills needed in this application. It includes care of patients, individuals or groups, public health practice or as a practitioner in private practice. It excludes education of other health professionals, leadership, management and strategy, as these are covered in other domains.

i Works autonomously with responsibility for specific areas of practice, managing own workload yet appreciating their own knowledge limitations.
ii Continually seeks to develop, apply and reflect upon their practice, demonstrating a comprehensive knowledge of the scope and breadth of nutrition and dietetics.
iii Employs clinical reasoning with application of knowledge.
iv Develops their own practice through practice supervision.
v Demonstrates an ability to work within and contribute to both multidisciplinary (MDT) and inter-disciplinary teams.

[17] British Dietetic Association *Dietetic Career Framework* (2010) (BDA website in members section) www.bda.uk.com/training/moreinfo/framework/careerframework
[18] NHS Leadership Academy 'Leadership framework' (2011) *Clinical leadership –a framework for action* 2019 https://improvement.nhs.uk/resources/clinical-leadership-framework-action

Evidence-based practice

7.5 Encompassing all aspects of the development and use of the evidence base and the requirement for the individual to maintain continuing professional development (CPD) for professional practice.

i Works within requirements of local and national policies, procedures and governance structures.
ii Critically appraises the research and evidence base and applies to nutrition and dietetic practice.
iii Has an understanding of quality assurance frameworks, participating in service improvement initiatives and audits and interpreting and applying results to enhance practice.
iv Identifies and responds to ethical dilemmas, ensuring compliance with legal, ethical and regulatory requirements.

Dietitians as educators and a nutrition and dietetic resource (facilitation of learning)

7.6 The dietitian shares nutrition and dietetic knowledge and skills across and beyond the profession for the benefit of service users.

i Contributes to the development of the nutrition and dietetic knowledge and practice of others, including identification of training needs and delivery of relevant training courses.
ii Uses professional networks, colleagues and stakeholders to help develop solutions to problems.
iii Participates in designated aspects of student, staff and service user training, contributing to the development and evaluation of nutrition and dietetic resources.

Dietitians as leaders and managers

7.7 Dietitians at all levels act as leaders within their field of practice, taking responsibility for the quality of the service provided and for resource management.

i Demonstrates awareness of and manages the risks and benefits of dietetic interventions, sharing information with service users. Has knowledge and understanding of relevant policies and strategies, including health and safety, and knows how these influence their service delivery. Reports and escalates concerns as required.
ii Accepts responsibility for the service provided, participating in projects to monitor, evaluate and improve quality of provision.
iii Contributes effectively to change within area of practice and amends work practice as required, evaluating the risks and benefits of proposed transformations.
iv Promotes the profession, exhibits qualities of leadership and skilled management of time and resources, delegating to others as appropriate.

Appendix 1: Glossary

Registered dietitians: The only qualified and regulated health professionals that assess, diagnose and treat dietary and nutritional problems at an individual and wider public-health level.

Pre-registration dietetic degree: A bachelors, postgraduate diploma or master's degree leading to qualification in dietetics and the ability to apply to the regulator (HCPC) to become a registered dietitian.

Allied Health Professions: Encompasses a number of health care professions regulated by the Health and Care Professions Council. Each separate profession holds at least one professional title which is protected by law. Professions exclude medicine, nursing, pharmacy and dentistry.

Reflective practice: A process through which individuals consider their practice, drawing on theory to consciously analyse the decision-making process in order to relate it to their future practice.

Practice-based learning/clinical practice education placements: The work-based learning element of the pre-registration dietetic degree. These should reflect the breadth of employment opportunities for registered dietitians in the UK.

Public health: Helping people to stay healthy, and protecting them from threats to their health. The government wants everyone to be able to make healthier choices, regardless of their circumstances, and to minimise the risk and impact of illness.

British Dietetic Association: The professional association for UK dietitians.

Health and Care Professions Council: The statutory regulator of the health and care professions, including dietetics, in the UK.

Model and process for nutrition and dietetic practice: A written process which demonstrates how dietitians integrate professional knowledge and skills into evidence-based decision-making; it articulates the specific skills, knowledge and critical reasoning that all dietitians deploy and the environmental factors that influence the practice of dietetics.

Inter-professional learning*:* Learning which takes place between two or more professions, or students from two or more professions, who collaborate to understand more about each other's roles and to improve quality of service provision.

Portfolio: A collection of evidence that may be used to demonstrate learning and development and can also be used as a tool to plan future learning.

Simulation: The process of simulation involves modelling or imitating a potential situation and its use in clinical education can be to act as bridge between theory and practice.

Appendix 2: Membership of the benchmarking and review groups for the Subject Benchmark Statement for pre-registration Dietetics

Membership of the review group for the Subject Benchmark Statement for pre-registration Dietetics (2019)

The third edition, published in 2019, was revised by QAA to align the content with the revised UK Quality Code for Higher Education, published in 2018. Proposed revisions were checked and verified by members of the review group of the Subject Benchmark Statement for pre-registration Dietetics from 2017.

Dr Angela Madden	University of Hertfordshire
Dr Fiona McCullough BDA	University of Nottingham
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Dr Alyson Hill	Ulster University
QAA Officer	
Simon Bullock	QAA

Membership of the review group for the Subject Benchmark Statement for pre-registration Dietetics (2017)

Details provided below are as published in the Subject Benchmark Statement for pre-registration Dietetics (2017)

Dr Barbara Engel	University of Surrey
Dr Alyson Hill	Ulster University
Rosanna Hudson	British Dietetic Association
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Susan Lennie	Robert Gordon University
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Dr Angela Madden	University of Hertfordshire
Fiona Moor Chair BDA	Royal Derby Hospital
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Dr Anne Payne	Plymouth University
Scott Pendleton	Guy's and St Thomas' NHS Foundation Trust
Louise Walker	University of Surrey
Chris Wolfendale	University of Chester
QAA Officer	
Simon Bullock	QAA

Membership of the original benchmark statement group for dietetics (2001)

Details below are as published in the original Subject Benchmark Statement.

Mrs Linda Auty	Leeds Metropolitan University
Dr Jill Eaton-Evans	University of Ulster
Miss Norma Lauder	Doncaster and Bassetlaw Hospitals NHS Trust
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Miss Gill Pearson	West Herts Hospitals NHS Trust
Professor Brian Ratcliffe	The Robert Gordon University, Aberdeen
Dr Caroline Seddon	University of Luton

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