

## Placement B/B1 Learning Outcomes and Milestones

The Placement B 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 B1 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 B1. 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, out-patient clinics, primary care & general practice, service user's homes, mental health & learning disability care settings and within private independent & voluntary sector organisations.

LO1: <b>Applied Knowledge:</b> Demonstrates an applied knowledge of dietetics required to support evidence based practice on placement in selected service users and workstreams.			
Students <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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	3 (4)		
1.2 Use knowledge sources to gather relevant information and discuss with the supervisor how this may be applied to meet the needs of selected service users and workstreams.	6 (8)		
1.3 Recognise gaps in knowledge and skills needed for practice and acquire additional information, critically evaluating sources appropriately.	9 (12)		
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.	12 (16)		
Learning outcome achieved:			

### Evidence may include examples from:

Individual Consultation Tool, Supervisor Observation/Discussion, Reflective practice, Professionalism Tool, Case Review, Handheld Record or Weekly Review Tool.

LO2: <b>Assessment:</b> 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & Sign off (Completed by Practice Educator)
2.1 Systematically gathers information using the sources available in the placement setting, to assess nutritional needs.	3 (4)		
2.2 Select and record appropriate information to inform the dietetic intervention	6 (8)		
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.	9 (12)		
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.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective practice, Case Review, Handheld Record or Weekly Review Tool, Witness Statement

<b>LO3: Communication with individuals:</b> Demonstrates effective communication skills and approaches with service users (e.g. individuals, groups and populations), supervisors, other professionals and support staff.			
Students <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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.	3 (4)		
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.	6 (8)		
3.3 Appreciate the service user perspective and expertise using this information to jointly develop person centred goals and care plans.	9 (12)		
3.4 Use communication skills effectively to structure and complete service user consultations	9 (12)		
3.5 Recognise service users' challenges and barriers to change and considers options to promote adherence to dietary goals in discussion with supervisors.	9 (12)		
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.	12 (16)		
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.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective practice, Case Review, Handheld Record or Weekly Review Tool, IPL/Teamwork Tool, Care Measure, Witness Statement

LO4: <b>Reflection &amp; Review:</b> Demonstrates effective reflection and review of practice and how this contributes to professional development, service delivery and enhances outcomes for service users.			
Students <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & Sign off (Completed by Practice Educator)
4.1 Recognise the important of reflective practice in identifying strengths, areas for improvement and action points for practice.	3 (4)		
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.	6 (8)		
4.3 Demonstrate how reflective practice has informed own clinical reasoning in discussion with supervisors	9 (12)		
4.4 Incorporate service user needs and preferences into own course of action	9 (12)		
4.5 Recognise the value of quality assurance processes and evaluation undertaken on placement and how these benefit the service user.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective practice, Handheld Record or Weekly Review Tool, Care Measure, Witness Statement, Case Review

LO5: <b>Professionalism:</b> 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & Sign off (Completed by Practice Educator)
5.1 Act within the limits of current knowledge and practice to ensure service user safety	3 (4)		
5.2 Act on constructive feedback to enhance professional practice.	6 (8)		
5.3 Demonstrate responsibility for progressing own learning and development with timely preparation, completion of assessment tasks and tools	9 (12)		
5.4 Demonstrate and adheres to HCPC Standards and organisational policies sustaining a professional attitude and commitment throughout the placement	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective Practice, Handheld Record or Weekly Review Tool, Care Measure, Witness Statement, Case Review

LO6: <b>Team working:</b> Demonstrates effective team working building appropriate relationships and rapport with colleagues to facilitate collaborative working			
Students <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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.	3 (4)		
6.2 Share and obtain accurate information with and from relevant team members whilst being sensitive to service pressures.	6 (8)		
6.3 Build professional relationships as a student practitioner with the team (e.g. dietetic, other professionals) and with peers.	9 (12)		
6.4 Participate in collaborative working within the team (e.g. dietetic, other professionals) making a professional contribution.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

IPL/Team work Tool, Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective practice, Handheld Record or Weekly Review Tool, Witness Statement, Case Review

LO7: <b>Care Planning:</b> 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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	6 (8)		
7.2 Develop person centred review plans in selected service users in joint discussion with supervisors, implementing the agreed plan and taking appropriate action.	9 (12)		
7.3 Accurately document care plans in accordance with HCPC and organisational standards.	9 (12)		
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.	12 (16)		
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.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective practice, Case Review, Handheld Record or Weekly Review Tool, Care measure, IPL/Teamwork Tool.

LO8: <b>Prioritisation</b> : 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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).	6 (8)		
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	9 (12)		
8.3 Complete each part of the care process/ task within agreed timescales, working towards more timely delivery by the end of the placement.	9 (12)		
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.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective Practice, Case Review, Handheld Record or Weekly Review Tool, IPL/Teamwork Tool, Care Measure, Witness statement.



LO9: <b>Group Communication:</b> 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & 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	6 (8)		
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.	12 (16)		
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.	12 (16)		
9.4 Utilise service user evaluation and supervisor feedback alongside own reflective practice to identify actions for future sessions and own professional development.	12 (16)		
Learning outcome achieved:			

Evidence may include examples from:

Presentation & Group Facilitation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective Practice, Handheld Record or Weekly Review Tool, Care Measure, Witness statements

L10: <b>Independent Working:</b> 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 <b>CAN</b> 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 NOTT (SHU)	Evidence cross-referenced to Portfolio (Completed by student)	Date & Sign off (Completed by Practice Educator)
10.1 Demonstrate transferable skills, safe and competent practice in selected service users.	6 (8)		
10.2 Feedback to supervisors appropriately and is competent in their scope of practice at the B placement threshold	12 (16)		
10.3 Put individual competencies together some of the time to complete whole consultations with selected service users	12 (16)		
Learning outcome achieved			

Evidence may include examples from:

Individual Consultation Tool, Professionalism Tool, Supervisor Observation/Discussion, Reflective Practice, Handheld Record or Weekly Review Tool, Witness Statement, Case Review.