**Placement B2 learning outcomes and milestones**

The placement B2 learning outcomes 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 B2 and are aligned to the HCPC (2013) Standards of Proficiency for Dietitians. Students are expected to demonstrate the competencies in the final weeks of placement B2. This means that within the’ know, can do’ framework, students **CAN** do the competencies but are not yet able to demonstrate consistency in their application, at the half-way stage of their training. Students develop their practice in a range of selected service users and settings which may include: acute hospitals, outpatient clinics, primary care and general practice, service user’s homes, mental health and learning disability care settings and within private independent and voluntary sector organisations.

***Where \* is used: means that the student has worked towards this LO on B1 placement.***

***Where \*\* is used: means +1 week for students with Reasonable Adjustments.***

*The half-way visit should be during week 4 or 5 of the 8-week**placement.*

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| LO1: **Applied knowledge**: Demonstrates an applied knowledge of dietetics required to support evidence based practice on placement in selected service users and workstreams. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three appropriate examples for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 1.1\* Identify appropriate knowledge sources, evidence-based research, guidelines policies, protocols and reporting procedures currently in use in the placement setting. | Week 2 |  |  |
| 1.2**\*** Use knowledge sources to gather relevant information to inform dietetic practice and discuss with the supervisor how this may be applied to meet the needs of selected service users and workstreams. | Week 4 |  |  |
| 1.3 Recognise gaps in knowledge and skills needed for practice and acquire additional information, critically evaluating sources appropriately. | Week 6 |  |  |
| 1.4 Safely apply relevant knowledge and information to inform practice in selected service users and workstreams sharing clinical reasoning and decision making with supervisors. | Week 8 (or 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, 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 selected 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 **CAN** demonstrate the competencies some of the time. Students should be able to evidence three appropriate examples for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 2.1**\*** Systematically gathers information using the sources available in the placement setting, to assess nutritional needs. | Week 2 |  |  |
| 2.2**\***  Select and record appropriate information to inform the dietetic intervention. | Week 4 |  |  |
| 2.3 Analyse, critically evaluate and interpret information alongside observations to formulate a comprehensive nutritional assessment in selected service users documenting this in accordance with HCPC and organisational standards. | Week 6 |  |  |
| 2.4 Reliably use the nutritional assessment to appropriately inform service user requirements and diagnoses explaining the rationale for dietetic intervention to the supervisor and wider team. | Week 8 (or 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, 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 and approaches with service users (e.g. individuals, groups and populations), supervisors, other professionals and support staff. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 3.1**\*** Recognise own barriers, strengths and limitations for communication with diverse service users (individuals, groups and communities) and take appropriate action in discussion with supervisor. | Week 2 |  |  |
| 3.2 Effectively uses person centred skills (e.g. meet and greet, attending behaviour, non-verbal communication and questioning skills), to establish rapport, the service user’s goals, story and assessment information. | Week 4 |  |  |
| 3.3**\*** Appreciate the service user perspective and expertise using this information to jointly develop person centred goals and care plans. | Week 6 |  |  |
| 3.4 Use communication skills effectively to structure and complete service user consultations. | Week 6 |  |  |
| 3.5 Recognise service users’ challenges and barriers to change and considers options to promote adherence to dietary goals in discussion with supervisors. | Week 6 |  |  |
| 3.6 Communicate accurately and in a timely way to supervisors, dietetic team, other professionals and support staff, using written, oral and electronic communication to support practice and document care. | Week 8 (or 9)\*\* |  |  |
| 3.7 Work within equality and diversity policies to meet the needs of selected service users (individuals, groups and communities) and adapts communications in discussion with supervisors, to ensure opportunity of access to dietetic care. | Week 8 (or 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 and how this contributes to professional development, service delivery and enhances outcomes for service users. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 4.1**\*** Recognise the important of reflective practice in identifying strengths, areas for development and action points for practice. | Week 2 |  |  |
| 4.2**\*** Use reflective practice to consider dietetic care from other perspectives (e.g. service user, other professional) using this this to inform person centred working. | Week 4 |  |  |
| 4.3 Demonstrate how reflective practice has informed own clinical reasoning in discussion with supervisors. | Week 6 |  |  |
| 4.4 Incorporate service user needs and preferences into own course of action. | Week 6 |  |  |
| 4.5 Recognise the value of quality assurance processes and evaluation undertaken on placement and how these benefit the service user. | Week 8 (or 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, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO5: **Professionalism:** Demonstrates 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 **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 5.1 Act within the limits of current knowledge and practice to ensure service user safety. | Week 2 |  |  |
| 5.2 Act on constructive feedback to enhance professional practice. | Week 4 |  |  |
| 5.3**\*** Demonstrate responsibility for progressing own learning and development with timely preparation, completion of assessment tasks and tools. | Week 6 |  |  |
| 5.4 Demonstrate and adheres to HCPC Standards and organisational policies sustaining a professional attitude and commitment throughout the placement. | Week 8 (or 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, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO6: **Team working**: Demonstrates effective team working building appropriate relationships and rapport with colleagues to facilitate collaborative working. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 6.1 Appreciate the structure and roles of the dietetic team, other professionals, support staff and others and how they work collaboratively to deliver person centred care. | Week 2 |  |  |
| 6.2 Share and obtain accurate information with and from relevant team members whilst being sensitive to service pressures. | Week 4 |  |  |
| 6.3 Build professional relationships as a student practitioner with the team (e.g. dietetic, other professionals) and with peers. | Week 6 |  |  |
| 6.4 Participate in collaborative working within the team (e.g. dietetic, other professionals) making a professional contribution. | Week 8 (or 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, 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 outcomes in selected service users (individuals, groups and populations) and in accordance with the care process (BDA, 2016). | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three appropriate examples for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 7.1 Use assessment information and nutritional diagnoses to start to formulate various options and goals for a person centred care plan, sharing clinical reasoning with supervisors. | Week 4 |  |  |
| 7.2 Develop person centred review plans in selected service users in joint discussion with supervisors, implementing the agreed plan and taking appropriate action. | Week 6 |  |  |
| 7.3 Accurately document care plans in accordance with HCPC and organisational standards. | Week 6 |  |  |
| 7.4 Consider use of outcome measures to evaluate the quality and effectiveness of dietetic consultations in accordance with service user needs and organisational priorities. | Week 8 (or 9)\*\* |  |  |
| 7.5 Monitor progress of the care plan and explores review options using appropriate information in accordance with service user needs and nutritional risk, sharing clinical reasoning with supervisors. | Week 8 (or 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 selected tasks and workstreams to agreed deadlines within available time and resources. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 8.1 Organise tasks and plan appointments to ensure adequate and timely preparation (e.g. prepares adequately for tutorials, consultations and meetings). | Week 4 |  |  |
| 8.2 Demonstrate an organised approach to learning and assessment on placement, documenting and sharing evidence in a timely way in the professional portfolio, and with more self-direction towards the end of the placement. | Week 6 |  |  |
| 8.3 Complete each part of the care process/ task within agreed timescales, working towards more timely delivery by the end of the placement. | Week 8 (or 9)\*\* |  |  |
| 8.4 Prioritise own workload to ensure safe practice and ability to meet agreed deadlines whilst recognising the need for a flexible approach to changing workload and organisational needs. | Week 8 (or 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, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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| LO9: **Group communication**: Demonstrates competence in the planning, part- delivery and evaluation of effective group sessions, facilitating participation and engagement of service users (e.g. individuals, groups or communities). | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 9.1 Accurately observe and identify group facilitation skills and how these are adapted to meet the needs of service users. | Week 4 |  |  |
| 9.2 Plan own part-delivery of a group session including aims and learning outcomes, service user needs/ lifestyles and methods for delivery considering the time and resources available. | Week 8 |  |  |
| 9.3 Facilitate the session, engaging participants and tailoring delivery to meet service user needs and support behaviour change, using person centred skills in the group setting. | Week 8 (or 9)\*\* |  |  |
| 9.4 Utilise service user evaluation and supervisor feedback alongside own reflective practice to identify actions for future sessions and own professional development. | Week 8 (or 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:** 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 transition from directed to more self-directed practice where competence is demonstrated in selected service users (e.g. individuals, groups and populations) and workstreams. | | | |
| Students **CAN** demonstrate the competencies some of the time. Students should be able to evidence three examples (as appropriate) for each milestone within the competency – see suggested evidence below. | Guideline week for completion | Evidence cross-referenced  to portfolio  (completed by student) | Date and sign off  (completed by practice educator) |
| 10.1 Demonstrate transferable skills, safe and competent practice in selected service users. | Week 6 |  |  |
| 10.2 Feedback to supervisors appropriately and is competent in their scope of practice at the B placement threshold. | Week 8 (or 9)\*\* |  |  |
| 10.3 Put individual competencies together some of the time to complete whole consultations with selected service users. | Week 8 (or 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, Professionalism tool, Reflection tool, Verified witness statement, Handheld record or FFF, Supervisor observation/discussion

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: