**Group presentation and facilitation tool (adapted for use on short placement blocks)**

|  |  |
| --- | --- |
| **Student name** |  |
| **Practice educator** |  |
| **Session name** |  |
| **Session date** |  |

This assessment tool can be used for a group presentation, as a means of reporting back on any projects and activities undertaken during the placement

It is important to note that some of the criteria and descriptors within this tool may not apply to the session. It is at the discretion of the supervisor to determine the appropriate criteria and descriptors for the talk/group facilitation.

**Assessment method:** Direct observation of the talk/group facilitation session which you may have planned in part, delivered and evaluated, followed by reflective discussion/feedback with the supervisor.

The talk/group facilitation tool relates to the group communication learning outcome

| **Criteria:** (with descriptors) | **Comments and feedback:** (student to complete first, followed by a discussion/feedback with the practice educator) |
| --- | --- |
| ***Planning prior to content preparation*** * Identifies appropriate activities and resources within the available time
* Understands aims and objectives/learning outcomes of the session
* Aware of the target audience, resources available and plans the session accordingly
 | Student |
| Practice educator |
| ***Content preparation*** * Content is evidence based
* Content is appropriate for the target audience
* Logical content structure
* Discuss with supervisor and incorporate feedback/suggestions
 | Student |
| Practice educator |
| ***Presentations skills*** * Logical content structure during delivery, including introduction (of self and outline of session, aims and objectives/learning outcomes), overall summary.
* Visual aids and handouts/resources are relevant and well designed
* Effective use of visual aids to support communication
* Effective and appropriate verbal and non-verbal communication skills
* Appropriate use of language, avoiding inappropriate jargon
 | Student |
| Practice educator |
| ***Engages with the audience appropriately*** * Keeps interest and attention of the audience
* Develops rapport and speaks with an engaging friendly, positive, professional manner
* Makes eye contact with the audience
* Conveys enthusiasm and confidence
 | Student |
| Practice educator |
| ***Facilitation skills*** * Demonstrates active listening and able to adapt delivery to meet topic-specific learning needs of the group
* Manages and guides the session
* Listens to and fosters respect for the views of those within the group/audience
* Aware of group dynamics and uses strategies to manage contributions
* Encourages questions, acknowledges and responds appropriately
* Uses inclusive words and actions (spoken and written), that do not discriminate against race, faith, age, gender or sexual identity, learning or physical disability
* Has an awareness of time and resource management and adapts accordingly
 | Student |
| Practice educator |
| ***Evaluation*** * Evaluates the session using appropriate methods- if agreed this would occur
 | Student |
| Practice educator |

|  |
| --- |
| **Summary of student reflection on the session** |
|  |

|  |
| --- |
| **Agreed action plan to develop skills and/or knowledge** (completed jointly in discussion with the practice educator) |
|  |

Signature of student dietitian: …………………………………….....................................................................

Date/week of placement: ..............................................................................................................................

Signature of practice educator: .............................................................................. Date: ……………….