**Assessment tool for nutrition and health-related projects**

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| **Student name:** |  |
| **Supervisor:** |  |
| **Placement B or C:** |  |
| **Placement week number:** |  |
| **Title of activity:** |  |
| **Target group (if applicable):** |  |
| **Date:** |  |

This assessment tool can be used for nutrition and health-related projects. Normally, students will be involved in health promotion projects on both B and C placements. These projects can be targeted towards the general public, service users or staff.

Examples of nutrition and health-related projects include:

* Audit
* Health promotion display
* Poster
* Information leaflet
* Health eating quiz

It is important to note that some of the criteria and descriptors within this tool may not apply to every project. It is at the discretion of the supervisor to determine the appropriate criteria and descriptors for the project being undertaken.

**Assessment method:** Projectoverseen by practice educator, followed by reflective discussion and feedback.

The nutrition and health-related projects tool could be used to demonstrate competency towards some/all of the placement learning outcomes, depending on the content and execution of the project:

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| **Stage 1 Preparation:** Has appropriate preparation been undertaken and evidenced? Depending on the project this could include:   * Consideration of target audience – including demographics and any additional needs they may have (LO2, LO3, LO9) * Evidence and application of own research, i.e. has up-to-date knowledge in subject area (LO1) * Plans appropriately including process e.g. Gantt chart, lesson plan, protocol, etc. Factors considered may include aims and objectives, time, equipment, resources, space, etc. (LO7, LO8, LO10) |
| Student comments |
| Practice educator feedback |
| **Stage 2 Delivery/Content:** Was the final piece of work undertaken and executed to an appropriate standard? Depending on the project, this could include:   * Information was relevant and accurate (LO1) * Communicated at an appropriate level, i.e. use of language, avoiding jargon, demonstrating sensitivity, professional reporting (LO3, LO9) * Interaction with target audience if opportunity arises (LO3, LO9) * Text/picture balance, where necessary adapted to target group (LO3, LO9) * Consideration given to factors influencing nutrition and health, e.g. income, local food availability, peer and family pressure, media, preferences, cooking skills, shopping skills (LO1, LO2) * Demonstrated understanding and ability to implement different strategies to influence nutritional intake, e.g. behaviour modification, multi-agency working (LO3, LO6, LO7, LO9)   For projects involving presentations:   * Develops rapport and speaks with an engaging, friendly and professional manner (LO3, LO5, LO9) * Makes eye contact with the audience (LO3, LO9) * Conveys enthusiasm and confidence (LO9) * Effective use of visual aids to support verbal communication (LO3, LO9) * Effective and appropriate verbal and non-verbal communication (LO3, LO9) * Keeps interest and attention of the audience (LO9) * Demonstrates active listening and able to adapt delivery to meet topic-specific learning needs of the group (LO9) * Listens to and fosters respect for the views of those within the group/audience (LO9) * Encourages questions, acknowledges and responds appropriately (LO9) |
| Student comments |
| Practice educator feedback |
| **Stage 3 Evaluation/Reflection:** Evaluates the project, including potential impact/effect on dietetic services and target group (LO1, LO4, LO7)   * Include a critical analysis and reflection of the project, i.e. planning and execution - Include what went well, barriers and limitations, what would be done differently in the future * Evaluate outcomes and person-related outcome measures (PREMs) * Discuss the literature in this area and use it to justify/challenge your chosen style of delivery/execution * Consider any future action, personal learning points and learning for wider practice, including evidence gaps * Reflection on process/evaluation |
| Student comments |
| Practice educator feedback |

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| **Professional Practice:** Practices within the statement of conduct (LO5)   * Uses generic names for products or mentions several brand names * Words and pictures are inclusive, e.g. race, religion, age, sexual orientation, learning and / or physical disability * Demonstrates ownership and responsibility for the project * Meets aims and objectives/deliverables * Acts on advice and feedback |
| **Student comments** |
| **Practice educator feedback** |

**Practice educators to complete the table below.** Please indicate which learning outcomes were competently demonstrated in this service user consultation and should therefore be used for summative evidence. The learning outcomes are a guide only and a summative consultation may not need all learning outcomes signed off.

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| **Learning outcomes**  **for placement B or C** | **LO1**  **Knowledge** | **LO2**  **Assessment** | **LO3**  **Communication** | **LO4**  **Reflection and review** |
| Student demonstrates competent practice for placement learning outcomes (tick all that apply) |  |  |  |  |
| **LO5 Professionalism** | **LO6**  **Team working** | **LO9**  **Group communication** | **LO10**  **Independent working** |
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**Currently this tool is considered to be desirable. There is no requirement to include this in the portfolio. Whether it is completed or not should be guided by your practice educators.**

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

Signature of supervising dietitian: ……………………………………………………………………… Date: …………………