

## Guidance on using assessment tools for B practice education placements (Nottingham students)

The University of Nottingham expect students to have spent time reading through all of the materials and making sure they know what is expected of them before going on placement. **Students are responsible** for completing the assessment tools and compiling their practice placement portfolio, with support from practice educators. The latest versions of the assessment tools and paperwork are available from the Dietetic Practice Education website <https://www.nottingham.ac.uk/dietetic-practice-education/index.aspx>. Students and practice educators should access materials from the website to ensure they have the most current versions. The following list contains the core assessment tools that each student will need to complete and have signed off as competent by the end of their B placements. For more detailed explanation see the 'Guidance on using assessment tools' document.

Assessment tool	Case review tool n=1 <b>ESSENTIAL</b>	ICAT n=4-6 <b>ESSENTIAL</b>	CARE measure <b>DESIRABLE</b>	Group presentation tool n=1 <b>ESSENTIAL</b>	IPL/team working tool n=1 <b>DESIRABLE</b>	Professionalism tool - 2 time points <b>ESSENTIAL</b>	Reflective practice N=2+ <b>ESSENTIAL</b>	Verified witness statement  Aim for 1-2 <b>DESIRABLE</b>
Number needed	1 Students can ask questions and clarify details of their case prior to submission, but are not permitted to submit a draft	At least <b>2 new</b> and <b>2 reviews</b> . Should include a variety of medical conditions, settings and service user characteristics (e.g. age, ethnicity)	<b>1-2</b> valid tools. Should be completed when the student is undertaking complete consultations. Students should not just choose consultations that went well	1 e.g. case review, journal club, group education	1 Reflection on the care of a service user where other healthcare professionals have been involved	2 Reflections on learning about professionalism, agree action points with PEs and provide evidence for addressing the action points	Written or verbal reflection – <b>FFF (weekly review)</b> and aim for <b>2+</b> written reflections What, so what, now what? *minimum of 2	Students to take responsibility to ask for these to be completed by other healthcare professionals (HCPs)
B vs C placements	Students on B are expected to have a less complex case than on C	C placement students are expected to manage more complex service users than those on a B						
Assessment method	Direct observation of a verbal presentation of the case to a group of PEs (15 minutes plus 5 for questions) PowerPoint slides or an overview document. <b>Not</b> pass or fail	Direct observation of a service user consultation in which the student takes the lead (may be face to face or telephone) or virtual platform	Written tool	Direct observation of a presentation	Written tool, evidencing an understanding of professional roles and boundaries	Self-assessment by the student and review by the PE at weeks 4 and Final assessment at week 8.	Weekly FFF, written pieces and hand-held record (if used)	Written tool, demonstrating professional behaviour, good comm. skills, and an understanding of the role of the HCP
Applicable learning outcomes	LO1, LO2 and LO7	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8 and LO10	LO3, LO4, LO5, LO7 and LO8	LO9	LO3, LO6, LO7 and LO8	LO5 and all LOs	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9 and LO10	LO2, LO3, LO4, LO5, LO6, LO8, LO9 and LO10

**There is also a Health Promotion Project tool that can be completed on a public health type placement (if relevant)**

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