**STUDENT RECORD FOR PRACTICE EDUCATION**

Student name:

Placement *(C)*:

Placement tutor:

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| **Placement tutor checklist (for before the pre-placement meeting)** |
| **Check the following on the student’s PebblePad portfolio:**   * About me (incl. that an appropriate photo has been uploaded) * Emergency contact details * Own transport (incl. driver’s licence and car insurance, if relevant) * Learning support (incl. upload of support plan and/or accommodations * DBS and OH (incl. upload of documents – that are not password protected) * Statutory and mandatory training (SMT) – incl. upload of activity record for SMT). *Note: This will be have been completed in the Autumn semester of their 3rd year.* * C placement details * Personal statement and learning styles * B placement experiences   **Any action required by either the student or the tutor:**  **Date checked:** |

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| **Pre-placement tutorial with placement tutor** |
| **Date of pre-placement tutorial:**  **Student hopes:**  **Student concerns:**  **Any action agreed to be taken by either student or tutor:** |

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| **Halfway visit** |
| **Is a halfway visit needed? yes / no**  **Date decided (following communication with student and practice educator(s)):**  ***Halfway visit not needed***  If a halfway visit is not needed, please send your placement tutee the following questions to respond to by email or arrange a telephone conversation and use the questions as a framework for the conversation. In either case, please note down their responses to the questions in the space below (e.g. cut and paste their email).  **Typical questions:**   * Do you have a mentor? How often have you met with them? Have the meetings been helpful/supportive? * Is feedback on progress generally supportive and constructive? * Is your timetable being followed? If not, are changes being managed effectively? * How is evidence collection for your portfolio going? Are there any concerns? Are you clear what you still have to complete and by when? * Do you have a case for your case presentation? * Is your workload manageable? * Are there any other points that you would like to mention?   **Date and time of the email response or telephone conversation with the student:**  **Date:**  **Start time:**  **End time:**  **Student responses (to the above questions):** (See above instructions) |

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| ***Halfway visit needed***  ***Discussion with student*** *(without PE)*  **How do you feel that you are coping/progressing with placement?** (Do you have a mentor? How often have you met with them? Have the meetings been helpful/supportive?)  **Are there any particular challenges?** If so, find out more detail.  **Student perception of PE feedback:** (Is feedback on progress generally supportive, constructive, timely and consistent? Discuss all types of feedback, i.e. end of session/activity feedback, weekly reviews and halfway assessment)  **Milestones progress:** (Are you on track to meet expected milestones?)  **Portfolio development:** (How is evidence collection going, any concerns? – case presentation, consultation tools – formative vs summative – CARE measure, professionalism tool, health promotion project, audit)  **Discussion about points raised by PE:**  **Optional: Prompts for concerns about how the student is coping or progressing on placement:** (Accommodation, family and social life, sleeping and eating, financial concerns, etc. Signpost to appropriate services (see [Managing Stress and Developing Resilience on Placement](https://www.nottingham.ac.uk/dietetic-practice-education/preparing-for-placements-for-students/managing-stress-and-developing-resilience.aspx) webpage), if needed, and agreeing action points for discussions with PE, how much does the student want/need us to be involved in the action plan?) |

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| ***Discussion with PE (and student):***  **Action points agreed by student, PE and tutor:** (include responsibilities for each action point)  **Placement tutor reflections:** (Based on conversations with student and/or PE, e.g. concerns or points to check at future contacts with student and/or PE)  **End time of halfway visit:** |

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| **Additional contact with student and/or PE** |
| Please include the type of contact and the reason the contact was required. It is important that an accurate record is kept of all student-related communication, e.g. agreed objectives, method of monitoring, timescale and PE names. You may wish to copy and paste email correspondence into this section. Please follow the format:  ***Date:*** *12.07.19*  ***Time:*** *3:10 – 3:40 pm*  ***Method of communication:*** *Telephone conversation with student*  ***Detail of the exchange and plan/outcome:*** *Student had four days of absence due to illness. The student contacted me as she was about whether she will need to make up additional time. Currently has all her assessment tools except for 4 summative consultation tools. Student had become discouraged and she now feels as if she is behind and is placing a significant amount of pressure on herself to complete in time. She needed to be encouraged to focus on getting back into placement and speak to supervisor (enter name) to develop a plan of action to minimise anxiety.*  ***Placement tutor involved:*** *(enter name)* |
| **Date:**  **Time:**  **Method of communication:**  **Detail of the exchange and plan/outcome:**  **Placement tutor involved:** |
| **End of placement tutor reflections** |
| **Based on interactions with the student/PE, and/or student progress, are there any points to feed back to the placement team?** (e.g. Is there something that the student’s personal tutor or a future placement tutor should be aware of?) |