



TRAINING ROADMAP FOR

DIETITIAN WORKING IN THE COMMUNITY



MINISTRY OF HEALTH
SINGAPORE

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FOREWORD

We are pleased to present The Training Roadmap for Dietitians Working in the Community, a publication developed to strengthen and support the role of Dietitians in community-based care. We would like to acknowledge, with gratitude, the dedication, expertise, and commitment of the MOH Dietitian Panel in the development of this roadmap. Their contributions have been instrumental in bringing this publication to fruition.

The demand for high-quality, accessible dietetics services within the community will continue to grow. This is driven by changing population health needs, rising prevalence of chronic conditions, and increasing emphasis on prevention and integrated care. Dietitians are central to meeting these challenges. By working across care pathways and within inter-disciplinary teams, they provide expert, evidence-based interventions that improve health and nutrition for individuals and communities.

This roadmap has been created to provide clarity of purpose, consistency of practice, and direction for future development of the profession in community-based care. It outlines the core competencies, professional expectations, and opportunities for career progression that underpin effective community dietetic practice. In doing so, it supports Dietitians in planning their own professional journeys while also offering service leaders a clear framework for recognizing and maximizing the impact of dietetics care in the community.

We encourage all Dietitians to engage with this roadmap as part of your continued professional growth and development – not only as a guide for practice, but also as an opportunity to shape the future of community health and nutrition. Together, we can build a strong and resilient community dietetic service ecosystem and make a lasting impact to population health.



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TRAINING ROADMAP FOR DIETITIAN WORKING IN THE COMMUNITY





JOB ROLE DESCRIPTION AND PRE-REQUISITES

Job Role Description

Job title	Dietitian ("DT") Working in the Community
Job Role Description	<p>A Dietitian working in the community is a Tier 3 practitioner¹ who provides medical nutrition therapy to optimize nutritional status and nutrition-related disease management. Her/His work will also help 'to bridge the gap between acute and community/home setting for continuity of care' or 'within a community setting'. S/He translates the science of nutrition into daily practice for health promotion and disease management through individualised treatments or group education sessions. S/He is responsible for assessing clients, planning and providing client care, treatment and client education in collaboration with various healthcare teams and stakeholders. S/He is also involved in managing risk, ensuring quality standards are maintained, and performing administrative and operations tasks relevant to safety and quality of service delivery. S/He is expected to contribute to professional education, training, and development.</p> <p>S/He may work in various settings such as but not limited to public and private institutions, polyclinics, rehabilitation centres, community hospitals, integrated and long-term care facilities, senior activity centres, active aging centres, research centres, food service facilities, voluntary welfare organisations, educational institutions, childcare centres and Sport Singapore/ sports agencies. S/He will also work as part of a collaborative and inter- and trans-disciplinary team within the community and care teams.</p> <p>S/He should be able to work independently and have initiative to manage his or her workload to ensure delivery of high quality nutritional care in the community-based setting. In addition, s/he should be patient-centred and sensitive to the needs of her/his clients and people surrounding care with their caregivers, and possess management, leadership and problem-solving skills.</p>

¹According to EatWise SG



JOB ROLE DESCRIPTION AND PRE-REQUISITES

Job Role Pre-requisites

Job title	Dietitian ("DT") Working in the Community
Job Role Description	<p>a) At least 1 year clinical experience in inpatient and/or outpatient settings within local healthcare institutions.</p> <p>b) With case-mix of:</p> <ul style="list-style-type: none">i. Nutrition support including malnutrition management and enteral nutrition;ii. Dietary counselling for type 2 diabetes mellitus, cardiovascular diseases, weight management, and chronic kidney disease with and without renal replacement therapy;iii. Experience in basic paediatric nutrition will be beneficial; andiv. Experience in pre/post-surgical management will be beneficial. <p>c) Should possess with the relevant qualifications²:</p> <ul style="list-style-type: none">i. BSc Nutrition and Dietetics;ii. MSc Nutrition and Dietetics; oriii. Postgraduate Diploma in Dietetics.

²All degrees should include completion of supervised clinical placement



CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks DT Working in the Community
1 Provide medical nutrition therapy for chronic medical conditions and malnutrition-related conditions	<ol style="list-style-type: none">1. Conduct holistic assessment of clinical and psychosocial conditions to determine required intervention.2. Formulate client-centred and SMART (Specific, Measurable, Attainable, Relevant, Timely) nutrition care goals in collaboration with clients, their caregivers, and relevant stakeholders.3. Plan, review and monitor nutrition care interventions based on medical condition(s), indications, contraindications, and client progress by selecting appropriate and specific measures to evaluate nutrition intervention.4. Document and communicate the assessment results, medical nutrition therapy, interventions, goals and outcome measures with client, caregivers and other relevant stakeholders.5. Perform appropriate medical nutrition therapy and develop discharge and continuity of care plans based on client nutritional status in consultation with relevant stakeholders.6. Educate and counsel clients and caregivers according to their health literacy level and in their preferred language to enhance health through self-management strategies.7. Collaborate with and provide consultation to stakeholders (including social and health providers/services/ agencies) for care coordination and to manage the wider social determinants of health.8. Create integrated and sustainable programmes utilising the social determinants of health to reinforce behavioural change for better health outcomes.



CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks DT Working in the Community
2 Manage food service and food-related activities in the community	<ol style="list-style-type: none">1. Plan and analyse food service audits at community locations or partnering sites.2. Perform nutrient analysis when needed.3. Plan, design and review, together with key stakeholders, nutritionally adequate meals and/or menus for residents/clients, taking into account the accessibility and sustainability of nutritious meals for residents/clients with limited resources.4. Develop, conduct and evaluate targeted health promotion and public health nutrition policies, food-related programs and healthier food rations for the well and at-risk population groups.5. Conduct nutrition training programmes for food service staff and kitchen personnel.6. Provide consultation and evaluate food service systems to ensure adherence to nutritional guidelines in care facilities.
3 Perform clinical administrative and operation procedures to manage risk and quality	<ol style="list-style-type: none">1. Manage and monitor individual/team caseloads, clinical and non-clinical key performance indicators, including managing client's feedback, reviewing clinical quality and service audits, recommending preventive and corrective care measures.2. Assist in the development of work plans to meet the department's key performance indicators.³3. Formulate, strategise and synchronise key directions from internal and external stakeholders for nutrition and dietetics programmes.³4. Develop client and caregiver education materials that are aligned across all clusters, for nutrition counselling and education.5. Monitor utilisation of equipment and resources material.³ <p>³ Refer to additional tasks on top of the core key tasks. These are non-technical tasks but facilitate the practitioner's progression. Only critical core skills have been defined for the additional tasks.</p>



CRITICAL WORK FUNCTIONS AND KEY TASKS

Critical Work Functions	Key Tasks DT Working in the Community
3 Perform clinical administrative and operation procedures to manage risk and quality (continued)	<ul style="list-style-type: none">6. Identify risks pertaining to workplace health and safety standards, and perform measures to ensure workplace safety and health, including guidance to co-workers in responding to incidents.³7. Leverage on and create innovative solutions, and/or improvement initiatives to enhance and sustain population outcomes.³8. Practise evidence-based care and review clinical care protocols and pathways according to international practice standards.
4 Participate in professional development and contribute to inter-professional education activities.	<ul style="list-style-type: none">1. Contribute to care transformation and evidence-based practice.2. Design proposals for funding and/or research/innovations in care transformation with stakeholders.³3. Participate in continuous professional development.³4. Deliver training for healthcare professionals and stakeholders.5. Evaluate learners' performance based on learning outcomes and provide feedback on education activities.6. Plan and develop educational activities and materials to meet the learning needs of Dietitians, dietetics support staff, and healthcare professionals.
5 Provide supervision and team development ³	<ul style="list-style-type: none">1. Coordinate clinical attachment programmes for students.³2. Provide clinical supervision for students.³3. Plan, develop and deliver education activities for students.³4. Guide Dietitians and support staff for professional development purposes.³5. Assess clinical competency of Dietitians, support staff and students.³

³ Refer to additional tasks on top of the core key tasks. These are non-technical tasks but facilitate the practitioner's progression. Only critical core skills have been defined for the additional tasks.



SKILLS AND COMPETENCIES

● Technical Skills & Competencies ("TSCs")	DT Working in the Community
1. Audit Management	Level 3
2. Case History Taking in Physiotherapy	Advanced
3. Client Advocacy	Intermediate
4. Client Assessment for Dietetics	Intermediate
5. Client Education in Rehabilitation Therapy	Intermediate
6. Clinical Services Development	Intermediate
7. Curriculum design	Level 4
8. Data and Statistical Analytics	Level 3
9. Development on Intervention Plan for Physiotherapy	Advanced
10. Effective Client Communication	Intermediate
11. Goal Setting in Rehabilitation Therap	Intermediate
12. Health Education Programme Development and Implementation	Intermediate
13. Nutrition Therapy Implementation	Intermediate
14. Management of Stakeholders	Level 4
15. Performance Management	Level 3
16. Programme Delivery	Intermediate
17. Programme Design	Level 4
18. Programme Evaluation	Intermediate
19. Professional Consultation	Level 4
20. Research Translation	Intermediate
21. Service Quality Management	Intermediate
22. Therapy Discharge Planning	Intermediate
23. Therapy Intervention Evaluation	Intermediate



SKILLS AND COMPETENCIES

Critical Core Skills ("CCSs")

Refer to [Skills Future Singapore's \(SSG\) website](#) for more information on Critical Core Skills ("CCS") and their reference documents.

Collaboration (Basic)

Communication (Intermediate)

Decision Making (Basic)

Learning Agility (Intermediate)

Problem Solving (Basic)

TECHNICAL SKILLS AND COMPETENCIES (“TSCs”) REFERENCE DOCUMENTS





TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

• TSC Category: Quality and Patient Safety

TSC: Audit Management

TSC Description	Ensure the quality of services adheres to standards and develop initiatives to enhance quality
TSC Proficiency Level	Level 3
TSC Proficiency Description	Carry out audits to ensure quality of services delivered adheres to organisational and/or professional practices and standards

• TSC Category: Patient Care

TSC: Case History Taking in Physiotherapy

TSC Description	Establish patients' case history
TSC Proficiency Level	Advanced
TSC Proficiency Description	Conduct holistic case history for complex cases Independently. Provide guidance to junior therapists where necessary.

• TSC Category: Stakeholder Engagement and Partnerships

TSC: Client Advocacy

TSC Description	Advocate for rights of client groups and services
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Advocate client and caregiver empowerment for routine and complex cases, seeking guidance for novel scenarios and providing guidance to junior therapists when necessary



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Client Assessment for Dietetics
TSC Description	Select and apply assessment methods and tools appropriate for clients and interpret findings
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Collect relevant information for complex cases. Interpret the results and provide nutrition diagnosis
TSC Category: Patient and/or Client Education and Health Promotion	TSC: Client Education in Rehabilitation Therapy
TSC Description	Communicate with clients and caregivers to deliver and facilitate the continuity of care
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Educate clients and caregivers on conditions, self-management techniques, and interventions for all cases independently. Develop and review client education materials and processes. Provide guidance to junior therapists as needed.
TSC Category: Quality and Patient Safety	TSC: Clinical Services Development
TSC Description	Drive and maintain clinical excellence through development of services
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Identify and suggest improvements for clinical services to enhance clinical excellence



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Education for Healthcare Professions		TSC: Curriculum Design
TSC Description		Plan and design curricula that fulfil desired outcomes to build workforce capability
TSC Proficiency Level		Level 4
TSC Proficiency Description		Design curricula to meet training needs at individual, department and organisational levels
TSC Category: Evidence Based Practice		TSC: Data and Statistical Analytics
TSC Description		Interpret and analyse data using statistical techniques to uncover trends and patterns to locate and define new process improvement opportunities
TSC Proficiency Level		Level 3
TSC Proficiency Description		Analyse data using statistical techniques to identify trends and patterns
TSC Category: Patient Care		TSC: Development on Intervention Plan for Physiotherapy
TSC Description		Develop targeted intervention plans according to client conditions and needs
TSC Proficiency Level		Advanced
TSC Proficiency Description		Establish intervention plan for complex cases. Guide junior therapists. Evaluate current evidence and develop evidenced-based clinical practice guidelines. Drive integration and implementation in intervention planning (new/revised) across spectrum of sub-specialties and settings to refine system-wide innovative model of care to add value.



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Effective Client Communication
TSC Description	Demonstrate effective communicative skills when communicating with clients and caregivers
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Communicate assessment results, intervention plans, outcomes, and service recovery plans to clients and caregivers for all cases independently and provide guidance to junior therapists
TSC Category: Patient Care	TSC: Goal Setting in Rehabilitation Therapy
TSC Description	Set appropriate treatment goals
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Collaborate with client to develop and refine intervention goals in accordance to specific, measurable, attainable, realistic, and timely (SMART) principles for routine cases and seek guidance for complex and/or novel cases
TSC Category: Patient and/or Client Education and Health Promotion	TSC: Health Education Programme Development and Implementation
TSC Description	Plan, conduct and evaluate health education programmes to promote health and prevent illnesses
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Develop educational initiatives to promote health to patients in the community and school health settings



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care	TSC: Nutrition Therapy Implementation
TSC Description	Provide the appropriate interventions based on clients' needs and conditions
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Provide appropriate medical nutrition therapy to clients with complex medical condition, incorporating behavioral modification technique in the intervention
TSC Category: Stakeholder Engagement and Partnerships	TSC: Management of Stakeholders
TSC Description	Plan and implement strategies to build and manage constructive and positive relationships with stakeholders
TSC Proficiency Level	Level 4
TSC Proficiency Description	Develop plans to build positive and trustworthy relationships with stakeholders to attain joint objectives
TSC Category: Department Management	TSC: Performance Management
TSC Description	Implement, develop and review department performance systems to meet business plans and objectives by establishing performance indicators, tracking progress and addressing gaps
TSC Proficiency Level	Level 3
TSC Proficiency Description	Monitor Key Performance Indicators (KPIs) of departments



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Education for Healthcare Professions		TSC: Programme Delivery
TSC Description		Deliver learning experiences according to the profile and learning needs of the students, staff or professionals, including the provision of mentorship or coaching
TSC Proficiency Level		Intermediate
TSC Proficiency Description		Implement education and training programmes, and conduct training for learners according to programme design
TSC Category: Education for Healthcare Professions		TSC: Programme Design
TSC Description		Plan, design and develop learning experiences that fulfill required skills and competency outcomes
TSC Proficiency Level		Level 4
TSC Proficiency Description		Develop training programmes, analyse the range of factors which influence learning, adopt best practice principles in programme design and vet programmes and materials
TSC Category: Education for Healthcare Professions		TSC: Programme Evaluation
TSC Description		Evaluate the effectiveness and efficiency of programmes, and contribute to continuous programme improvement
TSC Proficiency Level		Intermediate
TSC Proficiency Description		Conduct evaluation of programmes through data collection, analysis and interpretation to establish programme effectiveness, and provide recommendations to contribute to programme improvement



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Stakeholder Engagement and Partnerships	TSC: Professional Consultation
TSC Description	Provide guidance or professional assistance in response to requests from the clients, other professionals, external organisations and the general public
TSC Proficiency Level	Level 4
TSC Proficiency Description	Provide professional expertise in engagements within the organisation, other healthcare sector organisations and professionals
TSC Category: Evidence Based Practice	TSC: Research Translation
TSC Description	Translate research findings into practice
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Integrate findings from research and formulate recommendations to bridge gaps in professional practice
TSC Category: Quality and Patient Safety	TSC: Service Quality Management
TSC Description	Manage, develop and review the quality with which services are provided to clients
TSC Proficiency Level	Intermediate
TSC Proficiency Description	Implement and manage service delivery standards in the unit or department



TECHNICAL SKILLS AND COMPETENCIES REFERENCE DOCUMENTS

TSC Category: Patient Care		TSC: Therapy Discharge Planning
TSC Description	Assess clients' readiness for discharge, and identify appropriate follow-up on the care to be provided to patients and/or clients	
TSC Proficiency Level	Intermediate	
TSC Proficiency Description	Plan and manage client discharge, assess readiness, seek guidance for complex cases, review discharge plans by junior therapists, and provide necessary guidance	
TSC Category: Patient Care		TSC: Therapy Intervention Evaluation
TSC Description	Evaluate the effectiveness of therapy interventions through the monitoring of progress and outcomes of client recovery, values and goals as well as clinical indicators	
TSC Proficiency Level	Intermediate	
TSC Proficiency Description	Monitor and evaluate intervention outcomes of routine and complex cases independently and provide guidance to junior therapists when needed. Seek guidance for modification of therapy goals for novel cases.	



PROGRAMS LISTING

The MOH Allied Health Panel for Dietetics has assessed that public health institutions ("PHIs") should send DTs for own in-house training to equip them with the TSCs listed below:

- a. Case History Taking in Physiotherapy;
- b. Client Assessment for Dietetics;
- c. Client Education in Rehabilitation Therapy;
- d. Development on Intervention Plan for Physiotherapy;
- e. Effective Client Communication;
- f. Goal Setting in Rehabilitation Therapy;
- g. Nutrition Therapy Implementation;
- h. Therapy Discharge Planning; and
- i. Therapy Intervention Evaluation.

DTs from non-PHIs may approach any of the PHIs' Head of Department listed here for training opportunities to meet the abovementioned set of competencies:

- Alexandra Hospital: Catherine Koh (catherine_cl_koh@nuhs.edu.sg)
- Changi General Hospital: Ong Li Jiuen (li_jiuen_ong@cgh.com.sg)
- Khoo Teck Puat Hospital: Chan Sue Mei (chan.sue.mei@nhghealth.com.sg)
- Ng Teng Fong General Hospital: Jesslyn Chong (jesslyn_chong@nuhs.edu.sg)
- National University Hospital: Charlotte Lin (charlotte_lin@nuhs.edu.sg)
- Sengkang General Hospital: Phoebe Tay Danwei (phoebe.tay.d.w@skh.com.sg)
- Singapore General Hospital: Kala Adaikan (kala.adaikan@sgh.com.sg)
- SingHealth Community Hospital: Edward Chan (edward.chan.c.c@singhealthch.com.sg)
- Tan Tock Seng Hospital: Ng Puay Shi (puay.shi.ng@nhghealth.com.sg)
- Woodlands Health: Koh Pei Ling (pei.ling.koh@nhghealth.com.sg)
- NHG Polyclinics: Wong Yuefen (yuefen.wong@nhghealth.com.sg)
- SingHealth Polyclinics: Lim Siew Choo (lim.siew.choo@singhealth.com.sg)
- National University Polyclinics: Janie Chua Jie Min (janie_jm_chua@nuhs.edu.sg)

There are currently no existing program to address competencies other than those listed above. Training programs will be commissioned to address the needs. These training programs will be listed once developed.

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- **Dr Han Wee Meng** Senior Principal Dietitian, Head (Dietetics) and Deputy Director, Allied Health Office, KK Women's and Children's Hospital

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- **Ms Charlotte Lin** Senior Principal Dietitian and Head, Dietetics, National University Hospital
- **Ms Chow Pek Yee** Principal Dietitian and Head, Dietetics, Khoo Teck Puat Hospital
- **Mr Edward Chan** Principal Dietitian and Head, Dietetics Services, SingHealth Community Hospitals
- **Ms Janie Chua Jie Min** Principal Dietitian and Team Lead, Dietetics, National University Polyclinics
- **Ms Jesslyn Chong** Principal Dietitian and Head, Dietetics, Ng Teng Fong General Hospital
- **Ms Kala Adaikan** Senior Principal Dietitian and Head, Dietetics, Singapore General Hospital
- **Ms Koh Pei Ling** Principal Dietitian, Head, Nutrition and Dietetics, Woodlands Health
- **Ms Lim Siew Choo** Principal Dietitian, SingHealth Polyclinics
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Other members who have contributed to the roadmap

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[^] Contributed in stated capacity as previous DT member.

REFERENCES

- 1. Technical Skills and Competencies from Skills Framework for Healthcare [Internet]. Skills Future Singapore. Available from: <https://www.skillsfuture.gov.sg/skills-framework/hc>
- 2. EatWise SG for Healthcare Providers: Enhancing Community-Based Nutrition Care [Internet]. Ministry of Health. Available from: <https://hpp.moh.gov.sg/guidelines/eatwise-sg/>



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