

## Learning Outcomes Framework: Placement B2

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 (2022) 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. The B2 placement focuses on enabling students to investigate and demonstrate understanding of a broader dietetic working environment in 'extended scope' placements.

Students develop their practice in a range of selected service users and settings which may include 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.

The learning activities will vary and be appropriate to the placement setting. In order to be successful on the B2 placement, it is expected that students will participate in a range of activities taking place in the placement setting e.g., group facilitation, multi-professional meetings, working with service user groups, gauging feedback etc. and will be involved in a specific project. This will be one of the following activities:-

- A scoping/asset mapping activities to identify needs (e.g. needs assessment of a particular population group/service user e.g. dementia friendly activities with a nutritional focus etc..) OR
- Service development or quality improvement (SDQI) (e.g. development and possible delivery of a healthy eating intervention, group facilitation or service user education session/activities or need identified by the placement provider etc..) OR
- Audit or service evaluation of retrospective practice, outcomes and evidence base (e.g. MUST Tool usage, how type 2 diabetes is taught to meet the needs of specific multi-cultural communities etc..)

**LO1: Applied Knowledge:** Demonstrates an applied knowledge of dietetics required to support evidence-based practice on placement in the extended scope setting and related workstreams.

Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
1.1. Identify appropriate knowledge sources, evidence-based research, guidelines, policies, protocols and reporting procedures currently in use in the extended scope placement setting	Week 2		
1.2 Use new knowledge sources, and current knowledge to gather relevant information to develop dietetic practice and discuss with the supervisor how this may be applied to meet the needs of selected service users, groups and/or workstreams.	Week 4		
1.3 Synthesises relevant knowledge and complex information to inform effective practice in selected service users, groups or workstreams sharing an appropriate evidence base, reasoning and decision making with supervisors.	Week 7		

Learning outcome achieved: Met/ Not met (Delete as appropriate)

**End of placement review:**  
Strengths:

Suggested areas for development (if LO not met):

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description Tool, Presentation & Group Facilitation Tool, Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.

LO2: <b>Assessment:</b> Demonstrates competence in the identification and use of appropriate methods to assess 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, 2020).			
Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
2.1 Systematically gathers pertinent information using a wider range of sources appropriate to/within the placement setting, to assess nutritional needs.	Week 2		
2.2 Identify and critically scope the needs of a service, service user or group to formulate an appropriate and detailed assessment.	Week 4		
2.3 Reliably use the assessment to identify and develop a plan which appropriately addresses the identified needs.	Week 7		
Learning outcome achieved: Met/ Not met (Delete as appropriate)			
<p><b>End of placement review:</b></p> <p>Strengths:</p>  <p>Suggested areas for development (if LO not met):</p>			

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, & Fortnightly Review Tool.

LO3: **Communication with individuals:** Demonstrates effective communication skills and approaches with service users (e.g., individuals, groups and populations), supervisors, and a wider range of other professionals and support staff.

Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
3.1 Continues to develop and effectively practices person centred skills (e.g., meet and greet, attending behaviour, non-verbal communication and questioning skills), to establish rapport, with the service users, other professionals and colleagues (as appropriate).	Week 2		
3.2 Communicate accurately and in a timely way to supervisors (in the workplace and long arm dietetic supervisor), dietetic team, other professionals, and support staff, using written, oral and electronic communication to support practice and document care.	Week 4		
3.3 Work within equality and diversity policies to meet the needs of selected service users (individuals, groups, and communities) and adapts communication skills to sensitively address challenges and barriers, to ensure opportunity of access to dietetic care.	Week 7		

Learning outcome achieved: Met/ Not met (Delete as appropriate)

<p><b>End of placement review:</b> Strengths:</p>    <p>Suggested areas for development (if LO not met):</p>	
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Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description Tool, Verified Witness Statement(s), Care Measure, Reflective practice, Everyday Feedback Tool, or Fortnightly Review Too

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 and/or community groups.			
Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
4.1 Systematically use reflective practice to consider dietetic care from a variety of perspectives (e.g., service user, other professional) and demonstrate how this has informed person centred working.	Week 2		
4.2 Incorporate service user needs and preferences into own course of action and demonstrate understanding of the impact on service user experiences.	Week 4		
4.3 Routinely demonstrates how reflective practice has informed own decision making and professional development in discussion with supervisors.	Week 7		
Learning outcome achieved: Met/ Not met (Delete as appropriate)			
<b>End of placement review:</b> Strengths:          Suggested areas for development (if LO not met):			

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description Tool, Presentation & Group Facilitation Tool, Verified Witness Statement(s), Care Measure, Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.

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 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 & Sign off (Completed by Supervisor)
5.1 Act within the limits of current knowledge and practice to ensure service user safety, dignity and respect are considered	Week 2		
5.2 Act on constructive feedback to enhance professional practice, and begin to consider and develop leadership skills appropriate to the role.	Week 4		
5.3 Demonstrate and adheres to HCPC Standards and organisational policies sustaining a professional attitude and commitment throughout the placement and is secure in scope of practice using placement supervisor and long arm dietetic supervisor appropriately.	Week 7		
Learning outcome achieved: Met/ Not met (Delete as appropriate)			
Strengths			
Suggested areas for development (if LO not met):			

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description Tool, Presentation & Group Facilitation Tool, Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.

LO6: **Team working:** Demonstrates effective team working building appropriate relationships and rapport with a wider range of colleagues to facilitate collaborative working

Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
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6.1 Appreciate the structure and roles of the professional team, support staff and others and how they work collaboratively to deliver person centred care.	Week 2		
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6.2 Demonstrate the ability to gather, share and disseminate accurate and pertinent information with and from relevant team members whilst being sensitive to service pressures.	Week 4		
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6.3 Develop a deeper understanding of collaborative working within the team (e.g. dietetic, other professionals), participating appropriately to make a professional contribution.	Week 7		
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Learning outcome achieved: Met/ Not met (Delete as appropriate)

<p>Strengths</p> <p>Suggested areas for development (if LO not met):</p>	
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Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description Tool, Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool

LO7: **Care Planning:** Produces and implements dietetic care plans, delivery plans, session plans or education sessions to improve nutritional outcomes, 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, 2020).

Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
7.1 Consistently demonstrate use of evidence-based information to formulate (scope) appropriate options and goals for an individual or group plan, sharing reasoning with supervisors in a timely manner.	Week 2		
7.2 Develop chosen plan for selected service users/groups with appropriate justification and rationale, including consideration of time, skills, and resources.	Week 4		
7.3 Implement appropriate outcome measures to evaluate the quality and effectiveness of education sessions/delivery plans in accordance with service user needs, organisational priorities, and available resource.	Week 7		
Learning outcome achieved: Met/ Not met (Delete as appropriate)			
Strengths       Suggested areas for development (if LO not met):			

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Care Measure, Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.



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 <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
8.1 Independently organise tasks and plan appointments in an extended scope setting to ensure adequate and timely preparation (e.g. prepares adequately for tutorials, consultations and meetings).	Week 2		
8.2 Develop an effective, self-directed and organised approach to learning and assessment on placement, documenting and sharing evidence in a timely manner in the professional portfolio.	Week 4		
8.3 Prioritise own workload to ensure safe practice and ability to meet agreed deadlines whilst being flexible and receptive to a changing workload and organisational needs of the service.	Week 7		

Learning outcome achieved: Met/ Not met (Delete as appropriate)

Strengths

Suggested areas for development (if LO not met):

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Verified Witness Statement(s), Care Measure, Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.

LO9: **Group Communication:** Demonstrates competence in the planning, part- delivery and evaluation of a set task, facilitating participation and engagement of service users (e.g., individuals, groups or communities) or other relevant stakeholders.

Students <b>CAN</b> demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Supervisor)
9.1 Collaborate and engage with relevant stakeholders in individual and group settings to plan and develop the task.	Week 2		
9.2 Deliver and/or facilitate the group/task, engaging participants and tailoring delivery to meet service user needs and support behaviour change.	Week 4		
9.3 Utilise service user evaluation, supervisor feedback and own reflective practice to identify actions for future sessions, own professional development, and pertinent outcome measures for commissioners.	Week 7		

Learning outcome achieved: Met/ Not met (Delete as appropriate)

Strengths

Suggested areas for development (if LO not met):

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Presentation & Group Facilitation Tool, Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.

L10: **Independent Working:** Demonstrates engagement with 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 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 & Sign off (Completed by Supervisor)
10.1 Regularly demonstrate transferable skills, safe and competent practice with, or for the benefit of selected service users.	Week 4		
10.2 Developing competence and independence in scope of practice, with appropriate feedback to supervisors (in the placement setting and long arm supervisor).	Week 7		

Learning outcome achieved: Met/ Not met (Delete as appropriate)

Strengths

Suggested areas for development (if LO not met):

Evidence may include examples from: Needs Assessment & Asset Mapping Tool OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Verified Witness Statement(s), Reflective practice, Everyday Feedback Tool, or Fortnightly Review Tool.