Paperwork for Assessing Dietetic Students on B and C Placements
Plymouth University
This document was produced in collaboration with dietetic colleagues from NHS Trusts across the South West and dietetic staff from the BSc(Hons) Dietetic programme at Plymouth University
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Structure of Placements in the South West

Practice placement learning in the South West focuses on achieving levels of competencies appropriate to the three levels of learning Awareness, Building and Consolidation and forms an integral part of the academic programme. The aim is to provide a balance of clinical experience with varied client groups within a variety of settings.

The three levels of practice reflect increasing demands and expectations. The placement learning outcomes are designed to demonstrate the progression of academic and professional skills expected for each level of training.

A Placement (Awareness)

During this placement, students are expected, with the support of the placement educator, to acquire and demonstrate basic knowledge. Time is spent shadowing dietetic staff using observation, analytical and reflective skills. It is designed to create awareness of dietetics and dietitians in practice.

B Placement (Building)

During this placement, students are expected, with the support of the practice placement educator and other members of the inter-professional team, to build on dietetic knowledge, skills and experience gained during the 2nd year university based modules. Students should demonstrate: participation in the intervention process, a range of professional skills and increasing autonomy in relation to their personal and professional development.

C Placement (Consolidation)

During this placement, students are expected to take responsibility for a small caseload at times working independently and with minimum of supervision and direction. They should demonstrate increasing autonomy, clinical reasoning skills and decision making relevant to clients’ needs and contexts of practice.

Timing of Placements

<table>
<thead>
<tr>
<th>Year</th>
<th>AUTUMN</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Year 1 Placement A</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Year 2 Placement B</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Year 3 Placement C</td>
<td></td>
</tr>
</tbody>
</table>
Placement Allocation Process for Dietetics Placements B and C

- The allocation process aims to ensure that over the three years each student will gain experience of working with people of all ages with a range of health conditions that affect their nutritional needs in different ways.

- From summer 2019; where possible the programme placement team aim to allocate students the same clinical placement location for both A and B placement. Students are aware that this may not always be possible. It is usual to allocate students to different Trusts for their longer 12 week B and C placements to ensure maximum exposure to different patient groups and settings.

- In Year 1 students are provided with a list of dietetic training teams who offer clinical placements and the types of experiences they could expect on clinical placement. Approximately 1 month later; students are asked to electronically submit their 5 preferred placement Trusts or teams. The programme placement team will aim to allocate each student either a B or C placement from their preferred list. Students are aware that this may not always be possible.

- C placement allocation is skill matched (considering the experiences on B placement) to ensure variety in the students' experiences. For example placements in small Trusts and or specialist settings such as paediatrics, community and mental health are matched with placements in large or medium sized Trusts. Minor adjustments may occur if the placement area changes the focus of the student experience. This ensures that students are provided with a range of experiences to be able to meet the placement learning outcomes and demonstrate competency in practice.

- There is no priority system for placement (e.g. young family). Students are made aware of this from open day onwards.

- Exchange of placement is not permitted between students.

- If a student refuses their allocated placement, this will constitute a fail and they will have to interrupt their studies until such time that a further placement can be allocated. Where possible the repeat placement will be allocated within the following academic year but the location and timing will vary.

- All students are allocated a placement tutor who will support them as required on placement and undertake a half way review of progress. This is in addition to support from their personal tutor. Placement providers allocate a clinical mentor who is not involved in the supervision or assessment of the student, instead solely providing pastoral support.

- In the case of Occupational Health/ Disability issues, guidance will be sought from DAS/ OH and reasonable adjustments will be identified and negotiated with the placement provider and student if reasonable adjustments can be made.
Placement Notification
Placement notification for students and placement educators occurs 15 weeks before the first allocated start date of each year groups’ placement. Start dates and allocations can be accessed from ARC.

Placement educators will need to access PEP pages to access student details on https://arc.plymouth.ac.uk/pep/UoPLivePEP.dll If problems arise with accessing PEP pages please contact PEPsupport@plymouth.ac.uk

Students need to access placement information from https://arc.plymouth.ac.uk/pow/UoPLivePOW.dll If problems arise with accessing POW pages please contact POWsupport@plymouth.ac.uk

Prior to Placement
The student is required to complete a pre placement review form. This is sent by the student electronically to the Placement educator at least 6-8 weeks prior to the start date of the placement. The student is advised to check ARC for details with regards to arrangements for the first day of placement and for contact information for the hospital accommodation if needed.

Disability Assist / Occupational Health support
Students are required to discuss any additional needs that have been identified by DAS or Occupational Health with their personal tutor prior to placement. This is to ensure adequate time for the placement team to work with placement educators to ensure that reasonable adjustment can be made for the student whilst on placement. Students are encouraged to inform the placement educators of their particular needs as this will help inform the placement in making reasonable adjustments for that student.

Start of placement week 1
The placement educator will discuss learning needs and set a learning agreement with the student for the first week.

During Placement B and C
Students will use on average 4 practice review forms (Appendix 1). Each week these forms are used to guide reflection and to help identify agreed action points to address the students learning needs. The action points agreed with the placement educator are documented on the Action Plan Sheet (Appendix 2)

I-Can-Do-Model (Appendix 3 and 4)
The I-Can-Do Model is designed to provide guidance to the student and the placement educator as to the expected level of competence at various stages throughout the placement. If a student is performing below the expected level, then
the student and the placement educator will need to work together to identify strategies to move practice forward in the identified areas.

**Weekly review meetings (appendix 5)**

These are held to track student progress and to ensure appropriate support and guidance is provided. The weekly learning agreement should be used to provide the student with an overview of their current progress by identifying where they are on the I-Can-Do Model (NDCP/Communication process) resulting in an action plan that is designed to help them move through the various steps required to get them to the end point. This bird’s eye view helps to focus the student and placement educator on where in the process the student may be stuck and where the additional support or strategies are required.

Progress against I-Can-Do should be checked at weeks 4, 6, 8 and 12.

In addition weeks 4, 6 and 8 are highlighted as useful points in training to check with the student that professional issues are being addressed and generic questions are provided to help assess these areas. The flow chart in Figure 1 summarises key points to address at weekly reviews and at week 4, 6, 8 and 12.

**Remember:**

Students are being assessed on generic skills.

Seeing different types of patients in different settings allows the transferability of skills to be assessed. See Figure 1 for flow chart of weekly reviews.
**Weekly reviews**

Students must bring completed action plan sheets (on average 4) to the weekly review.

A learning agreement must be set for the following week.

**4 week review**

(Remember to discuss the additional questions on the Reflection on Professional Practice form)

Set learning agreement and review against I-Can-Do Model.

Students should bring past 2-3 weeks learning agreements to session.

**6 week (half way review)**

(Remember to discuss the additional questions on the Reflection on Professional Practice form)

Set learning agreement and review against I-Can-Do Model and students written reflection.

Students should bring past 2-3 weeks learning agreements to session.

**8 week review**

(Remember to discuss the additional questions on the Reflection on Professional Practice form)

Set learning agreement and review against I-Can-Do Model.

Students should bring past 2-3 weeks learning agreements to session.

**12 week (Final review)**

End of placement review form completed with student and review student written reflection.

Student returns end of placement review form to University and retains a copy for themselves.

*Figure 1* Flow chart illustrating key points to address at weekly reviews

*Remember:*-

To check the I-Can-Do model against inpatient and outpatient work as these differing environments may reflect differing levels of performance.
Guidance on pass/fail

Pass

The student is consistently competent at the expected level for the placement Refer to the learning outcomes (Appendix 6) and the I-Can-Do Model

Fail (Repeat placement)

The student is inconsistent and fails to demonstrate competency at the expected level for the placement (refer to the I-Can-Do Model and full learning outcomes for the placement) as evidenced by the action plans/ weekly learning agreements and the I-Can-Do Model.

Please note:-

If you as a placement educator or the student are concerned about progress, the University must be contacted without delay to provide further guidance to the both the student and the placement educator.

Similarly, the University should be contacted if there are aspects of a student’s attitude, performance or behaviour that cause concern in any way with regards to safety in practice.

The decision of the placement educator about the outcome of the assessment of practice is final. All placements must be passed to contribute to achieving the requirements for registration as a dietitian. All learning outcomes must be achieved by the end of the placement these must be achieved at the identified performance level for the specified placement.

Students are required to pass placement B before progressing on to the next placement. Where a student has failed a placement they are given one opportunity to retrieve the placement on a subsequent occasion, in another setting. The timing of this is dependent on the availability of placements.

Time allowed (if extenuating circumstances are not valid) is repeat of one summative placement (12 weeks).

Practice Review Forms

Practice review forms must be completed in a range of settings (out-patients and in-patients etc.) for patients / clients with different conditions to test the transferability of these generic skills.

Students must reflect on other learning experiences that they have had whilst on placement. Students should keep a reflective log for this purpose to help guide self-development.
Students will be asked to submit a piece of reflection (one side of A4) on their learning experiences on placement at week 6 and week 12. They must remember to use the weekly learning agreements to help guide this reflection on practice.

Reflection should demonstrate insight into how practice has progressed over the placement. Key points for further development should be highlighted.

**Action Plan sheets**

Practice review forms are used to guide reflection and help identify students learning needs. The resultant strengths and areas for improvement are documented on the action plan sheet and include clear action points to address students identified learning needs.

On average 4 action plan sheets are completed a week.

Completion of this form is a joint effort between the student and the placement educator. The placement educator is responsible for helping the student to identify areas of practice to improve and provide guidance on a clear action plan to address this. The action plan sheet must be signed and dated by the student and the placement educator (dietitian) to indicate agreement. The action plan may be written as a result of a patient consultation. It can also be written when a professional issue requires addressing and an action plan is needed to address the issue raised.

This paperwork is designed to help facilitate skill development in students and should not be reserved just for encounters that went well with patients but, also for patients that students may have struggled with as this process will help students develop and grow whilst on placement.

**Weekly review - Learning Agreement**

Learning agreements provide a framework within which the process of learning is negotiated thus encouraging shared commitment. It offers a focus for weekly formal supervision time when learning outcomes will be evaluated and specific action plans, particularly in relation to the core skills of dietetic practice are identified for the coming week.

The weekly learning agreement should be used to provide the student with an overview of their current progress by identifying where they are on the I-Can-Do Model (NDCP/Communication process) resulting in an action plan that is designed to help them move through the various steps required to get them to the end point. This bird’s eye view helps to focus the student and placement educator on where in the process the student may be stuck and where the additional support or strategies are required.

The learning agreement is the means by which student and placement educator both agree:
• What is to be learned
• How the student is going to demonstrate their learning
• How the student’s learning is to be assessed
• The timescale - when the learning is to be achieved

Students must bring all completed action plans to the weekly review meeting.

Key points from previous action plans are summarised on the learning agreement to help identify progress and identify further learning opportunities that may be required (Appendix 5).

Students must have reflected on and be prepared to answer the questions on progress for that week.

The placement educator will complete the progress/evaluation section of this form. The learning agreement must be dated and signed by the student and the placement educator (dietitian) to indicate agreement.

Weekly review meetings should on average take no longer than ½ hour.

**Note:-**

During the first week of placement the student should be observing and reflecting on aspects of the daily work of the dietitian, and other members of the inter-professional team. The learning agreement should be used from week 2 to start the skill development process.

½ way review (6 weeks)
Students should bring a written reflection of their placement learning so far to this meeting (this should be no more than 1 side of A4), students can use the weekly learning agreements and their reflective log to aid reflection on practice and identify action points to take forward.

Students should also bring their placement portfolio to this meeting. This includes all weekly agreements, I-Can-Do Models and student log of patients seen this provides evidence to demonstrate progression and achievement of the placement learning outcomes.

Students and placement educators should map placement learning so far to the I-Can–Do Model (how has this progressed over the weeks so far). Any discrepancies between student and placement educator evaluations should be clearly discussed.

The learning agreement for following week should be set.

**If concerns arise about progress at week 6, then a further review of progress needs to occur by week 8.** If issues arise the University should be contacted for further support and advice to allow support to both placement educators and the
student. Placement educators should contact the designated link lecturer for their Trust.

**Placement expectations for consolidation – Guidance**

By consolidation students should be able to progress through all 4 steps of the Dietetic Care Process using communication at an appropriate level for the placement (see I-Can-Do Model and full learning outcomes for further guidance).

**Consolidation**

A session has been defined as 2½ - 3 hours long

<table>
<thead>
<tr>
<th>B Placement – consolidation</th>
<th>C Placement - consolidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 patients per session depending on complexity or whether they are new or review patients</td>
<td>At the end of C placement student should be working at band 5 entry level the number of patients may depend on the complexity of the case load For out-patient clinics this will mean running full clinics of 4-8 patients.</td>
</tr>
</tbody>
</table>

With the agreement of the placement educator, judgements may be made based on 'statements' from others involved in the care of the patient/client (e.g. speech therapist, physiotherapist, nurse etc.).

Students are required to reflect on their experiences in practice. The reflections should include both oral and written accounts and are used to inform the weekly learning agreements.

Written evidence is stored in the Practice Portfolio. The student is responsible for collecting evidence of their competence and for maintaining the Practice Portfolio e.g. by completing the Action Plans and weekly review forms with the placement educator.

The student is responsible for making the evidence in the Portfolio available to the placement educator throughout the placement as well as at the half way and final assessment points.
Case Study Guidance

Case studies enable students to demonstrate clinical reasoning and a holistic understanding of the patient. Presentation of the case study to the department helps to develop the student's ability to present to a group. Students may undertake mini case studies or one larger case study whilst on placement. This should be assessed via a presentation to the department.

If you prefer to have a written case study; this needs to be a short concise piece of work. Please note:- students are not being assessed for their academic writing, the case study is being used to explore students ability to justify their clinical reasoning.

The case study is a flexible activity that can be adjusted to suit the needs of the student and the placement team. For example; a student struggling to justify their clinical reasoning may benefit from a number of mini case studies where they discuss and ‘hand over’ the patient to a supervising dietitian.

Structure and presentation of case study.

Students should:

- Use the Nutrition and Dietetic Care process detailed on the practice review form to guide the case study presentation. This should address the key areas of assessment, dietetic diagnosis, intervention and monitoring/evaluation.

- The presentation should contain 5 slides; each of the above steps plus 1 slide on key learning points (what they have learnt and how this will influence their future practice).

- Use references to support the case study including key clinical guidelines such as NICE and key local Trust policies/guidelines. 3-4 references will suffice.

Presentations (appendix 6)

Students will be expected to deliver 2-3 presentations whilst on placement these can be to patient groups, dietitians or other health care professionals.

At least one of the presentations needs to be delivered to a patient group.

Tutorials

Tutorials with practice exercises will be undertaken throughout the placement.
Health Promotion Project / Audit / Diet sheet
Students may also undertake a health promotion project /audit and/or update a department diet sheet whilst on placement. This work is designed to provide the student with an opportunity to collect, synthesise and disseminate information. It involves some independent study and requires a good level of communication with dietitians, health care professionals and members of the public. The activity also involves demonstration of organisational skills and time management.

Final Review B and C Placements
Students should bring a written reflection of their placement learning to this meeting (this should be no more than 1 side of A4). Students can use the weekly learning agreements and their reflective log to aide reflection on practice.

Students should also bring their placement portfolio to this meeting this includes all weekly agreements, I-Can-Do Models and student log of patients seen, this provides evidence to demonstrate progression and achievement of the placement learning outcomes.

A placement review form is completed at this session this should be dated and signed by the placement educator (dietitian) and the student (Appendix 7 and 8). The student is responsible for returning the completed signed and dated placement review form to University, along with their signed blue time sheets.

The deadline for submission of the placement review form and blue time sheets is provided in the relevant placement module handbook.

Students should keep a copy of the completed review form from each placement in their portfolio.

Portfolio of Evidence
The student is expected to take responsibility for his or her own learning from the beginning. Regular (weekly) updating of their Portfolio ensures that evidence is collected to support the achievement of the learning outcomes.

The student will maintain the Portfolio throughout all placements. The placement educator is advised to review the content when the student first begins their placement and when negotiating weekly learning agreements.

The Portfolio therefore provides evidence of the development and performance of the student, from novice to practitioner. Both skills that have been achieved and areas needing further development are identified.
Students should collect the following as evidence to support competency attainment

- Weekly review forms and learning agreements
- I-Can-Do model tracking progress
- Feedback from presentations (checklist for assessing student presentation skills)
- Reflective writing tasks including the 6 week review and final review
- Lesson plans and talk evaluations
- Case study(s) outline/slides and feedback forms
- Health promotion projects/audits/updated diet sheets/information leaflets
- Articles reviewed for journal club etc.
- Tutorials

Students are reminded of the following statement which is included in all documents provided by the Faculty to students.

"All students undertaking programmes delivered by the Faculty of Health and Human Sciences are reminded that any alteration to University documentation, including practice portfolios, involving forgery/falsification of a placement educator's comments or signature/initalling will be investigated. This investigation could lead to disciplinary action, which may lead to a student being unable to achieve professional registration.

APPENDIX

Practice Review Form
Action Plan sheet
I-Can Do Model Placement B
I-Can-Do Model Placement C
Weekly review-learning agreement
Group/work/presentations
Student log
Learning outcomes for Placement B
Learning outcomes for Placement C
Differences between Placement B and C learning outcomes
Review of Placement B
Review of Placement C
**PRACTICE REVIEW FORM**

**Nutrition and Dietetic Care Process**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Nutrition / dietetic diagnosis</th>
<th>Intervention</th>
<th>Monitoring/Evaluation/Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropometry</td>
<td>Problem – what are we going to change?</td>
<td>Dietetic management</td>
<td>What will you monitor /evaluate?</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Aetiology – what caused it to be a problem?</td>
<td>Patient specific goals implementation</td>
<td>When will you review?</td>
</tr>
<tr>
<td>Clinical /medical information</td>
<td>Signs &amp; symptoms – how do I know it’s a problem?</td>
<td>With justification</td>
<td>With justification</td>
</tr>
<tr>
<td>Dietetic (Nutritional information)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental / Lifestyle / psychosocial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Start of consultation</th>
<th>Information gathering</th>
<th>Information provision</th>
<th>End of consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish rapport</td>
<td>Addresses patients concerns / issues raised</td>
<td>Provides information</td>
<td>Closes consultation</td>
</tr>
<tr>
<td>Set agenda</td>
<td>Appropriate language used (No jargon)</td>
<td>Check patients understanding</td>
<td>Summarises decisions / goals</td>
</tr>
<tr>
<td></td>
<td>Speaks clearly</td>
<td>Explore options</td>
<td>Offers a review date if appropriate</td>
</tr>
<tr>
<td></td>
<td>Offers opportunities for patient to ask questions</td>
<td>Explores barriers to change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal setting / decisions shared</td>
<td></td>
</tr>
</tbody>
</table>

**Date:........ (Week )**

In-patient /out-patient

Patient condition...........................................age..............

Dietitian...............................................
Questions to facilitate students reflection on clinical reasoning

What did you identify as the nutritional / dietetic problem for this patient?
What data from your assessment led you to this conclusion?
What stopped you from moving to the next phase?
What would help you move forward?
Considering your experience of seeing this patient do you have any concerns with Knowledge / skills / understanding / or confidence when seeing this type of patient?
How can we help to support you with this?

Questions to facilitate reflective discussion

Did the patient(s) have any concerns or issues?
How did you address these (were these acknowledged)?
Did the patient(s) understand the information provided, how do you know that the information provided was understood?
What decisions / goals / key messages were made today? (Was the patient involved in this process?)
Did you provide the patient with choices? (Use appropriate resources/supporting material?)
On average 4 of these forms should be completed a week
Complete one action plan sheet for every practice review form used
The completed Action Plans must be taken to the weekly review meetings to inform the learning agreement for the following week.

**Identified strengths**

**Areas to improve**

**Action Plan**

*Please ensure the agreed actions are SMART and address the areas to improve identified above. For example ‘Read the Trust refeeding guidelines and apply the key principles to the 2 patients seen this morning; discuss your findings with Hannah (RD) on Thursday’*
### Weekly review - Learning Agreement

<table>
<thead>
<tr>
<th>Progress / Evaluation</th>
<th>Week:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous weeks action plans reviewed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>What has been met? (student to identify prior to meeting, section completed jointly in meeting following discussion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there any actions that need to be carried forward? (filled in by student during meeting following discussion with trainer)

### Moving Forward

What needs to happen during the following week to help me move forward?

- Student to raise any areas they are concerned about – dietitian to discuss areas raised and how to help student move forward
  - Consider what needs to be learned
  - How this will be demonstrated
  - How will this be assessed
  - Timeframe for completion

*These SMART goals are agreed between student and supervising dietitian*
### Professionalism

<table>
<thead>
<tr>
<th>Professional issues that need addressing</th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No - Ask student if they have any concerns in this area –</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Yes - Discuss any concerns that have arisen and complete action plan to address identified issue

<table>
<thead>
<tr>
<th>Any other issues affecting placement</th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity for student to discuss any concerns they may have</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student progression

**I-Can-Do Model map progress at weeks 4 □ / 6 □ / 8 □ (please tick relevant box)**

Please tick appropriate box to show learning objective status at this point

*Discuss each LO - where the student is on the model compared to where they should be and explore any discrepancies.*

<table>
<thead>
<tr>
<th>Know</th>
<th>Can</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>L01</td>
<td>□</td>
<td>□</td>
</tr>
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</tr>
<tr>
<td>L07</td>
<td>□</td>
<td>□</td>
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</table>

Any other comments:

**Student signature**

**Dietitian Signature**
Summary Sheet

Please add to the summary sheet following the weekly review meeting to help track progress
(an example is provided in italics at the top to help guide entries)

<table>
<thead>
<tr>
<th>Areas to improve/Action plans (brief summary)</th>
<th>Raised in weeks (number)</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to detail – record keeping data incomplete and inaccurate</td>
<td>Weeks 1,3,6,8,9</td>
<td>LO4, LO3</td>
</tr>
</tbody>
</table>
Reflection on Professional Practice

These need to be completed by the student and discussed at the weekly review at week 4, week 6, and week 8.

Give one example of how you have demonstrated professionalism over the past couple of weeks?

Give one example of how you have reflected during feedback with the practice educators?

Have you encountered any situations that have highlighted limitations in your current knowledge or understanding? If yes, how have you dealt with this?

Have you encountered any difficulties with written communication e.g. documentation in record card/notes/letters? If yes, how has this been addressed?

Give an example of how you have demonstrated appropriate time management in the last few weeks?

Give one example of the effectiveness of your communication with others and/or the care team over the last few weeks.
I-Can-Do Model – B Placement

<table>
<thead>
<tr>
<th>LO</th>
<th>Description</th>
<th>B block week 1</th>
<th>B block week 3/4</th>
<th>B block week 5/6</th>
<th>B block week 7/8</th>
<th>B block week 9/10</th>
<th>B block week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>Nutrition and dietetic care process</td>
<td>Know</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
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<tr>
<td></td>
<td>Assessment</td>
<td>Know</td>
<td>Know</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
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<tr>
<td></td>
<td>Nutrition/dietetic diagnosis</td>
<td>Know</td>
<td>Know</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
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<td></td>
<td>Intervention / Implementation</td>
<td>Know</td>
<td>Know</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Can</td>
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<td></td>
<td>Monitoring / evaluation / review</td>
<td>Know</td>
<td>Know</td>
<td>Know/Can</td>
<td>Know/Can</td>
<td>Can</td>
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<tr>
<td></td>
<td>(collecting information and record keeping)</td>
<td>Know</td>
<td>Can</td>
<td>Can</td>
<td>Can</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td>LO1</td>
<td>Communication</td>
<td>Know</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
<td>Can/Do</td>
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<tr>
<td></td>
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<td>Can</td>
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<td>Know/Can</td>
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<td>End of consultation</td>
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<td>Known/Can</td>
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<td>Know</td>
<td>Known</td>
<td>Known</td>
<td>Can</td>
<td>Can</td>
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<tr>
<td>LO5</td>
<td>Reflection</td>
<td>Know</td>
<td>Know</td>
<td>Know</td>
<td>Known</td>
<td>Known/Can</td>
<td>Can</td>
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<tr>
<td></td>
<td>Ability to reflect on practice</td>
<td>Know</td>
<td>Know</td>
<td>Know</td>
<td>Known</td>
<td>Known/Can</td>
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<td>Known/Can</td>
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<td>Can/Do</td>
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<tr>
<td>LO3</td>
<td>Professionalism</td>
<td>Know</td>
<td>Know</td>
<td>Known</td>
<td>Known</td>
<td>Known/Can</td>
<td>Can</td>
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<tr>
<td></td>
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<td>Know</td>
<td>Know</td>
<td>Known</td>
<td>Known</td>
<td>Known/Can</td>
<td>Can</td>
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<td>Know</td>
<td>Know</td>
<td>Known</td>
<td>Known</td>
<td>Known/Can</td>
<td>Can</td>
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<tr>
<td>LO6</td>
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<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
<td>Do</td>
<td>Do</td>
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<tr>
<td></td>
<td>demonstrating ability to maintain confidentiality</td>
<td>Know</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td></td>
<td>and ensuring anti-discriminatory practice</td>
<td>Know</td>
<td>Know/Can</td>
<td>Can</td>
<td>Can</td>
<td>Do</td>
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</tr>
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</table>

**Know** = knowledge and understanding of the above
**Can** = demonstrate with supervision and support
**Do** = student can independently demonstrate the skill
### I-Can-Do Model – C Placement

<table>
<thead>
<tr>
<th>LO</th>
<th>Category</th>
<th>C block week 1</th>
<th>C block week 3/4</th>
<th>C block week 5/6</th>
<th>C block week 7/8</th>
<th>C block Week 9/10</th>
<th>C block week 12</th>
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<tr>
<td>LO4</td>
<td>Nutrition and dietetic care process</td>
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<td></td>
<td>Assessment</td>
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<td>Do</td>
<td>Do</td>
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<td>Nutrition/dietetic diagnosis</td>
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<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
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<td>Intervention / Implementation</td>
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<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td></td>
<td>Monitoring / evaluation / review (collecting information and record keeping)</td>
<td>Can</td>
<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td>LO1</td>
<td>Communication</td>
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<td></td>
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<tr>
<td></td>
<td>Start of consultation</td>
<td>Do</td>
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<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
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<tr>
<td></td>
<td>Information gathering</td>
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<td>Can/Do</td>
<td>Do</td>
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<td>Information provision</td>
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<td>Can/Do</td>
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<tr>
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<td>Can/Do</td>
<td>Can/Do</td>
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<td>Do</td>
</tr>
<tr>
<td>LO5</td>
<td>Reflection</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to reflect on practice</td>
<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
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<td>Do</td>
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<tr>
<td></td>
<td>Evaluates practice</td>
<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td>LO3</td>
<td>Professionalism</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Effective communication with others and care team</td>
<td>Can</td>
<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td>LO7</td>
<td>Time management</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Can</td>
<td>Can/Do</td>
<td>Can/Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
<tr>
<td>LO6</td>
<td>Maintain personal responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
<td>Do</td>
</tr>
</tbody>
</table>

**KNOW =** knowledge and understanding of the above  
**CAN =** demonstrate with supervision and support  
**DO =** student can independently demonstrate the skill
## Placement B/C

### Group Work/presentation

**Name of Student:**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Comments</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowed sufficient preparation time / Familiar with content</td>
<td>Poorest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Made appropriate use of OHP’s / power point slides / props etc</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Content:</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Introduces self and purpose and format of session (clear aims and objectives)</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Material clearly presented</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Pitched at the right level</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Style:</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Avoids jargon</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Speaks clearly and is audible</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Smiles; eye contact with audience / engaging</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Invites and able to answer questions confidently and correctly</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inspires confidence as a credible source of nutrition information</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Timing:</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Keeps to allocated time</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Paces talk gives each session sufficient time</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Allows time for questions</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
If this is a case study presentation the student should have been able to address the following:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides clear outline of patient assessment</td>
<td>Poor 2 3 4 5</td>
</tr>
<tr>
<td>Clearly explains what the nutritional/dietetic issue is for the patient</td>
<td>Poor 2 3 4 5</td>
</tr>
<tr>
<td>Clearly explains the justification for the chosen intervention for the patient</td>
<td>Poor 2 3 4 5</td>
</tr>
<tr>
<td>Explains how the patient will be monitored/reviewed And the evaluation of the implemented care plan</td>
<td>Poor 2 3 4 5</td>
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</tbody>
</table>

Overall Impression/comments:

Areas for Improvement:

Dietitians Signature……………………… Date……………..
### Student log of patients seen

<table>
<thead>
<tr>
<th>Inpatient/outpatient</th>
<th>Condition</th>
<th>Intervention</th>
</tr>
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<tbody>
<tr>
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</table>
LEARNING OUTCOMES FOR PLACEMENT B

GENERAL AIMS

1. To enable the student to translate theory into practice for patients seen at level B
2. To develop confidence in obtaining information and advising clients
3. To develop interpersonal and social skills to facilitate communication with clients
4. To develop the skills of self and time management with respect to their own learning and management of given workload
5. To gain insight into health promotion and public health strategies
6. To facilitate the development of a professional approach to dietetic practice

LEARNING OUTCOMES - B PLACEMENT

LO1 Communication with individuals - information gathering and active listening, using available resources

By the end of the placement the student should be able to demonstrate the ability to communicate at a level appropriate to the patient.

Range statement- In at least 2 different settings e.g. in-patients and out-patients and with at least 2 different client groups e.g. young adults and elderly.

Performance indicators
The student demonstrates they are able to:-

- consistently listen attentively to patients and care givers (active listening)
- recognise and respond to the non-verbal cues of the patient
- provide information and respond to patient concerns
- to conduct and complete a patient/client interview demonstrating appropriate communication skills including information gathering with the use of suitable visual aids
- undertake appropriate and reliable accounting, verbal feedback and written documentation

LO2 Communication (presentations and facilitating groups)

By the end of the period of placement the student will be able to give oral presentations demonstrating they are appropriate for the given audience in content, presentational style, timing and use of suitable visual aids

Performance indicators
The student demonstrates they are able to:-
• prepare and present a talk of at least 10 minutes to a group of dietitians (selecting appropriate content and delivery)
• present a talk to a patient/non dietetic staff group
• prepare a talk on health promotion which would help individuals to make changes

LO3 Effective communication with dietitians and other health professionals
By the end of the placement the student should be able to explain factors that impact on effective handover to dietetic colleagues and other members of the MDT team.

Performance indicators
The student demonstrates they are able to:
• explain the role of dietitian as part of Multi-Disciplinary Team (MDT) and the impact/effect that the dietitian can make on outcome working within this team
• explain the effectiveness of a dietitian working outside a MDT and the strengths/limitations on outcome expected
• discuss the factors that are important in effective handover to a dietetic colleague?

LO4 Nutrition and Dietetic Care Process
By the end of the placement the student should be able to consistently work through the Nutrition and Dietetic Care Process and be able to demonstrate the use of these skills with a range of patients.

Range statement - Patient groups will contain young adults/elderly in different settings (e.g. in-patients / out-patients) where the patients seen will have reduced levels of dietetic/clinical complexity appropriate to this stage of practice placement.

Performance indicators
The student demonstrates they are able to:
• identify and assess nutritional need (assessment)
• formulate and identify a nutritional and dietetic diagnosis (nutrition diagnosis)
• formulate and plan nutrition and dietetic intervention (nutrition intervention)
• implement nutritional intervention (intervention)
• describe and demonstrate (if possible) monitoring, evaluation and review of nutrition and dietetic intervention
• prepare a care plan, demonstrating how the collection and use of information from a variety of sources has been used
LO5 Reflection in and on practice

By the end of the placement the student should be able to reflect on their practice and identify areas that could be improved.

Performance indicators
The student demonstrates they are able to:-

- write and analyse their reflections on their practice at defined intervals, describing how their practice has changed and what has led to that change (reflection on action)
- identify their own strengths and weaknesses, through the process of reflection, and develop a plan to build on strengths and overcome weaknesses.

LO6 Maintain professional responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice

By the end of the placement the student should be able to demonstrate through adherence to performance indicators below a level of professional behaviour / attitude and practice whilst on B placement

Performance indicators
The student demonstrates they are able to:-

- plan care while observing confidentiality, relevant legislation, e.g. data protection act, national and local standards.
- speak, write and undertake other forms of communication which are consistent with the promotion of equality and diversity.
- ask relevant questions at appropriate times
- listens to and respects others
- use their initiative whilst being aware of the limitations of their knowledge and experience
- know when and how to obtain advice and guidance.
- seek opportunities for additional involvement and expand self -knowledge by seeking out others, reading current journals, partaking in journal clubs and case discussions.

LO7 Time management

By the end of the placement the student should be able to manage their allocated tasks punctually and in a professional manner.

Range statement:- to see a minimum of 2-3 patients within the time frame allocated for new and/or follow up patients for that clinic / ward session (depending on complexity or whether the patients are new or review patients).

Performance indicators
The student demonstrates they are able to:

- manage available time and resources when completing tasks that are allocated
- work to specific time scales e.g. being punctual, producing work such as case studies and patient reports on time.
- manage a given workload e.g. on a ward, in an outpatient clinic or group session.
LEARNING OUTCOMES FOR PLACEMENT C

GENERAL AIMS

1. To enable the student to become competent in transferring theory to practice
2. To enable the student to become competent in obtaining information and advising clients
3. To ensure that the student is able to communicate with all clients using all appropriate interpersonal, social and counselling skills
4. To ensure that the student is competent in handling a full workload in line with given standards
5. To enable the student to become competent in the delivery of health promotion and public health strategies
6. To enable the student to show a commitment to the delivery of an explicit quality of service

LO1 Communication with individuals - information gathering and active listening, using available resources

By the end of the placement the student should be able to demonstrate the ability to communicate at a level appropriate to patients seen in this placement.

Range statement - In at least 2 different settings e.g. in-patients and out-patients and with at least 2 different client groups e.g. young adults and elderly

Performance indicators
The student demonstrates they are able to:-

- consistently listen attentively to patients and care givers (active listening)
- recognise and respond to the non-verbal cues of the patient
- provide information and respond to patient concerns
- control and maintains the direction of the interview
- summarise the meeting/interview, close the meeting/interview
- to conduct and complete a patient/client interview demonstrating appropriate communication skills including information gathering with the use of suitable visual aids
- undertake appropriate and reliable accounting, verbal feedback and written documentation within a given time frame

LO2 Communication (presentations and facilitating groups)
By the end of the period of placement the student will be able to plan, deliver and evaluate an oral presentation demonstrating appropriate content and presentational skills including use of suitable visual aids and time management.

**Please note:** the student needs to be able to plan deliver and evaluate at least one of the talks below. All talks should be delivered within a specified time frame.

**Performance indicators**
The student demonstrates they are able to:-
- prepare and present a talk of at least 10 minutes to a group of dietitians (selecting appropriate content and delivery)
- present a talk to a patient/non dietetic staff group
- prepare a talk on health promotion which would help individuals to make changes

**LO3 Effective communication with dietitians and other health professionals**

By the end of the placement the student should be able to demonstrate effective handover to colleagues and other members of the MDT team and explain the impact that dietitians have as part of the team and how this differs from working alone in primary and specialist areas.

**Performance indicators**
The student demonstrates they are able to:-
- explain the impact that they have had as part of a team, using patients seen in both primary care and specialist areas and how this was different from working alone
- explore and consider the effectiveness of a dietitian working on their own (outside a MDT) and the strengths/limitations on outcome expected
- discuss the factors that are important in effective handover to a dietetic colleague?

**LO4 Nutrition and Dietetic Care Process**

By the end of the placement the student should be able to consistently work though all stages of the Nutrition and Dietetic Care Process and be able to demonstrate the use of these skills with a range of client groups.

**Range statement:** Client groups will contain young adults/elderly in different settings (e.g. in-patients / out-patients) where it is expected that patients managed on this placement will be more complex than those seen previously on B Placement.

**Performance indicators**
The student demonstrates they are able to:-
- identify and assess nutritional need (assessment)
• formulate and identify a nutritional and dietetic diagnosis (nutrition diagnosis)
• formulate and plan nutrition and dietetic intervention (nutrition intervention)
• implement nutritional intervention (intervention)
• monitor, evaluate and review the nutrition and dietetic intervention
• prepare a care plan, demonstrating how the collection and use of information from a variety of sources has been used
• list the factors which affect the individual’s compliance with dietary advice and describe strategies used to overcome these in both disease states and health promotion for three patients seen during the placement

LO5 Reflection in and on practice

By the end of the placement the student should be able to demonstrate both reflection on practice and reflection in practice and be ready to identify areas that could be improved through discussion or writing.

Performance indicators
The student demonstrates they are able to:
• write and discuss how practice and advice was modified through acting on information obtained during the intervention (reflect in action)
• through the process of reflection identify their own strengths and weaknesses and develop a plan to build on strengths and overcome weaknesses

LO6 Maintain professional responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice

By the end of the placement the student should be able to demonstrate through adherence to performance indicators below a level of professional behaviour/attitude and practice acceptable for an entry level dietitian.

Performance indicators
The student demonstrates they are able to:
• plan care while observing confidentiality, relevant legislation, e.g. data protection act, national and local standards.
• speak, write and undertake other forms of communication which are consistent with the promotion of equality and diversity.
• ask relevant questions at appropriate times
• listens to and respect others
• challenge and report sources of discrimination
• show how they seek additional involvement/ use their initiative whilst being aware of the limitations of their knowledge and experience
• know when and how to obtain advice and guidance
• provide an example of how the process of audit or research has resulted in changes to dietetic practice
• seek opportunities for additional involvement and expand self-knowledge by seeking out others, reading current journals, partaking in journal clubs and case discussions.

LO7 Time management

By the end of the placement the student should be managing their time and working professionally at band 5 entry level.

Range statement: the number of patients seen in a clinic setting will depend on the complexity of the case load but for outpatient clinics this will normally mean running full clinics of 4-8 patients.

Note: Clinic sessions are 2½-3 hours long

Performance indicators

The student demonstrates they are able to:-

• manage available time and resources when completing tasks
• work to specific time scales e.g. being punctual, producing work such as case studies and patient reports/consultations on time.
• manage a given workload e.g. on an allocated ward, in an outpatient clinic or group session
• record activity data on patients seen as per department protocol adhere to NHS Trust and other standards eg outpatient wait
### Differences between B placement and C placement Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>B Placement</th>
<th>C Placement</th>
</tr>
</thead>
</table>
| LO1               | By the end of the placement the student should be able to demonstrate the ability to communicate at a level appropriate to the patient. **Range statement**- In at least 2 different settings e.g. in-patients and out-patients and with at least 2 different client groups e.g. young adults and elderly. **Performance indicators** The student demonstrates they are able to:-  
- consistently listen attentively to patients and care givers (active listening)  
- recognise and respond to the non-verbal cues of the patient  
- provide information and respond to patient concerns  
- to conduct and complete a patient/client interview demonstrating appropriate communication skills including information gathering with the use of suitable visual aids  
- undertake appropriate and reliable accounting, verbal feedback and written documentation | By the end of the placement the student should be able to demonstrate the ability to communicate at a **level appropriate to patients seen in this placement.**  
**Range statement**- In at least 2 different settings e.g. in-patients and out-patients and with at least 2 different client groups e.g. young adults and elderly  
**Performance indicators** The student demonstrates they are able to:-  
- consistently listen attentively to patients and care givers (active listening)  
- recognise and respond to the non-verbal cues of the patient  
- provide information and respond to patient concerns  
- control and maintains the direction of the interview  
- summarise the meeting/interview, close the meeting/interview  
- to conduct and complete a patient/client interview demonstrating appropriate communication skills including information gathering with the use of suitable visual aids  
- undertake appropriate and reliable accounting, verbal feedback and written documentation within a given time frame |
<table>
<thead>
<tr>
<th>LO2</th>
<th>Communication (presentations and facilitating groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the period of placement the student will be able to give oral presentations demonstrating they are appropriate for the given audience in content, presentational style, timing and use of suitable visual aids</td>
</tr>
</tbody>
</table>

**Performance indicators**

The student demonstrates they are able to:-

- prepare and present a talk of at least 10 minutes to a group of dietitians (selecting appropriate content and delivery)
- present a talk to a patient/non dietetic staff group
- prepare a talk on health promotion which would help individuals to make changes

**Please note:** the student needs to be able to plan, deliver and evaluate an oral presentation demonstrating appropriate content and presentational skills including use of suitable visual aids and time management.

<table>
<thead>
<tr>
<th>LO3</th>
<th>Effective communication with dietitians and other health professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the placement the student should be able to explain factors that impact on effective handover to dietetic colleagues and other members of the MDT team.</td>
</tr>
</tbody>
</table>

**Performance indicators**

The student demonstrates they are able to:-

- explain the role of dietitian as part of Multi-Disciplinary Team (MDT) and the impact/effect

|     | By the end of the period of placement the student should be able to demonstrate effective handover to colleagues and other members of the MDT team and explain the impact that dietitians have as part of the team and how this differs from working alone in primary and specialist areas. |

**Performance indicators**

The student demonstrates they are able to:-

- explain the impact that they have had as part of a team, using patients seen in both primary care and specialist...
<table>
<thead>
<tr>
<th>LO4</th>
<th>Nutrition and Dietetic Care Process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By the end of the placement the student should be able to consistently work through the Nutrition and Dietetic Care Process and be able to demonstrate the use of these skills with a range of patients.</td>
</tr>
<tr>
<td></td>
<td><strong>Range statement</strong> - Patient groups will contain young adults/elderly in different settings (e.g. in-patients / out-patients) where the patients seen will have reduced levels of dietetic/clinical complexity appropriate to this stage of practice placement.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance indicators</strong></td>
</tr>
<tr>
<td></td>
<td>The student demonstrates they are able to:-</td>
</tr>
<tr>
<td></td>
<td>• identify and assess nutritional need (assessment)</td>
</tr>
<tr>
<td></td>
<td>• formulate and identify a nutritional and dietetic diagnosis (nutrition diagnosis)</td>
</tr>
<tr>
<td></td>
<td>• formulate and plan nutrition and dietetic intervention (nutrition intervention)</td>
</tr>
<tr>
<td></td>
<td>• implement nutritional intervention (intervention)</td>
</tr>
<tr>
<td></td>
<td>• describe and demonstrate (if possible) monitoring,</td>
</tr>
<tr>
<td></td>
<td>areas and how this was different from working alone</td>
</tr>
<tr>
<td></td>
<td>• explore and consider the effectiveness of a dietitian working on their own (outside a MDT) and the strengths/limitations on outcome expected</td>
</tr>
<tr>
<td></td>
<td>• discuss the factors that are important in effective handover to a dietetic colleague?</td>
</tr>
<tr>
<td></td>
<td>By the end of the placement the student should be able to consistently work though all stages of the Nutrition and Dietetic Care Process and be able to demonstrate the use of these skills with a range of client groups.</td>
</tr>
<tr>
<td></td>
<td><strong>Range statement</strong> - Client groups will contain young adults/elderly in different settings (e.g. in-patients / out-patients) where it is expected that patients managed on this placement will be more complex than those seen previously on B Placement.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance indicators</strong></td>
</tr>
<tr>
<td></td>
<td>The student demonstrates they are able to:-</td>
</tr>
<tr>
<td></td>
<td>• identify and assess nutritional need (assessment)</td>
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</tr>
<tr>
<td></td>
<td>• formulate and plan nutrition and dietetic intervention (nutrition intervention)</td>
</tr>
<tr>
<td></td>
<td>• implement nutritional intervention (intervention)</td>
</tr>
<tr>
<td></td>
<td>• monitor, evaluate and review the nutrition and dietetic</td>
</tr>
<tr>
<td>LO5</td>
<td>Reflection in and on practice</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Performance indicators</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>LO6</td>
<td>By the end of the placement the student should be able to demonstrate through adherence to performance indicators below a level of professional behaviour / attitude and practice whilst on B placement</td>
</tr>
<tr>
<td></td>
<td>Performance indicators</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment of Dietetic Students on B and C Placements**
BSc (Hons) Dietetics - Plymouth University
<table>
<thead>
<tr>
<th>Maintain professional responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice</th>
<th>Performance indicators</th>
<th>Performance indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrates they are able to:</td>
<td>- plan care while observing confidentiality, relevant legislation, e.g. data protection act, national and local standards.</td>
<td>- plan care while observing confidentiality, relevant legislation, e.g. data protection act, national and local standards.</td>
</tr>
<tr>
<td></td>
<td>- speak, write and undertake other forms of communication which are consistent with the promotion of equality and diversity.</td>
<td>- speak, write and undertake other forms of communication which are consistent with the promotion of equality and diversity.</td>
</tr>
<tr>
<td></td>
<td>- ask relevant questions at appropriate times</td>
<td>- ask relevant questions at appropriate times</td>
</tr>
<tr>
<td></td>
<td>- listens to and respects others</td>
<td>- listens to and respect others</td>
</tr>
<tr>
<td></td>
<td>- use their initiative whilst being aware of the limitations of their knowledge and experience</td>
<td>- challenge and report sources of discrimination</td>
</tr>
<tr>
<td></td>
<td>- know when and how to obtain advice and guidance.</td>
<td>- know when and how to obtain advice and guidance</td>
</tr>
<tr>
<td></td>
<td>- seek opportunities for additional involvement and expand self-knowledge by seeking out others, reading current journals, partaking in journal clubs and case discussions.</td>
<td>- provide an example of how the process of audit or research has resulted in changes to dietetic practice</td>
</tr>
<tr>
<td></td>
<td><strong>Performance indicators</strong></td>
<td><strong>Performance indicators</strong></td>
</tr>
<tr>
<td><strong>LO7</strong></td>
<td>By the end of the placement the student should be able to manage their allocated tasks punctually and in a professional manner.</td>
<td>By the end of the placement the student should be managing their time and working professionally at band 5 entry level.</td>
</tr>
<tr>
<td><strong>Time management</strong></td>
<td><strong>Range statement</strong>: to see a minimum of 2-3 patients within the time frame allocated for new and/or follow up patients for that clinic / ward session (depending on complexity or whether the patients are new or review</td>
<td><strong>Range statement</strong>: the number of patients seen in a clinic setting will depend on the complexity of the case load but for out-patient clinics this will normally mean running full clinics of 4-8 patients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note</strong>: Clinic sessions are 2½-3 hours long/ Ward session 3 hours</td>
</tr>
</tbody>
</table>
**Performance indicators**

The student demonstrates they are able to:

- manage available time and resources when completing tasks that are allocated
- work to specific time scales e.g. being punctual, producing work such as case studies and patient reports on time.
- manage a given workload e.g. on a ward, in an outpatient clinic or group session.

**long**

**Performance indicators**

The student demonstrates they are able to:

- manage available time and resources when completing tasks
- work to specific time scales e.g. being punctual, producing work such as case studies and patient reports/consultations on time.
- manage a given workload e.g. on an allocated ward, in an outpatient clinic or group session
- record activity data on patients seen as per department protocol
- adhere to NHS Trust and other standards e.g. outpatient waiting times
Review of Placement B

This form is completed at the end of your B placement.

You should discuss and agree the outcome of this final review with your key worker/supervising dietitian

This completed signed form must be submitted to programme admin at PAHC building by the date stated in the DEIT 213 module handbook.

Please keep a copy of this completed form in your portfolio

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Student</td>
<td></td>
</tr>
<tr>
<td>Name of Dietitian</td>
<td></td>
</tr>
<tr>
<td>Signature of Dietitian</td>
<td></td>
</tr>
<tr>
<td>Location of Placement</td>
<td></td>
</tr>
<tr>
<td>Date From</td>
<td>To</td>
</tr>
<tr>
<td>Number of Weeks Completed</td>
<td></td>
</tr>
</tbody>
</table>

The student needs to be consistently competent at the expected level in the following areas to pass the placement (please refer to the I-Can-Do Model and the B placement learning outcomes for guidance):

- Nutrition and Dietetic Care Process
- Communication,
- Reflection
- Professionalism.

If the student is not consistently competent in any of these areas please identify where the student has failed to achieve competency:
Particular areas which need to be developed and have been agreed with your key worker/supervising dietitian, should be incorporated into a Learning Agreement to be considered when you return to University.

Strengths:-

Areas for Improvement:-

Action Points:-

☐ Pass
☐ Fail

Dietitians Signature

Student Signature
<table>
<thead>
<tr>
<th>More experience required in the following areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outpatient experience</td>
</tr>
<tr>
<td>In patient experience</td>
</tr>
<tr>
<td>Prescribing Enteral feeds</td>
</tr>
<tr>
<td>Experience of group work</td>
</tr>
</tbody>
</table>

### Summary of Learning Outcomes Achieved

#### B Placement

**LO1** Communication with individuals - information gathering and active listening, using available resources

**LO2** Communication (presentations and facilitating groups)

**LO3** Effective communication with dietitians and other health professionals

**LO4** Nutrition and Dietetic Care Process

**LO5** Reflection in and on practice

**LO6** Maintain professional responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice

**LO7** Time management

Name of Dietitian ________________________________

Signed (Dietitian) ____________________________ Date __________

Signed (Student) ______________________________ Date _____
### Review of Placement C

This form is completed at the end of your C placement.

You should discuss and agree the outcome of this final review with your key worker/supervising dietitian

**This completed signed form must be submitted to programme admin at PAHC building by the date stated in the DEIT 316 module handbook.**

Please keep a copy of this completed form in your portfolio

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signature of Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name of Dietitian</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Signature of Dietitian</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Location of Placement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td><strong>From</strong></td>
</tr>
<tr>
<td><strong>Number of Weeks Completed</strong></td>
<td></td>
</tr>
</tbody>
</table>

The student needs to be consistently competent at the expected level in the following areas to pass the placement (please refer to the I-Can-Do Model and the C placement learning outcomes for guidance):-

- Nutrition and Dietetic Care Process
- Communication,
- Reflection
- Professionalism.

If the student is not consistently competent in any of these areas please identify where the student has failed to achieve competency:
Particular areas which need to be developed and have been agreed with your key worker/supervising dietitian, should be incorporated into a Learning Agreement to be considered when you return to University

**Strengths:-**

**Areas for Improvement:-**

**Action Points:-**

☐ Pass

☐ Fail

Dietitians Signature                                                         Student Signature
Summary of Learning Outcomes Achieved

C Placement

LO1 Communication with individuals - information gathering and active listening, using available resources

LO2 Communication (presentations and facilitating groups)

LO3 Effective communication with dietitians and other health professionals

LO4 Nutrition and Dietetic Care Process

LO5 Reflection in and on practice

LO6 Maintain professional responsibility and attitude demonstrating ability to maintain confidentiality and ensure anti-discriminatory practice

LO7 Time management

Name of Dietitian ____________________________________________

Signed (Dietitian) ___________________________ Date ___________

Signed (Student) ________________________________ Date _____