

Assessment tool for presentations and/or group facilitation

Student name	
Practice educator	
Session name	
Session date	
Pre-prepared session, delivered by student (B/B1 placement) or session prepared and delivered by student (C)	

This assessment tool can be used for presentations and group facilitation involving service users, voluntary/community clubs, schools and other healthcare professionals. Normally a student will deliver 2 presentations on both B and C placements. Examples of presentations/ group facilitation include:

- Cook and eat sessions
- Journal club.
- MUST training
- Diabetes group education
- Cardiac rehabilitation
- Coeliac group education
- Weight management service user group

It is important to note that some of the criteria and descriptors within this tool may not apply to the session. It is at the discretion of the supervisor to determine the appropriate criteria and descriptors for the talk/group facilitation.

Assessment method: Direct observation of the talk/group facilitation session which you may have planned in part, delivered and evaluated, followed by reflective discussion/feedback with the supervisor.

The talk/group facilitation tool relates to LO9 (group communication), but can be used to demonstrate competency towards a number of other placement learning outcomes:

B/B1/C placement: LO1, LO4, LO5, LO9

Criteria: (with descriptors)	Comments and feedback: (student to complete first, followed by a discussion/feedback with the practice educator)
Planning prior to content preparation (LO1) <ul style="list-style-type: none"> • Identifies appropriate activities and resources within the available time • Understands aims and objectives/learning outcomes of the session • Develops or adapts a lesson plan if appropriate • Aware of the target audience, resources available and plans the session accordingly • Includes a method of user feedback/evaluation 	Student
	Practice educator
Content preparation (LO9) <ul style="list-style-type: none"> • Content is evidence based • Content is appropriate for the target audience • Consideration for relevant factors affecting 	Student

Criteria: (with descriptors)	Comments and feedback: (student to complete first, followed by a discussion/feedback with the practice educator)
nutrition and health, e.g. food budget, local food availability, ethnicity, psychosocial factors, food preferences, cooking skills and existing food knowledge <ul style="list-style-type: none"> • Logical content structure • Discuss with supervisor and incorporate feedback/suggestions 	Practice educator
Presentations skills (LO9) <ul style="list-style-type: none"> • Logical content structure during delivery, including introduction (of self and outline of session, aims and objectives/learning outcomes), overall summary. • Visual aids and handouts/resources are relevant and well designed • Effective use of visual aids to support communication • Effective and appropriate verbal and non-verbal communication skills • Appropriate use of language, avoiding inappropriate jargon 	Student
	Practice educator
Engages with the audience appropriately (LO5, LO9) <ul style="list-style-type: none"> • Keeps interest and attention of the audience • Develops rapport and speaks with an engaging friendly, positive, professional manner • Makes eye contact with the audience • Conveys enthusiasm and confidence 	Student
	Practice educator
Facilitation skills (LO5, LO9) <ul style="list-style-type: none"> • Demonstrates active listening and able to adapt delivery to meet topic-specific learning needs of the group • Manages and guides learning to ensure that aims and objectives/learning outcomes are met (which may include a change to the original session plan, if appropriate) • Listens to and fosters respect for the views of those within the group/audience 	Student

Criteria: (with descriptors)	Comments and feedback: (student to complete first, followed by a discussion/feedback with the practice educator)
<ul style="list-style-type: none"> • Aware of group dynamics and uses strategies to manage contributions • Encourages questions, acknowledges and responds appropriately • Uses inclusive words and actions (spoken and written), that do not discriminate against race, faith, age, gender or sexual identity, learning or physical disability • Has an awareness of time and resource management and adapts accordingly 	Practice educator
<p>Evaluation (LO4)</p> <ul style="list-style-type: none"> • Evaluates the session using appropriate methods • Links evaluation to the aim and learning outcomes of the session • Assesses group feedback • An ability to reflect on group feedback and own skills – strengths and areas for improvement (B placement) • Reflect in action (C placement) 	<p>Student</p> <hr/> <p>Practice educator</p>

Summary of student reflection on the session

Agreed action plan to improve skills and/or knowledge (completed jointly in discussion with the practice educator)

Practice educators to complete the table below. Please indicate which learning outcomes were competently demonstrated in this presentation and/or group facilitation and should therefore be used for summative evidence.

Learning outcome for placement B/B1 or C	LO1 Knowledge	LO4 Reflection	LO5 Professional -ism	LO9 Group communication
Student demonstrates competent practice for Placement learning outcomes (tick all that apply)				

Signature of student dietitian:

Date/week of placement:

Does this count as a competent tool for LO9 (group communication)? Yes/No (delete as applicable)

Signature of practice educator: Date:

Students should use these reflection and feedback points 'feed forward' for the next assessment tool