

MSc Dietetics

Faculty of Health, Education & Life Sciences

**Placement A2 Workbook**

**Application**

**Contents**

**Introduction 3**

**Induction Checklist 4**

**Expectations Agreement 5**

**General Aims and Professional Capabilities 6**

**Different Setting Portfolio Guidance 7**

**Different Setting Benchmark Standards 11**

**Different Setting Assessment Tools:**

Professionalism Checklist 13

Project/Audit Assessment Tool 15

Group work/Presentation Assessment Tool 18

Self-Review form for Project/Audit 21

Self-Review Form for Group work/presentation 24

Reflective Pro-Forma 27

Verified Witness Statement 28

End of Week 1 Form 29

Different Setting RPA Form 31

**Introduction**

Placement A2 is an 8-week placement, providing the opportunity for you to start to apply the knowledge, skills and professional attributes required to implement dietetic practice with individuals, groups, clients, the general public, and other professionals in a variety of settings.

Four weeks of the placement will take place in a traditional healthcare setting, two weeks will take place within a different/emerging dietetic practice setting and two weeks will involve campus-based placement activities. During each part of the placement you will need to provide evidence to demonstrate that you have achieved the A2 professional capabilities (Page 6). This workbook has been designed to assist you in doing this. It may be collected as a hard copy or electronically, depending on which is most convenient in any particular setting. When collecting evidence, you must ensure that you implement strategies to maintain client confidentiality at all times.

Placements are a compulsory part of the Dietetics programme. If you do not successfully meet the professional capabilities at the required benchmark standard and the required number of practice hours for your placements, you will not meet the requirements for successful completion of the course. If you have any questions or concerns about your placement, it is important that you speak with your Practice Placement Educator or your Placement Tutor, sooner rather than later.

**Placement A2 Induction: Checklist**

Please check off the items below when they occur. You can add to the list and you can record n/a if an item is not applicable to this placement. Please discuss this with your Practice Placement Educator.

Signed Student Signed Practice Placement Educator: Date:

|  |  |
| --- | --- |
| **TASK** | **Date** |
| Introduced to key staff members and their roles explained |  |
| How to contact staff in an emergency or when need immediate help |  |
| Identification of mentor / preceptor and their contact details  |  |
| Place and hours of work, including private study time |  |
| ID badge / card |  |
| Orientation to work space / work environment |  |
| Location of toilet facilities, rest-room, canteen (if relevant) etc.  |  |
| Lunch, tea and coffee arrangements |  |
| Work etiquette, including mobile phone usage |  |
| How to answer the telephone, transfer calls and make calls both internally and externally |  |
| IT access |  |
| Post arrangements  |  |
| Dress code  |  |
| Car parking arrangements, if applicable  |  |
|  |  |
|  **HEALTH & SAFETY ISSUES** | **Date** |
| Illness reporting procedures |  |
| Emergency procedures, including fire procedures and location of fire extinguishers |  |
| Location of First Aid box |  |
| First Aid arrangements (including names of first aiders) |  |
| Accident / incident reporting and location of accident book  |  |
| Safety policy received or location known/ Lone worker policy |  |
| Equality and Diversity Policy |  |
| Infection prevention policy |  |
| Confidentiality policy / information governance policy |  |
| Safeguarding Policy |  |
| IT policy |  |
| Manual handling procedures |  |
| Protective clothing arrangements, if applicable |  |
| Instruction on any equipment participant will be using (list equipment): |  |
| No smoking policy |  |
| Complaints policy |  |
| Whistle-blowing policy |  |

**Expectations Agreement:**

**What you can you expect from us as your placement educators:**

* To be treated with respect
* To be treated fairly and non-judgmentally
* That your training is well organised and you are given adequate notice of activities
* To be clear about the aims and objectives of each activity
* To be clear about what each dietitian/ member of the team expects of you during the time that they are supervising you
* To be given adequate support
* To have confidential matters kept confidential
* To be given the opportunity to contribute to the day to day running of the department
* To receive honest and constructive feedback
* To be given every opportunity to demonstrate your skills and abilities

**What we expect of a student on placement:**

* To work in line with the Guidance on Conduct and Ethics for Students (HCPC, 2016) and the BDA’s Code of Professional Conduct (BDA, 2008).
* To ensure that your supervisors are aware of your whereabouts at all times (specifically in times of unexpected absence)
* To treat all members of staff with respect
* To accept feedback and work to address any areas highlighted
* To be self-motivated
* To inform your lead supervisor if tasks or tutorials have been cancelled and need to be rearranged
* To be prepared to evaluate yourself critically and to learn from your experiences
* To prepare adequately for tutorials or other tasks, revising university notes or reading around a subject if needed
* To ask if you are unsure about something (although this doesn’t mean asking a dietitian something that you could easily look up instead)
* To use your initiative at every opportunity, for example answering the phone if everyone else in the office is busy
* To be punctual to meetings, tutorials etc.
* To meet deadlines without prompting and inform the supervising dietitian in advance if you are having difficulty
* To use any spare time in the office constructively
* To check that you understand what is expected in terms of your portfolio
* To accept that practice placement educators must assess your performance and supporting portfolio

I agree to comply with the above expectations agreement:

Signed Student Signed Placement Educator: Date:

**General Aims of Placement A2**

**For the student to**

1. Compare and contrast the roles, responsibilities and practice skills of dietitians working with a range of service user and client groups across the health and social care setting
2. Observe, demonstrate awareness and start to apply the knowledge, practice and food skills, and professional attributes required to implement dietetic practice with individuals, groups, clients and other professionals in a variety of settings

**Professional capabilities**

At the conclusion of the placement, the student should:

**In relation to Knowledge:**

**K1:** Demonstrate comprehensive knowledge of all areas required to support dietetic practice in placement A2

**In relation to Communication:**

**C1:** Communicate effectively in all areas of dietetic practice experienced on placement A2 [with evidence including communication with service users/carers, group facilitation, members of the public, reporting under supervision]

**In relation to the Care Process:**

**With decreasing direction:**

**CP1:** Be able to identify, collect and interpret relevant information and evidence from the range of sources available to assess the nutritional and dietetic needs of individuals, groups and communities

**CP2:** Formulate and justify a reasoned nutrition and dietetic diagnosis (or need) on the basis of current knowledge, which informs the aims of interventions or action plans.

**CP3:** Explain and critically evaluate how the dietitian (with individuals, groups and communities):

* uses the information gathered and critical thinking to formulate and justify the desired outcomes of interventions or action plans
* uses the information gathered and critical thinking to design and implement suitable dietetic management plans to achieve the desired outcomes

**CP4:** Explain and critically evaluate how the dietitian (with individuals, groups and communities) reviews, monitors and evaluates interventions or action plans undertaken as part of dietetic practice.

**In relation to Professionalism:**

**P1:** Demonstrate consistent professional behavior, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC

**P2:** Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate ongoing commitment to personal and professional development

**Different Setting:**

In order to pass the 2-week part of placement A2, which takes place within a different (emerging) dietetic practice setting, you must have successfully met the professional capabilities through attendance and completion of a portfolio containing:

|  |  |  |
| --- | --- | --- |
| **Practice Educator (PE) Completed:** | **Student completed:** | **Additional information to be collected:** |
| Project/audit assessment tool | Self-review form for project/audit | Verified Witness Statements (if relevant) |
| Group work/presentation assessment tool | Self-review form for group work/presentation |  |
| Professionalism Checklist | Reflective diary |
| End of week one review form |
| End of placement review form |

**These forms must evidence that the professional capabilities have been signed off as competent in line with the benchmark standards (p 11).**

* **Project/audit assessment tool (PE)**

During this part of your placement, a project or audit needs to be completed. This activity will give you the opportunity to develop your skills in team working, professionalism and communication. The remit for the work will be discussed with you during your first few days of the placement.

You will be expected to provide a short report of your work for your portfolio and should consider the following:

* The background to the project/audit (300-400 words). This should include an outline of the process taken to gather background information, and should reference the evidence base where appropriate.
* Aim of project/audit (1-2 sentences) clearly defined.
* Objectives (3 if possible)
* Action plan/methodology (300-400 words).
* Findings/expected findings
* The impact/potential impact of your work
* Planned Review/Evaluation/Follow up – including the tools or methods to be used

Your practice placement educator will complete a project/audit assessment tool, commenting on your performance in relation to each aspect of the above.

They will indicate on the form, and discuss with you, whether the tool can be used as evidence of competency for any of the professional capabilities.

* **Group work/presentation assessment tool (PE)**

You are required to deliver a presentation to the department/team. This may be a presentation of your project/audit, or it may be on a separate topic of interest, as set by your practice placement educators.

Your practice placement educator will complete a group work/presentation assessment tool, commenting on your preparation, delivery and reflection on the session. To support your practice educator in completing all aspects of this tool, you should provide evidence of your presentation plan, and self-review form following the session. The practice educator will indicate on the form, and discuss with you, whether the tool can be used as evidence of competency for any of the professional capabilities.

* **Professionalism checklist (PE)**

The Professionalism checklist allows for the collection of evidence of professional behaviour and adherence to clinical governance guidelines throughout this placement. During week 2, the practice placement educator will assess whether you are reaching the expected standard:

***Sometimes / Usually / Always***

And will circle the appropriate word, followed by a signature. For any standards that are not being met or showing an improvement, an action plan may be needed. **You should demonstrate competence in all skills by this time.**

Where possible, a practice educator should sign off a skill when they have witnessed you demonstrate competence (for example, punctuality, manner, behaviour and dress code, pro-active attitude, maintenance of confidentiality, use of IT, acceptance of constructive feedback).

In some cases, it may be necessary for you to provide evidence, in order for certain skills to be signed off. Examples may include:

* ***Acts within the limits of current knowledge and skills:***example of recognition of own limitations (self-review on project/audit, self-review on presentation, reflective diary).
* ***Takes responsibility for own learning, education and training:*** in addition to being witnessed by practice educators, evidence of this skill should be provided from maintenance of portfolio, reflective diary and completion of weekly review forms prior to meetings.
* **Self-review form for project/audit (Student)**

You must complete this form following the completion of your project/audit to demonstrate that you can reflect on the activity and develop action plans for improvement.

* **Self-review form for group work/presentation (Student)**

You must complete this form following your assigned presentation. Again, this form is used to demonstrate that you can reflect on the activity and develop action plans for improvement. This self-review will be used by your practice educator to inform both verbal feedback and completion of the presentation assessment tool.

* **Reflective pro forma (Student)**

Throughout your placement, you are required to keep a reflective diary on your experiences in practice. These written reflective accounts will be used to inform the weekly placement reviews with your practice placement educator. A pro forma to help you to structure your reflections has been included in this workbook, although this does not have to be used.

* **Verified Witness Statements (Student)**

Verified Witness Statements can be collected to demonstrate effective communication and professional behavior when you are interacting with other Professionals/members of the team.

They can also be used to demonstrate effective communication and professional behavior when you are working with your dietetic supervisors.

* **End of week one review form (Student and PE)**

A weekly review form should be completed towards the end of week 1. You should complete the majority of this form before the end of week meeting with your practice placement educator. Action points and responsibility for the actions, with a timescale, should then be agreed and documented. You should both sign and maintain a copy of the form.

Benchmarks standards for each professional capability can be found in the next section of this workbook to aid the assessment of progress.

* **End of placement review form** **(Student and PE)**

Towards the end of week 2 you will have an end of placement review with your practice placement educator. It is expected that you will prepare for this meeting by completing this form with a summary record of the evidence collected to meet each professional capability that can then be cross checked/confirmed by the practice educator. **They will make a final decision as to whether you have passed the placement, by considering whether there is sufficient evidence that you have met the required benchmark standards for each professional capability.** You must both sign the form and maintain a copy for your records. A copy must also be sent back to University.

This form will be used to inform the next part of placement A2 (2 weeks University based setting) along with your pre-placement form.

**Benchmark Standards/ expectations- A2 Different setting**

|  |  |  |
| --- | --- | --- |
| **Professional Capability** | **Week 1** | **Week 2** |
| Knowledge |
| K1: Appropriate application to practice | - Recognises the importance of the information used for dietetic practice (relevant to the setting)- Has a basic knowledge of common diseases/conditions e.g. Malnutrition, Diabetes Mellitus, Obesity, CVD, Coeliac Disease and be able to find information on specific conditions (may require prompting) | - Demonstrates understanding of where to find the information relevant to dietetic practice (relevant to the setting)**The relevance of the below will depend upon the setting:**- Basic knowledge of commonly used nutritional supplements- Basic knowledge of commonly used drugs -Basicknowledge of portion sizes, calorie and protein contents for common foods.- Knowledge of the nutritional needs of the general ‘healthy’ population- Initiates looking up information about specific conditions/diseases or processes.- Demonstrates an understanding of the principles behind dietary interaction/input/ practice in this role and how these are translated into practical advice.  |
| Communication |
| C1: In all areas of dietetic practice experienced | - Aware of department/organisation record keeping standards/ format- Demonstrates an awareness of team working- Able to obtain informed consent- Appropriate verbal and non-verbal communication with clients (if relevant)- Communicates appropriately with team members (with support where required) to gather information | - Able to demonstrate active listening- Beginning to recognise and respond to non-verbal cues- Communicates appropriately (and asks appropriate questions) with team members, with minimal support- Undertakes appropriate and reliable written reporting where required- Delivers appropriate verbal feedback to supervisors- Demonstrates an understanding of the roles/relationships of the team- Presentation skills: able to prepare and present a talk of at least 10 minutes to the team (selecting appropriate content and delivery). |
| Care Process |
| CP1: identification, collection and interpretation of relevant information and evidence to assess nutritional and dietetic need | - Demonstrates an understanding of how to search the evidence base to support the rationale for project/audit and presentation - Where relevant, demonstrates an awareness of strategies to maintain client confidentiality - Demonstrates awareness of limitations with dietetic understanding or skills and (with prompting), is able to find reference information | - Know (with support) where to find relevant information to support the completion of activities such as the project/audit and presentation- Able to extract and appropriately interpret relevant information, from a range of information sources- Obtains information from other members of the team (as appropriate) with support/discussion- Uses this information to rationalise the need for the project/audit/other activity- Where relevant, actively implements strategies to maintain client confidentiality  |
| CP2: Formulate and justify a reasoned nutrition and dietetic diagnosis (or need) | - With prompting, is able to summarise the key findings from discussions and information gathering - On discussion with supervisor, is able to identify the aim of dietetic input/ practice, within different scenarios | - With minimal guidance, is able to develop and articulate a clearly defined aim and objectives for the project/audit and presentation -With minimal guidance, is able to provide justification for the aim and objectives using the background research |
| CP3: Dietetic management planning | - Demonstrates an understanding of the types of dietetic input that may be implemented within this setting | - Demonstrates an understanding of the principles behind dietetic input and how this can be translated into practical advice/ plans **-** Able to give appropriate ideas to supervisors on the dietetic advice/input that they may give within a particular scenario- Uses the information gathered, to formulate an appropriate action plan with desired outcomes, for project/audit, and presentation (if relevant). |
| CP4: Review and evaluation of action plans and interventions | - Demonstrates an understanding of outcome measures and other methods of evaluation/ markers of success that may be used in this particular setting | - Able to discuss with supervisor, possible appropriate outcome measures that could be used to review a particular project/plan- Able to describe the tools and methods that will be used to evaluate the project/audit- Appropriately considers the potential impact of the project/audit |
| Professionalism |
| P1: Professional Behaviour | - Completing work on time, negotiating if required- Punctual to meetings and for visits- Professional attitude demonstrated at all times – dress, seeking info (knowing boundaries), listening and respecting others, asking appropriate questions | - Demonstrating competence and consistency in all skills on the professionalism checklist |
| P2: Self-evaluation and action planning | - Completing reflective diary- Bringing portfolio evidence and weekly review form with comments added, to meetings- Completing self-review forms and initiating action plans (minimal prompting)- Demonstrating insight into own limitations; may require support in understanding these limitations with the supervisor | - Maintenance of adequate portfolio evidence- Able to identify own learning needs with discussion / supervisor feedback and develop a plan to build on strengths and overcome weaknesses- Demonstrating the ability to respond to action plans and reflective practice (reflection on action) |

### Professionalism Checklist A2 Different setting (To be completed by the Practice Educator)

**Practice Educator**

Please place a tick in the relevant column to indicate whether a skill or attribute is demonstrated: Sometimes, Usually, or Consistently. Once a student is demonstrating a skill or attribute consistently, please sign in the box. Students should progress to competence in all skills by the end of week 2.

**PC = Professional Capability** *(Over the previous 2 weeks: Sometimes = Demonstrated on at least one occasion. Usually =More than 50% of the time. Consistent= Every time)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills/attributes demonstrating professional behaviour** | **PC** | **Week 2** | **Sign once demonstrated consistently** |
| **Demonstrates this . . .** |
| **Consistently** | **Usually** | **Sometimes** |
| **Appropriate time keeping and management, e.g.*** Manages workload within agreed working hours
* Reliable and punctual in attendance
* Reports back at time requested
* Completes assigned tasks on time
* Uses time efficiently.
 | **P1****P2** |  |  |  |  |
| **Demonstrates a pro-active attitude, e.g.*** Makes appropriate offers to help
* Recognises learning needs and looks up information/ forms action plans.
 | **P1****P2** |  |  |  |  |
| **Demonstrates appropriate reflective skills, e.g.*** During weekly feedback/in self-review
* Acknowledge mistakes and treat as learning opportunities
 | **P1****P2** |  |  |  |  |
| **Demonstrates appropriate communication manner e.g.** * Appropriate verbal skills to answer phone appropriately identifying self
* Written/electronic skills to record and pass on messages and to send emails, accurately and concisely.
* Appropriately uses ICT to communicate with colleagues and service users (maintaining ethical practice)
 | **C1****P1** |  |  |  |  |
| **Understands and demonstrates the concept of safe practice and recognises own limitations e.g.*** Asking for help when needed
* Incident reporting and health and safety issues
* **Complies with protocols e.g. hand washing.**
* **Understands concept of risk assessment.**
 | **K1****P1** |  |  |  |  |
| **Takes an objective approach to meeting service user needs at all times, irrespective of personal beliefs and values** | **P1** |  |  |  |  |
| **Demonstrates appropriate behaviour, e.g.*** Has appropriate and culturally sensitive relationships and rapport with patients/clients and other professionals/members of the team
* Acts in accordance with current legislation applicable to Equality, Diversity and Inclusion.
* Demonstrates an appropriate level of confidence
* Acts in a manner consistent with the values and priorities of the organisation and profession.
 | **C1****P1** |  |  |  |  |
| **Adheres to departmental dress code** | **P1** |  |  |  |  |
| **Maintains confidentiality, e.g.**Adheres to data protection including electronic records and communications  | **P1** |  |  |  |  |
| **Actively seeks and responds appropriately to feedback, e.g.*** Changes behaviour in light of feedback, where appropriate
* Uses feedback effectively to improve knowledge, skills and professional practice
* Is respectful of feedback from peers, dietitians and other professionals/ team members
 | **P1****P2** |  |  |  |  |
| **Using IT effectively, e.g.****To obtain results, look up information, communicate with other staff.** | **C1****P1** |  |  |  |  |
| **Takes responsibility for own learning e.g.** * Seeks answers to questions without asking first.
* Contributes to meetings and other activities.
* Keeps an up to date portfolio of evidence of development
* Demonstrates evaluation of own performance
 | **P1****P2** |  |  |  |  |

**This could be used as evidence for (please circle)**

**K1 C1 P1 P2**

###

### Project/Audit Assessment Tool A2- Different setting

**Practice Educator**

**Name of Student:**

**Name of Practice Educator:**

|  |  |
| --- | --- |
| **Date:** |  |
| **Title of Project/audit** |  |
| **Signed student:****Signed dietitian: Date:** **Print Name:**  |

**This piece of work can / cannot be used as evidence of competency.** *(Please delete as appropriate)*

|  |
| --- |
| **This could be used as evidence for (please circle)** |
| **K1** | **C1** | **CP1** | **CP2** | **CP3** | **CP4** | **P1** | **P2** |  |  |

|  |
| --- |
| **N/A (Not observed/not applicable):** No opportunity to demonstrate**NI- Needs Improvement:** Not performing at required benchmark standard yet*.* ***Please use comments to explain what improvement is needed.*****Yes this time:** Successfully completed to required benchmark standard |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes** **this time** | **Comments** |
| **PREPARATION** |
| Appropriately seeks and uses supervision throughout project/audit planning (C1; P1) |  |  |  |  |
| Has appropriately planned, including process, e.g., Gantt charts, time available, equipment/resources (CP3; P1, P2) |  |  |  |  |
| Carries out an appropriate evaluation of target audience/ need for activity, including a needs assessment if relevant (CP1) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes** **this time** | **Comments** |
| **BACKGROUND** |
| Identifies, collects and interprets relevant background information and evidence from a range of sources (K1; CP1) |  |  |  |  |
| Identifies and prioritises key nutrition or dietetic aspects to focus on, with evidence based justification (K1; CP1; CP2) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes****this****time** | **Comments** |
| **AIMS and OUTCOMES** |
| Develops a clear aim, intended actions and SMART outcomes for the project/audit (CP2) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **PROJECT/AUDIT DELIVERY** |
| Asks appropriate questions/seeks supervision as required throughout the project/audit delivery (C1; P1) |  |  |  |  |
| Demonstrates understanding and ability to carry out project/audit (K1; CP3) |  |  |  |  |
| Is able to articulate a clear rationale for the process undertaken, supported by appropriate methodology (K1; CP3) |  |  |  |  |
| Plan is well structured and progresses logically (C1; CP3) |  |  |  |  |
| Project/audit is completed within the allocated time frame (P1) |  |  |  |  |
| Practises within the Standards of Performance, Conduct and Ethics (P1) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **FINDINGS** |
| Presents relevant and accurate findings (K1; CP3) |  |  |  |  |
| Uses critical reasoning to assess the information gathered, quantitatively and qualitatively (K1; CP3, CP4) |  |  |  |  |
| Able to justify and prioritise suggestions/ decisions and identify potential impact on future practice (K1, CP3; CP4) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **REVIEW/EVALUATION** |
| Carries out appropriate evaluation of the project/audit or outlines planned evaluation against the stated outcomes (tools, indicators, methodology) (P1; CP4) |  |  |  |  |
| Able to reflect on the experience and identify own learning and development needs (CP4; P1; P2) |  |  |  |  |
| Able to reflect on experience and suggest changes to future practice/audit cycles if appropriate (K1; CP4; P1) |  |  |  |  |
| Outlines how the impact of any proposed changes to practice/process as a result of audit/project will be measured (CP4) |  |  |  |  |

**Three strengths of this work were:**

**1.**

**2.**

**3.**

**Three areas to work on/ action points are:**

**1.**

**2.**

### Group Work/Presentation Assessment Tool- A2 Different setting

**Practice Educator**

**Name of Student:**

**Name of Practice Educator:**

|  |  |
| --- | --- |
| **Date:** |  |
| **Week No:** |  |
| **Title of group session/presentation:** |  |
| **Type of audience:** |  |
| **Signed student:****Signed dietitian: Date:** **Print Name:**  |

**This piece of work can / cannot be used as evidence of competency.** *(Please delete as appropriate)*

|  |
| --- |
| **This could be used as evidence for (please circle)** |
| **K1** | **C1** | **CP1** | **CP2** | **CP3** | **CP4** | **P1** | **P2** |  |  |

|  |
| --- |
| **N/A (Not observed/not applicable):** No opportunity to demonstrate**NI- Needs Improvement:** Needs more work/ Not performing at required benchmark standard yet*.* ***Please use comments to explain what improvement is needed.*****Yes this time:** Successfully completed to required standard |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **PREPARATION** |
| Identifies, collects and interprets relevant information and evidence from a range of sources (K1; CP1) |  |  |  |  |
|  Identifies and prioritises key nutrition or dietetic aspects to focus on, with evidence based justification (K1; CP1; CP2) |  |  |  |  |
| Has appropriately considered group (audience and numbers), location, use of technology and time available when planning the session/presentation (CP3; P1, P2) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **PRESENTATION/GROUP DELIVERY** |
| Introduces self and aim of session (C1) |  |  |  |  |
| Speaks clearly, using appropriate language for the audience and avoiding jargon (C1) |  |  |  |  |
|  Makes regular eye contact (C1) |  |  |  |  |
| Establishes rapport and encourages group participation where appropriate (C1) |  |  |  |  |
| Listens attentively and responds to verbal and non-verbal cues (C1) |  |  |  |  |
| Maintains direction and summarises (C1) |  |  |  |  |
| Content of talk is well structured with introduction, main body, conclusion/summary, Q & A session and progressed logically (C1; P1) |  |  |  |  |
| Makes appropriate use of audio visual equipment, other resources and handouts (Any visual aids are clear and easy to read, and contribute to overall effectiveness of talk) (C1) |  |  |  |  |
| Demonstrates confidence in and enthusiasm for subject area (P1) |  |  |  |  |
| Information delivered is relevant and accurate (K1; CP3)  |  |  |  |  |
| Invites and responds to questions correctly and appropriately. (K1; C1; P1) |  |  |  |  |
| Practises within the Standards of Performance, Conduct and Ethics (P1) |  |  |  |  |
| Words and actions (spoken/written) do not discriminate with respect to: race, religion, age, gender, sexual orientation, learning disability, physical disability, marital status, pregnancy/maternity (P1) |  |  |  |  |
| Keeps to time allocated (C1; P1) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **NI** | **Yes this time** | **Comments** |
| **EVALUATION** |
| Able to reflect on findings and suggest changes to future practice if appropriate (K1; CP4; P1) |  |  |  |  |
| Evaluates audience understanding (C1; P1; CP4) |  |  |  |  |

**Based on this observation, three strengths of this assessment were:**

**1.**

**2.**

**3.**

**Based on this observation, three areas to work on/ action points are:**

**1.**

**2.**

**3.**

**Student**

**Student self-review form for project/audit- A2 Different setting**

|  |
| --- |
| * You can use this formative/reflective outline to help you develop competence from your project/audit
* You can also use it at your weekly review meeting to help set your personal action plan for learning.
 |

|  |  |
| --- | --- |
| **Date:** |  |
| **Title of project/audit** |  |
| **Summary:** |
| **This has been discussed with my supervising dietitian**:**Signed student:****Signed dietitian: Date:** **Print Name:**  |

|  |
| --- |
| **This could be used as evidence for (PE to circle if appropriate)** |
| **P2** |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Criteria:** | **COMMENTS e.g. areas that went well, areas that didn’t go well, aspects I would like to improve on.** |
| 1. **Preparation**

Appropriately seeks and uses supervision through the project/audit planning Has appropriately planned, including process, e.g., Gantt charts, time available, equipment/resources Carries out an appropriate evaluation of target audience/ need for activity including a needs assessment if appropriate |   |
| 1. **Background**

Identifies, collects and interprets relevant information and evidence from a range of sources Identifies and prioritises key nutrition or dietetic aspects/needs to focus on, with justificationAble to justify the content/aim of the project/audit with regard to the evidence base  |  |
| 1. **Aims/objectives**

Develops a clear aim and objectives for the project/audit |  |
| 1. **Project/audit delivery**

Asks appropriate questions/seeks supervision as required through the project/audit deliveryDemonstrates understanding and ability to carry out project/auditIs able to articulate a clear rationale for the process undertakenPresents relevant and accurate information in the project/audit plan/methodologyPlan is well structured and progresses logicallyProject/audit is completed within the allocated time frame Practises within the Standards of Performance, Conduct and Ethics  |  |
| 1. **Findings**

Correctly interprets the information collectedDiscusses whether aims and objectives/deliverables have been meInformation presented is relevant and accurateAble to justify suggestions/ decisions and identify potential impact on/changes to future practice |  |
| 1. **Review/evaluation**

Carries out appropriate evaluation of the project/audit or outlines planned evaluation (tools, methodology)Able to reflect on the experience and identify own learning and development needsAble to reflect on experience and suggest changes to future practice/audit cycles if appropriateOutlines how the impact of any proposed changes to practice/process as a result of audit/project will be measured | = |

**Key strengths that I have identified**

**Key areas that I plan to focus on for improvement**

**Student**

**Student self-review form for group work/presentations- A2 Different setting**

|  |
| --- |
| * You can use this formative/reflective outline to help you develop competence from your group/presentation sessions.
* You can also use it at your weekly review meeting to help set your personal action plan for learning.
 |

|  |  |
| --- | --- |
| **Date:** |  |
| **Week No:** |  |
| **Title of group session/presentation:** |  |
| **Type of audience:** |  |
| **Summary:** |
| **This has been discussed with my supervising dietitian**:**Signed student:****Signed dietitian: Date:** **Print Name:**  |

|  |
| --- |
| **This could be used as evidence for (PE to circle if appropriate)** |
| **P2** |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Criteria:** | **COMMENTS e.g. areas that went well, areas that didn’t go well, aspects I would like to improve on.** |
| 1. **Preparation**

Identifies, collects and interprets relevant information and evidence from a range of sourcesIdentifies and prioritises key nutrition or dietetic aspects/needs to focus on, with justificationDevelops a clear aim and objectives for the session/presentationHas appropriately considered group (audience and numbers), location, use of technology and time available when planning the session/presentation |  |
| 1. **During group work/presentation**

Introduces self and aim of sessionSpeaks clearly, using appropriate language for the audience and avoiding jargonMakes regular eye contactEstablishes rapport and encourages group participation where appropriateListens attentively and responds to verbal and non-verbal cuesMaintains direction and summarisesContent of talk is well structured with introduction, main body, conclusion/summary, Q & A session and progressed logicallyMakes appropriate use of audio visual equipment, other resources and handouts (Any visual aids are clear and easy to read, and contribute to overall effectiveness of talk)Demonstrates confidence in and enthusiasm for subject areaInformation is relevant and accurateInvites and responds to questions correctly and appropriatelyPractises within the Standards of Performance, Conduct and EthicsWords and actions (spoken/written) do not discriminate with respect to: race, religion, age, gender, sexual orientation, learning disability, physical disability, marital status, pregnancy/maternityKeeps to time allocated |  |
| 1. **After group work/presentation**

Able to reflect on findings and suggest changes to future practice if appropriateEvaluates audience understanding |  |

**Key strengths that I have identified**

**Key areas that I plan to focus on for improvement**

**Reflective Pro forma**

**Student**

|  |
| --- |
| **Date:**  |
| **Issue or experience:** |
| Describe Describe what happened and who was involved. |  |
|  EvaluationWhat was good or bad about the experience?Why was it good or bad?What else could you have done?  |  |
| ***Feelings***How did you feel? |  |
| ReflectionWhat have you learnt from the experience? |  |
| **Action Plan** If you had this situation again, what would you do differently? |  |

**This could be used as evidence for (PE to circle if appropriate)**

**K1 P1 P2**

**Dietitian/HCP/ Team member**

**Verified Witness Statement- A2 Different setting**

Student’s Name: Date:

Supervisor Name: Role:

## To be completed by the Dietitian/Health Professional/Team member

*Please answer the questions below, by placing a tick in the relevant box*

**Punctuality and time management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **N/A** |
| Did the student arrive on time? |  |  |  |
| Did the student use their time effectively? |  |  |  |
| Did the student report back at the required time? |  |  |  |

**Communication**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **N/A** |
| Did the student introduce themselves? |  |  |  |
| Did the student initiate conversation? |  |  |  |
| Did the student use an appropriate level of language? |  |  |  |
| Did the student respond to non-verbal communication? |  |  |  |
| Did the student demonstrate the ability to listen? |  |  |  |
| Did the student ask appropriate questions? |  |  |  |
| Did the student respond appropriately to questions? |  |  |  |

Please add any further comments related to effective communication and/or professional behaviour

|  |
| --- |
|  |

Signature of Student

Signature of Dietitian/HP/ Team member Date:

(PRINT NAME )

**This could be used as evidence for (PE to circle if appropriate)**

**K1 C1 P1**

End of Week One Review Form: **A2 Different setting**

**Student & PE**

Date:

* This form should be completed during the week. It should be brought to the end of week meeting, together with relevant portfolio evidence, for discussion with the supervising Dietitian. Both parties should sign this form to indicate it is an accurate record. It should then be used to develop the action plan for completion of the placement in week 2.
* Strengths and completed action plans can be used as evidence towards competency

|  |  |  |
| --- | --- | --- |
|  | **Student Comments** | **Educator Comments** |
| **Current main strengths:****Knowledge (K1)****Communication (C1)****The Care Process (CP1-CP4)****Professional Practice (P1; P2)** |  |  |
| **Key areas for improvement and means of doing so:****Knowledge (K1)****Communication (C1)****The Care Process (CP1-CP4)****Professional Practice (P1; P2)** |  |  |
| **Learning activities not met this week****Any other issues you would like to discuss** |  |  |
| **Agreed action plan for following week:** |  |

**Signed.....................................................................(Practice Educator) &.........................................................(Student)**

**Review of Placement A2 Form- Different setting**

|  |  |
| --- | --- |
|  **Name of Student** |  |
|  **Signature of student** |  |
|  **Name of Dietitian** |  |
|  **Signature of Dietitian** |  |
|  **Location of Placement** |  |
|  **Date** **From: To:** |  |
|  **Number of Weeks Completed** |  |
|  **Days absent (and dates)** |  |
|  **Extra days worked** |  |

The practice educator should undertake this review with the student on completion of this part of Placement A2.

After completion, this form should be sent to the student’s tutor (electronically and by post) with the placement feedback form and a copy given to the student for their portfolio

Is there evidence to demonstrate that all the professional capabilities have been met to the level of the benchmark standards? If not, please identify the omissions below:

|  |
| --- |
| **Week 2 Capabilities not met:** |

**Please identify any strengths that the student has developed during placement or areas for further development using the evidence presented by the student to inform your comments:**

|  |
| --- |
| **Knowledge:** Demonstrate comprehensive knowledge of all areas required to support dietetic practice |
| **Strengths****Areas for development and action points** |

|  |
| --- |
| **Communication:** Communicate effectively in all areas of dietetic practice experienced on placement  |
| **Strengths****Areas for development and action points** |
| **The Care Process (Student doing)****With decreasing direction:****CP1:** Be able to identify, collect and interpret relevant information and evidence from the range of sources available to assess the nutrition/dietetic need**CP2:** Formulate and justify a reasoned nutrition/dietetic need on the basis of current knowledge, which informs the aims and objectives of action plans**Strengths****Areas for development and action points** |

|  |
| --- |
| **The Care Process (Student observing)****With decreasing direction:****CP3:** Explain and critically evaluate how the dietitian (in this setting):* uses the information gathered and critical thinking to formulate and justify desired outcomes of action plans
* uses the information gathered and critical thinking to design and implement suitable action plans to achieve the desired outcomes

**CP4:** Explain and critically evaluate how the dietitian (in this setting) reviews, monitors and evaluates action plans undertaken as part of dietetic practice. |
| **Strengths****Areas for development and action points** |

|  |
| --- |
| **Professionalism:** **P1:** Demonstrate consistent professional behavior, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC**P2:** Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate ongoing commitment to personal and professional development. |
| **Strengths****Areas for development and action points** |

**Summary of achieved capabilities for placement A2 (Different setting)**

|  |  |
| --- | --- |
| **Professional Capability** | **Please Enter Met or Not Met or N/A\*** |
| **K1:** Demonstrate comprehensive knowledge of all areas required to support dietetic practice  |  |
| **C1:** Communicate effectively in all areas of dietetic practice experienced on placement  |  |
| **With decreasing direction:****CP1:**  Be able to identify, collect and interpret relevant information and evidence from the range of sources available to assess the nutrition/dietetic need |  |
| **With decreasing direction:****CP2:** Formulate and justify a reasoned nutrition/dietetic need on the basis of current knowledge, which informs the aims and objectives of action plans |  |
| **With decreasing direction:****CP3:** Explain and critically evaluate how the dietitian (in this setting):* uses the information gathered and critical thinking to formulate and justify desired outcomes of action plans
* uses the information gathered and critical thinking to design and implement suitable action plans to achieve the desired outcomes
 |  |
| **With decreasing direction:****CP4:** Explain and critically evaluate how the dietitian (in this setting) reviews, monitors and evaluates action plans undertaken as part of dietetic practice. |  |
| **P1:** Demonstrate consistent professional behavior, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC |  |
| **P2:** Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate ongoing commitment to personal and professional development. |  |

**\*N/A should only be entered if there has been no opportunity for the student to demonstrate the professional capability and to be fairly assessed against the benchmark standard in this 2-week part of placement A2.**