**Placement C learning outcomes and milestones**

The placement C learning outcomes below cover the full C placement (usually 12 weeks) but for students with a support plan may be longer, as agreed at the RAP meeting – in which case, the week numbers can be amended from week 6 onwards. The LOs outline the competencies students are required to demonstrate in each outcome by the end of the placement. These describe the knowledge, skills, values and behaviours required for competency at the end of placement C and for professional practice. These are aligned to the HCPC (2013) Standards of Proficiency for Dietitians. Students are expected to demonstrate the competencies with consistency in the final weeks of placement C. This means that within the ‘know, can, do’ framework, students are able to demonstrate (or **DO)** the competencies with consistency of practice. Students develop their practice in a wide range of service users and settings which may include: acute hospitals, out-patient clinics, primary care and general practice, service users’ homes, mental health and learning disability care settings and within private independent and voluntary sector organisations.

**Week numbers include week 1 which was Clinical Leadership delivered by the University (so for LO 1.1, assess at week 4 which is when the student has been with you for 3 weeks).**

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| LO1: **Applied knowledge:** Demonstrates an applied knowledge of dietetics required to support evidence based practice on placement. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| * 1. Demonstrates an understanding of different knowledge sources, evidence based research, guidelines, policies, protocols and reporting procedures currently in use within the placement setting. | Week 4 |  |  |
| 1.2 Identifies gaps in knowledge and skills and acquires new information to support practice, evaluating sources critically and sharing learning collegiately with others. | Week 6 |  |  |
| 1.3 Applies current and relevant knowledge to inform clinical reasoning, using this to justify practice and decision making with supervisors and appropriate others. | Week 9 |  |  |
| 1.4 Prioritises information sources and tailors the dietetic intervention where there is complexity in the nutritional diagnoses. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** Case review tool, ICAT, Reflection tool, Case review, Handheld record or FFF, Professionalism tool, Supervisor observed/discussion

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| LO2: **Assessment:** Demonstrates competence in the identification and use of appropriate methods to assess nutritional needs of service users (e.g. individuals, groups and populations) in a systematic way gathering information to inform a comprehensive assessment in accordance with the care process (BDA, 2016). | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and Sign off  (completed by practice educator) |
| 2.1 Demonstrates a systematic approach to the assessment of nutritional needs gathering information sensitively, using the sources available in the placement setting. | Week 4 |  |  |
| 2.2 Selects and records appropriate information to inform the dietetic intervention. | Week 4 |  |  |
| 2.3 Analyses, critically evaluates and interprets information alongside observations to formulate a comprehensive nutritional assessment in a range of more complex service users documenting this in accordance with HCPC and organisational standards. | Week 6 |  |  |
| 2.4 Reliably uses the nutritional assessment to inform service user requirements and develop a suitable diagnosis, undertaking or arranging investigations as appropriate explaining the rationale for dietetic intervention to the supervisor and wider team. | Week 6 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** Case review tool, ICAT, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO3: **Communication with individuals**: Demonstrates effective communication skills, approaches and use of technologies with service users (e.g. individuals, groups and populations), supervisors, other professionals, support staff and others. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 3.1 Communicates effectively demonstrating person centred skills in a range of more complex service users and scenarios | Week 6 |  |  |
| 3.2 Demonstrates accurate, concise, timely communication and feedback to service users, supervisors, other professionals, support staff, and others, using written, oral and electronic communication to explain dietetic interventions, support practice and document care. | Week 6 |  |  |
| 3.3 Demonstrates a deep understanding of equality and diversity in practice adapting own approach and resources to interact with a wide range of service users, groups and communities relevant to the placement setting. | Week 6 |  |  |
| 3.4 Uses effective communication and information technologies to best meet service user needs and manage organisational workstreams and resources. | Week 9 |  |  |
| 3.5 Uses appropriate strategies with service users to influence nutritional behaviour and choice, challenges and barriers to change and to promote adherence to dietary goals, respecting the rights and autonomy of service users in making informed decisions about their health. | Week 9 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** ICAT, CARE measure, IPL/Teamwork tool, Professionalism tool, Reflection tool, Reflective practice, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO4: **Reflection and review**: Demonstrates effective reflection and review of practice to enhance professional development, service delivery and outcomes for service users. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 4.1 Recognises own strengths and limitations and identifies needs, putting in place appropriate actions to address these. | Week 4 |  |  |
| 4.2 Routinely utilises critical reflection (on and in-action) recording outcomes to change own practice as needed and to take account of new developments or changing contexts. | Week 6 |  |  |
| 4.3 Routinely incorporates service user needs and preferences into own course of action. | Week 6 |  |  |
| 4.4 Competent with quality assurance, governance, audit and evaluation undertaken on placement and knowledge of how these practices inform service improvement programmes and research in the placement setting. | Week 9 |  |  |
| 4.5 Demonstrates how advancing professional development benefits the quality of the service user experience, quality of practice and/or organisational outcomes. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** ICAT, CARE measure, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO5: **Professionalism**: Demonstrates consistent professional behaviour enacted in practice in accordance with HCPC Standards (Guidance on Conduct and Ethics for Students 2016; Standards of Proficiency, 2013) and local organisational policies. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 5.1 Acts on advice and feedback to enhance professional behaviour and performance. | Week 4 |  |  |
| 5.2 Works within the limits of current knowledge and practice and knows when to seek advice so exercising a professional duty of care. | Week 6 |  |  |
| 5.3 Demonstrates ownership and responsibility for driving own learning with effective completion of tasks and assessment tools | Week 6 |  |  |
| 5.4 Appreciation of leadership skills, their impact within the organisation and starting to demonstrate these skills within own practice. | Week 9 |  |  |
| 5.5 Demonstrates and adheres to HCPC Standards and organisational policies sustaining a safe practice environment, professional attitude and commitment throughout the placement. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** ICAT, CARE measure, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO6: **Team working**: Demonstrates effective teamwork building appropriate relationships and rapport with colleagues to facilitate collaborative integrated multi-disciplinary and multi-agency working. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 6.1 Can explain dietetic intervention and its impact in multi-disciplinary or multi-agency/organisational working. | Week 6 |  |  |
| 6.2 Consistently shares information safely with, from and to relevant team members whilst being sensitive to service pressures. | Week 9 |  |  |
| 6.3 Able to develop and sustain professional relationships independently and collaboratively as part of a team. Demonstrates effective working using personal initiative to resolve problems and seeks opportunities to contribute to the effective working of the team. | Week 9 |  |  |
| 6.4. Contributes to collaborative, integrated working with confidence in the dietetic role. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** ICAT, IPL/Team work tool, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO7: **Care planning**: Produces and implements dietetic care plans, putting in place effective mechanisms for review and evaluation of jointly agreed service user (individuals, groups and populations) outcomes, in accordance with the care process (BDA, 2016). | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 7.1 Demonstrates use of assessment information and the nutritional diagnosis to inform the setting of timescales, goals and outcomes for the care plan. | Week 6 |  |  |
| 7.2 Shares rationale and justification for clinical decision making throughout the care plan process with supervisors and others, drawing on evidence based practice. | Week 6 |  |  |
| 7.3 Demonstrates care planning in a range of more complex service users, developing, implementing and concisely documenting person centred plans, safely and effectively. | Week 9 |  |  |
| 7.4 Monitors progress of the care plan using appropriate information, techniques and outcome measures to assess nutritional risk and review, revise or cease interventions in accordance with service user needs and organisational resources. | Week 9 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** Case review tool, ICAT, CARE measure, IPL/Teamwork tool, Professionalism tool, Reflection tool, Handheld record or FFF, Supervisor observation/discussion

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| LO8: **Prioritisation**: Demonstrates competence in the prioritisation and management of workload to independently progress tasks and workstreams to agreed deadlines within available time and resources. | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 8.1 Consistently organises tasks and plans appointments to ensure service demands are met (e.g. prepares adequately for consultations, meetings, tutorials and produces work to agreed deadlines). | Week 6 |  |  |
| 8.2 Guides and directs service user consultations and workstreams to progress the care process within agreed timescales and organisational standards. | Week 9 |  |  |
| 8.3 Self-directed, organised approach to learning and assessment on placement documenting and sharing evidence in a timely way in the professional portfolio. | Week 9 |  |  |
| 8.4 Prioritises own workload to ensure safe practice and ability to meet agreed deadlines, whilst demonstrating initiative to take appropriate action when changes to tasks and timescales are required. Demonstrates a flexible approach to changing workload and organisational needs. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** ICAT, CARE measure, IPL/Teamwork tool, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO9: **Group communication**: Demonstrates competence in the planning, delivery and evaluation of effective group sessions facilitating participation and engagement of service users (e.g. individuals, groups or populations). | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Guideline week for completion  NOTT | Evidence cross-referenced to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 9.1 Develops, delivers and evaluates group education sessions demonstrating creativity and originality in approach. | Week 12 |  |  |
| 9.2 Uses effective educational strategies, communication and facilitation skills to encourage participation and engagement in the group session and to support behaviour change. | Week 12 |  |  |
| 9.3 Alongside service user feedback, reflects on practice to evaluate the effectiveness of the session, identifying outcomes measures for participants and commissioners and action points for change and professional development. | Week 12 |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | |

**Evidence may include examples from:** Group presentation and facilitation tool, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| L10: **Independent working:** Demonstrates independent ‘autonomous’ practice in the final three weeks of placement C managing a caseload in accordance with expectations for a graduate practitioner. Weeks may be adjusted in the case of an extended placement.  All milestones of LO10 need to be met for at least 2 weeks, this would usually be expected to be for the last 2 weeks of placement to support consistency in practice. | | | | |
| Students **DO** demonstrate the competencies with consistency of practice. Students should be able to evidence three appropriate examples for each milestone within the competency - see suggested evidence below. | Evidence  (completed by student) | Date and sign off  (completed by practice educator) at 3 points in final weeks 10-12 NOTT of training | | |
|  |  | 10 | 11 | 12 |
| 10.1 Demonstrates transferable skills, safe and consistent practice with service users. |  |  |  |  |
| 10.2 Confident and competent in scope of practice, seeking advice and feeding back effectively to ‘long-arm’ supervisor or initiating referral to other professionals. |  |  |  |  |
| 10.3 Leads the management of a reasonable caseload, prioritising urgency of care appropriately and working within organisational expectations and governance for service delivery. |  |  |  |  |
| 10.4 Transfers and communicates care to dietetic, MDT and other professionals throughout the consolidation and on completion of the placement, demonstrating an understanding of service users in their caseload. |  |  |  |  |
| Learning outcome **met / not met** (please delete as appropriate) | | | | |
| **End of placement review:**  Strengths:  Suggested areas for development (if LO not met): | | | | |

**Evidence may include examples from:** ICAT, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

**If extra time is required, please contact the University practice tutor, or if you have any other queries.**

On completion of the placement, this form together with the workbook has been reviewed and agreed by the practice educator and student dietitian.

Print name and signature of student dietitian: Date:

Print name and signature of practice educator: Date: