

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 ESSENTIAL | ICAT n=4 ESSENTIAL | CARE measure DESIRABLE | Group presentation tool n=1 ESSENTIAL | IPL/team working tool n=1 DESIRABLE | Professionalism tool - 2 time points ESSENTIAL | Reflective practice N=2+ ESSENTIAL | Verified witness statement Aim for 1-2 DESIRABLE |
|------------------------------|--|--|---|---|--|---|--|--|
| 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 2 new and 2 reviews . Should include a variety of medical conditions, settings and service user characteristics (e.g. age, ethnicity) | 1-2 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 – FFF (weekly review) and aim for 2+ 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 those on C | C placement students are expected to manage more complex service users than those on a B | On B placement, no questions should rate the student as poor. By the end of C, no responses should rate the student as fair or poor | | | | | |
| 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. Not 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 | | 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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