



**B2 Practice Learning Handbook for Practice Educators
and Students**

MSc Dietetics (Pre-registration)

September 2019

Contents

Contents	1
0. Contact details of link tutors	2
1. Philosophy and Rationale for Practice Learning.....	3
2. Course Structure.....	3
3. SHU Model for Practice Learning	6
4. Learning Outcomes Framework and Assessment of the Placement Experience	7
5. Practice Experience B2	8
6. Placement Preparation.....	9
7. Documentation and Volume of Evidence.....	19
8. Placement B2 Learning Outcomes and Milestones.....	21
9. Placement Tools	32
9. Roles, responsibilities and regulations	64
a) In the event of failure of Practice Experience B2.....	64
b) Extended training due to absence.....	64
c) Student Placement Learning Environments	64
d) Maintaining and supporting quality placement learning across the student journey	65
e) Placement Learning Service Level Agreement (SLA)/Contracts	65
f) Placement Learning Expectations.....	68
g) Placement Learning Policies and Procedures	69
10. Maintaining and supporting quality placement learning environments across the student journey	70
11. Placement Support	72

0. Contact details of link tutors

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Other useful resources:

Faculty of Health and Wellbeing Placement learning website
https://www3.shu.ac.uk/HWB/placements/shu_policies.html

1. Philosophy and Rationale for Practice Learning

Practice learning is integral to pre-registration dietetic education with placements integrated throughout the two-year MSc Dietetics pre-registration course. It provides the student with the opportunity to develop an understanding of their role as a healthcare professional and to build a sense of professional identity. Placements offer the student a unique opportunity to work with individuals, families and communities in a variety of settings which could not be realistically delivered within the academic setting. In keeping with the philosophy of integrated working in health and social care, students are expected to develop the skills to become self-directed, independent and autonomous learners, using the opportunity afforded by practice learning and supervision to explore, apply and integrate theory and practice. Practice learning is a core feature that connects learning in the university to placement experiences to develop work readiness and professional behaviours. This may be in a range of settings including working in integrated environments with students from other professions.

Practice placements provide opportunities for students to develop their understanding of the concepts, skills, and behaviours required for practice. It enables them to demonstrate their understanding through observation, practice, reflection and critical evaluation. Inter-professional learning is a key feature of the placement experience. Students' progress their practice to demonstrate competency to the required threshold at the end of their placement experience. This enables students who successfully complete both academic and placement components of the course to progress to award and eligibility to apply for registration as a Dietitian with the Health and Care Professions Council (HCPC).

2. Course Structure

The MSc Dietetics (pre-registration) course is a two-year full-time professional course designed to offer students with a strong science degree, masterly scholarship in dietetics and the attainment of practice competencies required for eligibility to apply for registration with the Health and Care Profession's Council.

Dietetics is based on nutrition and clinical science and incorporates an understanding of food composition, nutrients and their metabolism within the body, nutritional requirements and importantly the dietary effects of food and the way in which it can be used to treat disease and promote health.

Dietitians work with service users and carers, groups and communities with lifestyle and long-term conditions, acute and chronic disease, to assess nutritional need and put in place, care plans or interventions to enable behaviour change. Dietitians use diet therapy and food to treat disease and optimise health using a person-centred approach to achieve effective outcomes.

This course is designed to support students in the application of theory into practice with four practice placements (3 part-time). Three are in the NHS and one in an extended scope setting, in the independent or voluntary or NHS health and social care sector. Teaching is delivered alongside the practice experience, enabling students to reflect and consolidate their learning with peers whilst providing support for personal and professional development.

Concurrent academic and practice learning aims to support students to integrate their learning and progress practice as autonomous and reflective practitioners, who are fit for employment in a range of health, social care, and voluntary and independent sector environments. To prepare students for this, there is a strong emphasis on understanding the dietetic role and that of other professionals within health and social care teams, using an integrated curriculum in bespoke modules. This enables students to develop the ability to deliver safe, effective and compassionate care through effective interprofessional and interagency collaboration.

Emphasis is placed on developing a critical and evaluative approach to the evidence base which informs dietetics. This enables students to appraise the quality and effectiveness of complex care and develop a deeper understanding of current issues at the forefront of professional practice. This prepares students for making their own research contribution to the dietetics discipline, which is supported through local partnerships with NHS Trusts and dietetic practitioners, to advance research and enquiry.

The course prepares students for post-registration practice, fostering their ability to maintain and develop professional competence within the changing context of practice and health and social care provision. The emphasis on leadership and research skills aids professional development, and advances knowledge and skills to a high level. This equips postgraduates in the professional workplace to progress research interests, innovate and engage in service improvement, prepare for advanced practice and undertake doctoral study.

Successful completion of the course provides students with eligibility to apply for HCPC registration and to work autonomously with accountability as a registered dietitian in the UK. The course prepares students for this responsibility and, the expectations of them as healthcare professionals to practice within legal and ethical boundaries, scope of practice and to exercise a professional duty of care.

COURSE PLAN 2019-20:- MSc Dietetics (Pre-Registration)

Wk No	Week Beginning (Monday)	MSc ICC Curriculum Year one (Jan 2020 starters)					Wk No	Week Beginning (Monday)	MSc Dietetics Year two (January 2019 starters)						
		M	T	W	T	F			M	T	W	T	F		
24	06-Jan						24	06-Jan	Study week- Writing Research Protocol						
25	13-Jan	Induction					25	13-Jan			B2 Briefing	Leadership in Public Health Nutrition			
26	20-Jan	Nutrition & Food Composition		Professional Practice	Dietetic Practice in Long Term Conditions	26	20-Jan	RAFB2 Forms							
27	27-Jan						27	27-Jan							
28	03-Feb						28	03-Feb	Practice Experience B2 (P/T) 20 Days						
29	10-Feb						29	10-Feb							
30	17-Feb						30	17-Feb							
31	24-Feb						31	24-Feb							
32	02-Mar						32	02-Mar							
33	09-Mar						33	09-Mar							
34	16-Mar		Practice Experience A (P/T) 9 days			34	16-Mar								
35	23-Mar								35	23-Mar					
36	30-Mar							36	30-Mar			B2/C Debrief			
37	06-Apr				37	06-Apr	RAFC								
38	13-Apr				38	13-Apr	Study week/Assessment								
39	20-Apr				39	20-Apr	Student vacation/Earliest start Placement C								
40	27-Apr				40	27-Apr	Student vacation/Earliest start placement C								
41	04-May	Student vacation					41	04-May	Placement C (F/T) 60 days						
42	11-May	Student vacation					42	11-May							
43	18-May	Professional Practice		Applied Nutrition Support		43	18-May								
44	25-May				Evaluating Research Methodologies	44	25-May								
45	01-Jun				Practice Experience A	45	01-Jun								
46	08-Jun					46	08-Jun								
47	15-Jun					47	15-Jun								
48	22-Jun					48	22-Jun								
49	29-Jun					49	29-Jun								
50	06-Jul					50	06-Jul								
51	13-Jul				Creating Original Practice	51	13-Jul								
52	20-Jul					52	20-Jul								
1	27-Jul	Study Week/Assessment					1	27-Jul	Study week/Assessment						
2	03-Aug	Student vacation					2	03-Aug	Student vacation						
3	10-Aug	Student vacation					3	10-Aug	Student vacation						
4	17-Aug	Student vacation					4	17-Aug	Student vacation						
5	24-Aug	Student vacation					5	24-Aug	Student vacation						
6	31-Aug	Study Week/Re-Assessment					6	31-Aug	Study week-Re-assessment						
7	07-Sep	Placement B1 (P/T) 50 days					7	07-Sep			C Debrief				
8	14-Sep									8	14-Sep	Practice Based Research	Complex Care	Practice Based Research	
9	21-Sep						PP			9	21-Sep				
10	28-Sep									10	28-Sep				
11	05-Oct									11	05-Oct				
12	12-Oct						PP			12	12-Oct				
13	19-Oct									13	19-Oct				
14	26-Oct									14	26-Oct				
15	02-Nov						PP			15	02-Nov				
16	09-Nov									16	09-Nov				
17	16-Nov				17	16-Nov									
18	23-Nov	PP			18	23-Nov		Exam							
19	30-Nov				19	30-Nov	Practice Based Research								
20	07-Dec	B2/C choice			20	07-Dec									
21	14-Dec				21	14-Dec									
22	21-Dec	Student vacation					22	21-Dec	Student vacation						
23	28-Dec	Student vacation					23	28-Dec	Student vacation						
							24	04-Jan	Assessment Week						

3. SHU Model for Practice Learning

The development of the SHU Model for practice learning has been informed through collaborative working and consultation with Practice Educators and Student Training Leads across South Yorkshire, Bassetlaw and Derbyshire Cluster, East Midlands Dietetic Managers and Professional Leads, Managers of Private, Independent and Voluntary organisations (PIVOs), Dietetic Colleagues at the University of Nottingham, the Faculty of Health and Wellbeing Placement Team and the Course Development and Planning Team encompassing academic and practice colleagues, students and service users.

The SHU competency-based placement model is designed to fit within the over-arching curriculum framework (BDA, 2013) with over 1000 hours of assessed practice experience. Practice placements are integrated with periods of academic education so that students can reflect on and learn from their experiences whilst demonstrating progression through the course. The placement model operates a slightly different configuration from the historical pattern of three full-time practice placements to support delivery of our curriculum and to manage the local situation. Students must successfully complete the academic and practice placement components to ensure that they are able to demonstrate the HCPC Standards of Proficiency (HCPC, 2013) on completion of the course.

The model is delivered as 4 practice placements throughout the two-year course, where three out of four are part-time (3 days a week) and one full-time (5 days a week). Three out of four placements take place in the NHS with one in an extended scope setting. Concurrent learning supports students in their integration of theory and practice and, uses practice experience to inform learning. The extended scope placement exposes students to emergent areas of dietetic practice where employment opportunities for graduate dietitians are increasing and is aligned with the Professions Future Vision 2025 (Hickson, Child and Collinson, 2017). Whilst the mode of delivery of the SHU model is distinct it remains in line with the national model, which is used by the University of Nottingham our neighbour provider organisation thus ensuring compatibility between placement models between both HEIs with our practice partners.

SHU Placement model: Structure and Delivery

Placement	Duration	Schedule
A	10 days (P/T Tues-Thurs)	Year 1: March-April
B1	50 days (P/T Tues-Thurs)	Year 1: September- December
B2	20 days (P/T Mon-Weds)	Year 2: February-March
C	60 days (F/T Mon-Fri)	Year 2: May- July

It is expected that students undertake placements in such a way that initially they focus on observing practice then developing core dietetic practice skills in selected service users and conditions. They then widen their experience of dietetic practice with a broader range of therapeutic groups and settings relevant to Band 5 practice. Students undertake placements in the NHS including Hospital based Acute Trusts, Primary Care/Community Trusts and in Mental Health and Partnership Trusts however it is recognised that as health and social care services are commissioned with any qualified provider that there is increased diversity of services and settings where dietetic practice takes place.

These settings enable students to work with service users with a wider range of clinical conditions and dietetic needs including mental health, paediatrics, community/primary care and provides skills development opportunities to support students moving into these 'harder to recruit' areas in post-registration practice. The training recognises Dietetic roles are now more strongly focused on transferable skills to equip practitioners to move into more specialist roles and Integrated Care Teams in post-registration practice.

4. Learning Outcomes Framework and Assessment of the Placement Experience

The Learning Outcomes framework (LOF) supports student progression throughout each of the Practice learning experiences A, B1, B2 and C and it is mapped to ensure that students are able to demonstrate the HCPC Standards of Proficiency by the end of the Course. Each practice experience is pass/fail with placement A learning outcomes evidenced through completion of a workbook whilst Practice B1, B2 and C are based on professional competencies evidenced through a portfolio assessment. The ten themes within the LOF (see below) maintain an emphasis on developing competencies in knowledge, communication and professional practice.

- LO1: Applied Knowledge
- LO2: Assessment
- LO3: Communication with Individuals
- LO4: Reflection and Review
- LO5: Professionalism
- LO6: Team working
- LO7: Care Planning
- LO8: Prioritisation
- LO9: Group communication
- LO10: Independent Working

In practice experiences A, B1, B2 and C students use the LOF working through the milestones towards achievement of each learning outcome. The LOF framework guides student progression, enabling the student to see their next steps and jointly with the practice educator, to track progress. This is recorded in the workbook for practice experience A. In practice experience B1, B2 and C students evidence their progress by cross-referencing their evidence to the LOF which is independently verified by supervisors and overall progress, reviewed periodically throughout each placement.

Placements are progressive. Placement A serves as an introduction to dietetic practice where students develop knowledge and skills through a range of learning activities. Placement B1 provides an opportunity for students to develop dietetic practice using the dietetic care process in selected service users, settings and clinical conditions. Students work towards putting their knowledge, skills and professional practice together some of the time but not yet with consistency. Placement B2 continues the B1 competencies in extended scope settings where students experience the diversity of nutrition and dietetic need in new and emergent settings whilst fostering independence. Placement C enables students to work towards competent practice, where they are able to apply knowledge, skills and professional practice in a wide range of more complex service users and scenarios with consistency of practice and whereby at the end of the placement students are able to work autonomously demonstrating the HCPC Standards of Proficiency and Standards of Conduct, Performance and Ethics. This ensures that students who complete all academic and practice components of the course are eligible for the award, MSc Dietetics and to apply for HCPC Registration as a Dietitian.

In this way the threshold set for assessing achievement of placement competencies is informed by the 'Know, Can, do' model as summarised below:

Competency	Placement Threshold
Know	Placement A- The student knows and understands
Can	Placement B1 and B2 - The student can demonstrate the competencies some of the time in selected service users, workstreams and scenarios
Do	Placement C- Students demonstrates competencies with consistency and in more complex service users, workstreams and scenarios

Prior to each practice experience, students complete a Review and Assessment Form (RAF) personal statement with their tutor to self-assess their strengths and areas for improvement against each of the placement learning outcomes and put in place actions plans to work towards these in the placement. This statement is shared with the Practice educator leading the Placement. At the end of the placement the self-assessment is reviewed, together with the LOF evidence, between the student and the practice educator and a judgement made as to achievement (Competent/ Not competent) in each learning outcome with development actions noted to inform progress on the students return to University.

Students must pass each placement in order to progress to the next stage of the course. The progression requirements are made clear to students in induction and again in the briefings prior to each practice experience. Students participate in debriefing sessions after each placement with tutors and peers. Students are supported in the practice experience by link tutors and Practice Educators who oversee progress throughout the placements and provide appropriate intervention and support.

5. Practice Experience B2

Aim:

To enable students to continue to apply theoretical knowledge and develop the range of professional practice skills needed to work as a dietitian in an extended scope placement setting, working with selected service users/groups and communities with a range of nutrition and dietetic need.

Background

The third of four practice experiences (20 days part-time) takes place at the beginning of the second year and requires students to demonstrate competency in ten learning outcomes. Placement B2. Within the 'know, can, do' framework students can do the competencies and transfer them to extended scope settings but are not yet able to demonstrate consistency in their application, at this stage of their training.

The placement takes place in an extended scope setting where the student will have a placement supervisor who is a dietitian or another professional who oversees the practice experience and provides supervisory support for the student. Where the on-site supervisor is another professional all students will also have a long arm dietetic supervisor with relevant expertise who oversees professional practice either from a local NHS Trust or the University.

The B2 placement is diverse and students will undertake a range of learning activities with a dietetic focus in the form of needs assessment or intervention/project or service evaluation and service improvement reflecting the needs of the placement provider and agreed with the long arm dietetic supervisor as appropriate. This placement is designed to expose students to the diversity of practice and opportunities for graduate dietitians. It enables them to continue to develop and extend practice competencies, be confident in their scope of practice and to work more independently in preparation for Placement C. Students must have completed the B1 placement to achieve basic competency prior to the B2 placement.

Settings may include: School meals, workplaces, mental health and learning disability settings, Tier 1 and 2 weight management services, health and wellbeing community projects e.g. multi-cultural projects, homeless centres and Family centres.

The Placement is pass/fail where learning outcomes are demonstrated by the successful completion of specific tasks and activities providing portfolio evidence of competency reviewed against the milestones and over-arching learning outcomes within the LOF.

6. Placement Preparation

Pre-Placement Requirements

Health and Safety

- All students will have completed updates for mandatory training
- Health screening and immunisation – self-declaration annual update
- Enhanced DBS check – self-declaration annual update

Knowledge, Skills and Behaviours

Students will have completed Placement B1 and a course of academic study and practical exercises to prepare them for placement B2. Students will therefore have covered:

- All areas of the curriculum to allow them to plan, deliver, monitor and evaluate nutritional advice and dietetic treatment in line with the BDA Care process as applied to groups and communities/populations taking into consideration all factors that influence food choice and behaviour change.
- Knowledge of the evidence base underpinning therapeutic interventions for service user groups/communities seen in Placement B2 where this will influence the dietary advice given
- Know the food portion sizes of commonly consumed foods and major sources of nutrients, basic recipes and recipe modification.
- Take responsibility for their own learning and development and have demonstrated being able to prioritise workload and deliver work to agreed deadlines.
- Have sufficient command of English language to undertake an oral presentation to a group and converse with individuals.
- Demonstrate learning from Placement B1.

Students continue to study the Leadership in Public Health Nutrition alongside their placement where the content has direct application to the practice setting.

Progression from Practice Experience B2 to Practice Experience C

- Students who achieve competency in all learning outcomes (LO) and have completed the Leadership in Public Health Nutrition module progress to Practice Experience C.
- Students who are working towards competency in 1-2 LO's and have achieved competency in the other 8-9 LOs may be allowed to continue Practice Experience B2 for a further 5 days to facilitate a pass, dependent on the agreement of the Practice Educator.
- Students who are working towards competency in 3-4 LO should undertake an additional 10 days of Practice Experience B2.
- Students who are working towards competency in 5-7 LO should undertake 20 additional days of Practice Experience B2.
- Students who have not demonstrated competency in 8-10 LOs will not be offered a further Practice Experience B2.
- All referred placements (extended/repeat) will be arranged by the University Placement Co-ordinator and Practice Educator in the provider organisation. Student progression will be discussed with the External Examiner for Practice. There will be an option to undertake the referred placement on a full-time basis.

Review and Assessment Form B2 (RAFB2)

Pre-Placement B2

Name of Student	
Signature of Student	
Name of Tutor	
Signature of Tutor	
Name of University and Course	
Date	
Placement A Venue	
Placement B1 Venue	
Placement B2 Venue	
Health / Learning Needs	Yes / No
Mandatory Training Completed	Date:
Car owner and driver (<i>insured for business use</i>)	Date:

Additional Information

Please provide any additional details you feel may be appropriate for the Practice Educator facilitating your placement e.g. previous work experience, interests within dietetics and socially (*please summarise in the space below*)

This review should be undertaken by the tutor with the student before commencing Placement B2. Please use the attached form to summarise your findings, considering the following: Is there evidence to demonstrate that all the pre-Placement B2 requirements have been addressed? If not, please identify the omissions below:

Areas Not Addressed:

Prior to placement, the student in partnership with their Tutor should identify any strengths or areas for improvement and action points against each of the Learning Outcomes below.

At the end of the placement the student in partnership with their Practice Educator should identify any strengths, areas for improvement and action points against each of the learning outcomes below.

Learning Outcomes

Learning Outcome 1- “Applied Knowledge: Demonstrates an applied knowledge of dietetics required to support evidence-based practice on placement in the extended scope setting and related workstreams.

Pre-placement Review:

Strengths:

Areas for improvement:

Action points for Placement B2:

End of Placement Review:	
Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not Met
Learning outcome 2- Assessment: 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, 2016).	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	
End of Placement Review:	
Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not met

Learning outcome 3- “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.	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	
End of Placement Review:	
Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not Met
Learning outcome 4- “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 and/or community groups.	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	
End of Placement Review:	

Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not Met
Learning outcome 5- "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	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	
End of Placement Review:	
Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not Met
Learning outcome 6- Team Working: Demonstrates effective team working building appropriate relationships and rapport with a wider range of colleagues to facilitate collaborative working.	

<p>Pre-placement Review:</p> <p>Strengths:</p> <p>Areas for improvement:</p> <p>Action points for Placement B2:</p>	
<p>End of Placement Review:</p> <p>Strengths:</p> <p>Areas for improvement:</p> <p>Action points for University and Placement C:</p>	
Met	Not Met
<p>Learning outcome 7- 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, 2016).</p>	
<p>Pre-placement Review:</p> <p>Strengths:</p> <p>Areas for improvement:</p> <p>Action points for Placement B2:</p>	
<p>End of Placement Review:</p> <p>Strengths:</p> <p>Areas for improvement:</p>	

Action points for University and Placement C:	
Met	Not Met
Learning outcome 8- 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.	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	
End of Placement Review:	
Strengths:	
Areas for improvement:	
Action points for University and Placement C:	
Met	Not Met
Learning outcome 9: 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.	
Pre-placement Review:	
Strengths:	
Areas for improvement:	
Action points for Placement B2:	

End of Placement Review:

Strengths:

Areas for improvement:

Action points for University and Placement C:

Met	Not Met
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Learning outcome 10: Independent Working: Demonstrates engagement with self-directed practice where competence is demonstrated in selected service users (e.g. individuals, groups and populations) and workstreams.

Pre-placement Review:

Strengths:

Areas for improvement:

Action points for Placement B2:

End of Placement Review:

Strengths:

Areas for improvement:

Action points for University and Placement C:

Met	Not Met
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Please use this space to note any other feedback on student performance

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On final completion of the Placement: This form has been reviewed and discussed by the Practice Educator and Student Dietitian:

Signature of Student		Date	
Signature of Practice Educator		Date	

Please return the completed for by email to *insert contact details*

7. Documentation and Volume of Evidence

The evidence below details the volume of evidence required for the B2 placement.

Assessment Tools

- Case Study (1)
- Needs Assessment and Asset mapping tool **OR** Audit Tool **OR** Service Development and Quality Improvement Tool (SDQI) (1)
- Job Description (1)
- Presentation and Group Facilitation (1)
- Professionalism Tool (1) (entries week 4 and at the end of the placement, week 7)
- Reflective pieces (2-3)

Tracking Tools

- Learning Outcomes Framework (1)
- Feed forward & Review Form (completed every two weeks) (3)
- Handheld record (1)
- Review and Assessment Form (RAFB2) to link the student/tutors review of competencies prior to placement with the supervisor's review of competence in each of the LO at the end of the placement.

Optional Tools (use as appropriate)

- Verified witness statements (as required)
- Care Measure (as required)

Mapping matrix of Learning Outcomes and Assessment Tools for B2 Placement

	Min no. required	LO1: Applied Knowledge	LO2: Assessment	LO3: Communication with Individuals	LO4: Reflection and Review	LO5: Professionalism	LO6: Team working	LO7: Care Planning	LO8: Prioritisation	LO9: Group communication	LO10: Independent Working
Case Study	1	X	X	X	X	X	X	X	X		X
Needs Assessment & Asset Mapping	1	X	X	X	X	X	X	X	X	X	X
Audit Tool		X	X	X	X	X		X	X	X	X
SDQI		X	X	X	X	X		X	X	X	X
Job Description	1	X		X	X	X	X				
Presentation and Group Facilitation	1	X			X	X				X	
Professionalism Tool	1			X	X	X					
Verified Witness Statement	optional	X	X	X	X	X	X		X	X	X
Care Measure	optional			X	X	X		X	X	X	
Reflective practice	2-3	X	X	X	X	X	X	X	X	X	X
Handheld record	1	X	X	X	X	X	X	X	X	X	X
Feedforward & review form	3	X	X	X	X	X	X	X	X	X	X

8. 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. The B2 placement focusses 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 you will produce the following evidence:

- One of either of the following tools:
 - a. A scoping/asset mapping activity to identify need (e.g. needs assessment of a particular population group/service user e.g. dementia friendly activities with a nutritional focus) **OR**
 - b. 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) **OR**
 - c. Audit or service evaluation of retrospective practice, outcomes, and evidence base (e.g. MUST Tool usage, how type two diabetes is taught to meet the needs of specific multi-cultural communities etc...)
- Case Study (1)
- Job Description (1)
- Professionalism tool (1)
- Presentation and group facilitation (1)
- Reflections (2-3)
- Handheld record (1)
- Feedforward and review forms (3)

In addition, you may gather further evidence towards your learning outcomes by completing the following tools as appropriate:

- Verified witness statement
- Care Measure

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 CAN demonstrate the competencies some of the time. Students should be able to evidence 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 & 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 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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description, Presentation and Group Facilitation Tool, Verified Witness Statement, Reflective Practice, Handheld Record, Feedforward & review tool.

LO2: Assessment: 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, 2016).			
Students CAN demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Verified Witness Statement, Reflective Practice, Handheld Record, Feedforward & 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 CAN 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 Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description, Verified Witness Statement, Care Measure, Reflective Practice, Handheld Record, Feedforward & review tool.

LO4: Reflection & Review: 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 CAN 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 Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description, Presentation and Group Facilitation Tool, Professionalism tool, Verified Witness Statement, Care Measure, Reflective Practice, Handheld Record, Feedforward & review tool.

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 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 Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping OR Audit Tool OR Service Development & Quality Improvement Tool (SDQI), Job description, Presentation and Group Facilitation Tool, Professionalism tool, Verified Witness Statement, Care Measure, Reflective Practice, Handheld Record, Feedforward & 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 CAN 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 Practice Educator)
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		
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		
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		
Learning outcome achieved:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping **OR** Audit Tool **OR** Service Development & Quality Improvement Tool (SDQI), Job description, Verified Witness Statement, Reflective Practice, Handheld Record, Feedforward & 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, 2016).			
Students CAN demonstrate the competencies some of the time. Students should be able to evidence 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 & Sign off (Completed by Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping **OR** Audit Tool **OR** Service Development & Quality Improvement Tool (SDQI), Care Measure, Reflective Practice, Handheld Record, Feedforward & 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 CAN 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 Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping **OR** Audit Tool **OR** Service Development & Quality Improvement Tool (SDQI), Verified Witness Statement, Care Measure, Reflective Practice, Handheld Record, Feedforward & 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 CAN 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 Practice Educator)
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:			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping **OR** Audit Tool **OR** Service Development & Quality Improvement Tool (SDQI), Presentation and Group Facilitation Tool, Verified Witness Statement, Care Measure, Reflective Practice, Handheld Record, Feedforward & 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 CAN 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 Practice Educator)
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			

Evidence may include examples from:

Case Study, Needs Assessment & Asset Mapping **OR** Audit Tool **OR** Service Development & Quality Improvement Tool (SDQI, Verified Witness Statement, Reflective Practice, Handheld Record, Feedforward & review tool.

9. Placement Tools

B2 Placement: Case Study

This tool aims to achieve the following LOs: LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, & LO10.

Introduction: A case study is a useful skill which can be used to take an in depth, holistic look into your practice with an individual or group of individuals. It can help to consolidate your learning so far and identify opportunities for further development.

Aim: Following the BDA Model and Process for Nutrition and Dietetic Practice (2016), the case study should develop your knowledge of health conditions, the evidence base, service user needs and role of the wider MDT/community. The case study is underpinned with reflective practice.

Within your case study you should demonstrate your knowledge and understanding of the importance of medical, cultural, social and economic circumstances in relation to clinical condition/s, appropriateness of advice given and realistic outcomes. It should allow you to demonstrate clinical reasoning and evidence-based practice, as part of person-centred care.

Case Study Template
Background and demographics (LO2)
Include here an introduction to your service user or service user group
Assessment (LO1, LO2)
Provide a summary of the holistic assessment of this service user or service user group including m medical, cultural, social and economic factors
Identification of nutritional problem or diagnosis (LO1, LO2)
Describe the dietetic diagnosis you have made and signs and symptoms which support your decision

Plan and intervention (LO1, LO2, LO3, LO6, LO7, LO8)									
State your dietetic aim, care plan/intervention and SMART objectives									
Review and evaluation (LO1, LO2, LO5, LO7, LO10)									
Was your intervention successful and what outcomes were achieved? Did your service user/service user group respond as you had hoped?									
Personal Reflection (LO4, LO10)									
What worked well for this service user/service user group? What was less successful? Why? What have you learnt from this and how would you change your plan/approach next time to address these issues?									
Agreed action plan to improve skills and/or knowledge (completed jointly in discussion with the practice educator)									
Learning outcome for Placement B2	LO1 Knowledge	LO2 Assessment	LO3 Communication with individuals	LO4 Reflection	LO5 Professionalism	LO6 Team Work	LO7 Care Planning	LO8 Prioritisation	LO10 Independent working
Student demonstrates competent practice for placement learning outcomes (tick all that apply)									

Student signature		Date (& Week)	
Practice Educator signature		Date (& Week)	
Dietetic long-arm supervisor		Date (& Week)	

B2 Placement: Audit Tool

This tool aims to achieve the following LOs: LO1, LO2, LO3, LO4, LO5, LO7, LO8, LO9, LO10.

Introduction: A clinical audit is “a quality improvement cycle that involves measurement of the effectiveness of healthcare against agreed and proven standards for high quality, and taking action to bring practice in line with these standards so as to improve the quality of care and health outcomes” (HQIP, 2011).

There are a number of audits which may be appropriate to your practice placement including, but not limited to:

- Service user engagement
- Current or retrospective practice
- Legislation or best practice guidelines

Aim: In discussion with your supervisors, choose an audit-related task which is appropriate and useful. You may want to create an audit plan (see template below), develop a suitable data collection tool or carry out an existing audit.

You will need to consider and may want to answer the following:

Audit plan template (adapted from the APCRC, 2011)
Title
Something concise that explains the focus of what you will be doing.
Team (LO3, LO5)
Who makes up the audit team, and what will their roles be?
Background (LO1, LO2, LO9)
The context or rationale for undertaking the audit. Also consider any research evidence or national guidance that either supports the service being audited, or provides the rationale for the audit

Aim and objectives (LO2, LO8)
<p>The aim and objectives will guide your work, so it is important to get them right and to ensure they are written in a clear and simple way. The overall aim will be a statement of what the audit will do. The objectives are narrower statements of what the audit will try to achieve in order to meet the overall aim. They should be SMART – specific, measurable, achievable, relevant and timed.</p>
Criterion and standards (LO1, LO2, LO4)
<p>Identify the criteria – measurable statements of care, which are evidence based and linked to best practice. They should be unambiguous and clearly written. A standard should be linked to each criterion – this is the desired level of care and is usually expressed as a percentage.</p>
Data collection tools (LO2, LO3, LO6)
<p>Include the overall approach, the measures and tools to be used, the data items and sources, the sample size and the analysis plan. Make sure that your tools do actually measure the criteria and standards but keep the data collection to only that which is necessary. You may also wish to include a resource plan or Gantt chart so you know what timescale and resources will be required at which specific points in the project cycle.</p>
Outputs (LO1, LO2, LO7)
<p>This is a description of what will be produced e.g. the audit report. You should also demonstrate how you plan to disseminate your findings, implement changes and your plans for re-audit. Any additional value you can demonstrate will enhance a bid for external funding, if this is required</p>

References
All sources quoted in the proposal should be acknowledged and correctly referenced using APA standards
Personal Reflection and Review (LO4, LO5, LO8, LO10)
What worked well for this service user group/organisation? What was less successful? Why? What have you learnt from this and how would you change your plan/approach next time to address these issues?

Learning outcome for Placement B2	LO1 Knowledge	LO2 Assessment	LO3 Communication with individuals	LO4 Reflection	LO5 Professionalism	LO7 Care Planning	LO8 Prioritisation	LO9 Group communication	LO10 Independent working
Student demonstrates competent practice for placement learning outcomes (tick all that apply)									

Student signature		Date (& Week)	
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Practice Educator signature		Date (& Week)	
Dietetic long-arm supervisor		Date (& Week)	

B2 Placement: Needs Assessment and Asset Mapping Tool

This tool aims to achieve the following LOs: LO1, LO2, LO3, LO4, LO6, LO7, LO9, LO10.

Introduction

Asset mapping is carried out to recognise the skills, attributes and features of an individual, service or community. Community asset mapping (CAM) is a process where participants make a map or inventory of the resources, skills and talents of individuals, associations and organisations. (For more information please see: <http://www.brighterfuturestogether.co.uk/brighter-futures-together-toolkit/map-assets-in-your-community/> and <http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf>).

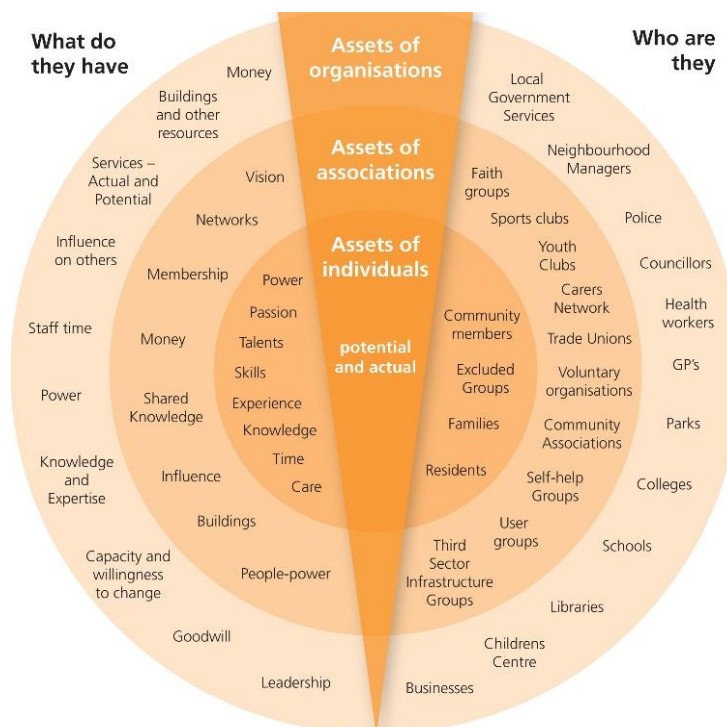
CAM is useful if you are aiming to:

- Work in/expand the scope of work into a new community
- Work in a community where there appears to be a lack of quality, resources and services
- Pursue an interest in finding out which community resources residents/service users use and consider assets and why
- Identify which resources are missing from the community
- Engage and work with community members/service users to improve existing resources.

Aim

This task aims to demonstrate the strength of provision which is already available within an individual, service or community to provide insight for a particular service user, group or staff member.

By the end of this task, students should produce a useful resource which achieves their set aims. This asset mapping resource (Brighter Futures together, 2018) may take the form of a diagram, physical map, spreadsheet or leaflet. You will need to discuss the best resource design with your supervisors.



Name:	Date:
Asset Mapping Focus	
Identified Community (LO1, LO2, LO3)	
<p>Outline the targeted community and identified health need (This may be a holistic need but with a specific nutrition and dietetic focus) Draw on a range of sources of evidence to identify the nutrition/dietetic need. What work has already taken place? In what way is there a lack of quality, resources and services?</p>	
Scope for Asset mapping (LO1, LO2, LO8)	
<p>How do you plan to expand the scope of work into a new community/nutritional/dietetic need? What are the anticipated outcomes of this work and how will this benefit service users/align with local/national drivers and policy?</p>	
Needs Assessment (LO1, LO2, LO3)	
<p>Pursue an interest in finding out which community resources residents/service users use and consider assets and why?</p>	
Diagnosis (LO1, LO2)	
<p>Which resources are missing from the Community and Why?</p>	

Plan/Intervention (LO3, LO5, LO6, LO7, LO8, LO9)
Engage and work with community members/service users to improve existing resources, sharing and disseminating your results with the Team.
Personal Reflection and Review (LO4, LO5, LO10)
What worked well for this service user group/organisation? What was less successful? Why? What have you learnt from this and how would you change your plan/approach next time to address these issues?
Agreed action plan to improve knowledge, skills and professional practice (LO4)

Learning outcome for Placement B2	LO1 Knowledge	LO2 Assessment	LO3 Communication with	LO4 Reflection	LO5 Professionalism	LO6 Team Working	LO7 Care Planning	LO8 Prioritisation	LO9 Group communication	LO10 Independent working
Student demonstrates competent practice for placement learning outcomes (tick all that										

apply)										
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Student signature		Date (& Week)	
Practice Educator signature		Date (& Week)	
Dietetic long arm supervisor		Date (& Week)	

B2 Placement: Service Development & Quality Improvement (SDQI) Tool

This tool aims to achieve the following LOs: LO1, LO2, LO3, LO4, LO5, LO7, LO8, LO9, LO10.

Introduction

This activity aims to introduce you to the concept, purpose and process of quality improvement within the practice setting. With the help of your supervisor, identify one example of a quality improvement project within the care setting (this could be a nutrition/food/dietetic related initiative).

Aim

The aim of this tool is to explore a service/part service which requires further development. The service may be a group session, 1:1 provision, drop-in session or training session which has been identified as requiring further work to improve its quality.

The aim of this tool is to systematically work through the current issue and provide an evidence-based outcome which solves the issue identified and improves the service quality as you would in a "real life" business development plan.

Name:	Date:
Title of service/proposal	
Identified need	
<i>e.g. Current breastfeeding and weaning talk isn't being accessed by teenage mums- the service needs to capture this vulnerable service user group</i>	
<i>e.g. School chefs are not following the set meal delivery menu plans which can result in imbalanced diets being provided to school children- communication regarding menu planning needs to be improved</i>	
Summary of current service (LO1)	

Rational for development/improvement (LO1)
Evidence that the proposal is aligned to the needs of the service users/local population/service (include service user involvement) (LO1, LO2, LO3, LO4, LO5, LO7)
Outcomes and anticipated benefits: consider outcomes for service users, practice, local community (LO1, LO4, LO7)
Alignment to policy- How does this development/improvement support a local, national or workplace-specific policy? (LO7)

Evidence of clinical effectiveness- has a similar plan been successful previously? How will the impact of your plan be evaluated (process and outcome) (LO7)

Resourcing: consider additional resource requirement including people, monetary, time and equipment (LO2)

Timescale: You could use a Gantt chart to plan how you would embed the improved service (LO8)

Presentation/Discussion of Service improvement with the Team (LO9)

Personal Reflection and Review (LO4, LO10)
Agreed action plan to improve knowledge, skills and professional practice (LO4)

Learning outcome for Placement B2	LO1 Knowledge	LO2 Assessment	LO3 Communication with individuals	LO4 Reflection	LO5 Professionalism	LO7 Care Planning	LO8 Prioritisation	LO9 Group communication	LO10 Independent working
Student demonstrate s competent practice for placement learning outcomes (tick all that apply)									

Student signature		Date (& Week)	
Practice Educator signature		Date (& Week)	
Dietetic long-arm supervisor signature		Date (& Week)	

B2 Placement: Job Description

This tool aims to achieve the following LOs: LO1, LO3, LO4, LO5, LO6.

Introduction

This task helps you to consider the vital role that dietitians can bring to the working environment of your extended scope placement and the key skills and attributes of a dietitian which could contribute to the multi-disciplinary workforce.

Aim

To produce a job description and person specification which will allow you to appreciate the structure and roles of the professional team, support staff and others and how the role of a dietitian could contribute to the delivery of person-centred care.

Job Description	
Post Title	Department/location
Salary	Company
Job summary (provide an overview of the job role and any key considerations)	
Main responsibilities (usually a bullet point list) (LO1, LO3, LO5, LO6)	
<i>e.g. To work independently and as part of the multi-disciplinary team, practice high standards of client care in a variety of clinical and non-clinical settings as business/client needs require, to comply with the registration requirements of the HCPC, to act in accordance with local policies and procedures laid down by the department, local Trust and external clients.</i>	
Responsibilities for people management, leadership or training (LO5, LO6)	
<i>e.g. To take personal responsibility for own professional development, to be familiar with all department processes, procedures, policies and standards and to ensure correct implementation, to facilitate and update appropriate advice/information for clients, to attend appropriate mandatory and statutory training.</i>	

Person Specification (LO3, LO4, LO5, LO6)		
	Essential	Desirable
Qualifications & Training	<i>e.g. Registered Dietitian with HCPC</i>	<i>e.g. Communication skills & Behaviour Change</i>
Experience	<i>e.g. Experience in working in a community centre</i>	<i>e.g. Work in food service provision</i>
Skills	<i>e.g. Excellent planning and organisation and time management skills</i>	<i>e.g. Experience of lone working</i>
Other factors	<i>e.g. Full clean UK driving licence</i>	<i>e.g. Knowledge of working location</i>
Share and discuss Person specification with the Team (LO3, LO5, LO6)		
Personal Reflection and Review (LO4)		

Agreed action plan to improve knowledge, skills and professional practice (LO4)

Learning outcome for Placement B2	LO1 Knowledge	LO3 Communication with individuals	LO4 Reflection	LO5 Professionalism	LO6 Team Working
Student demonstrates competent practice for placement learning outcomes (tick all that apply)					

Student signature		Date (& Week)	
Practice educator signature		Date (& Week)	
Dietetic long-arm supervisor signature		Date (& Week)	

B2 Placement Assessment Tool for Presentations and/or Group Facilitation

Student name	
Practice Educator	
Session name	
Session date	
Pre-prepared session, delivered by student or session prepared and delivered by student	

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 1 presentation on the B2 placements. Examples of presentations/ group facilitation include:

- Cook and eat sessions
- Journal club.
- Group/service user/staff education
- Team presentation

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 practice educator 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 practice educator.

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:

B2 placement: LO1, LO4, LO5, LO9

Criteria: (with descriptors)	Comments and feedback: (student to complete first, followed by a discussion/feedback with the practice educator)
<i>Planning prior to content preparation (LO1)</i> <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
<i>Content preparation (LO9)</i> <ul style="list-style-type: none"> • Content is evidence based • Content is appropriate for the target 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"> • Consideration for relevant factors affecting nutrition and health, e.g. food budget, local food availability, ethnicity, psychosocial factors, food preferences, cooking skills and existing food knowledge • Logical content structure • Discuss with supervisor and incorporate feedback/suggestions 	Practice educator
<p>Presentations skills (LO9)</p> <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
<p>Engages with the audience appropriately (LO5, LO9)</p> <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
<p>Facilitation skills (LO5, LO9)</p> <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) 	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"> • Listens to and fosters respect for the views of those within the group/audience • 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 		
<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 (B2 placement) 	Student	
	Practice educator	
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 B2	LO1 Knowledge	LO4 Reflection	LO5 Professionalism	LO9 Group communication
Student demonstrates competent practice for Placement learning outcomes (tick all that apply)				

Signature of student dietitian:

Date/week of placement:

Signature of practice educator: Date:

Signature of dietetic long-arm supervisor:

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

B2 Placement Professionalism Tool

Student name	
Placement B2	

This tool is used to evidence Learning Outcome 5 (professionalism) and is informed by the HCPC Guidance on Conduct and Ethics for Students (2016). It involves self-evaluation (by the student (ST)) and feedback (from the practice educator (PE)) and is reviewed once during your placement and in the final assessment. You should self-assess progress at half-way through (week 4) and at the end of your placement (week 7), cross-reference where evidence is located, e.g. observed practice, non/verbal or written communication, other assessment tools. Your Practice educator will add in their assessment of your ability to demonstrate professionalism in practice. This tool should inform ongoing dialogue in your weekly feedforward reviews. After each review critically reflect on your learning on professionalism (200 words maximum) and jointly agree action points with your Practice educator for development. Please initial in the appropriate box.

Professionalism	Wk (4) MET Yes/No ST	Wk (4) MET Yes/No PE	Wk (7) MET Yes/No ST	Wk (7) MET Yes/No PE	Cross-referenced evidence (student to complete), Practice educator to countersign evidence with initials)
1. Takes responsible for managing own learning, e.g. takes responsibility for portfolio Uses initiative to facilitate effective and efficient working practices for themselves and others within their working environment					
2. Acts responsibly and in the best interest of service users and carers e.g. <i>can reflect on the care provided to service users and/or groups to ensure it is fair, equitable and non-discriminatory</i>					
3. Respects confidentiality of service users and others, e.g. <i>adheres to information governance policies, GDPR and use of electronic communication</i>					
a) Reliable, adaptable and punctual in attendance and when undertaking tasks and participates appropriately					
b) Adheres to organisational/ departmental dress code					
c) Demonstrates respect for others					
d) Demonstrate an appropriate level of communication and rapport with colleagues, service users, carers					
e) Adheres to policies on the use of social media					

f) Adheres to policies on the use of mobile phones and other electronic devices					
a) Demonstrates an enquiring and pro-active attitude					
b) Reflects and acts upon feedback					
c) Identifies own learning needs and seeks opportunities to fulfil these					
d) Demonstrates an ability to reflect upon own behaviour and practice. This includes being able to: <ul style="list-style-type: none"> Identify, appropriately act upon and then reflect on critical incidents and experiences in order to improve practice Reflects on/in practice and demonstrate appropriate changes to practice Is able to describe how their practice has changed as a result of the above Has written reflections to support this – 3 by end					
4. Acts within the limits of current knowledge and skills and can demonstrate an awareness of the duty of candour					
5. Understands the process of consent					
6. Adheres to infection control, food safety and hygiene procedures					
7. Behaves honestly and openly, ensuring their behaviour does not negatively impact on public confidence and trust in the profession					
8. Sustains a positive, professional enquiring attitude throughout placement, that is in line with all other appropriate professional and local standards and policies					

Critically reflect on your ability to demonstrate professional standards (HCPC, 2016) end of week 4

Agreed action plan for professional development (complete jointly in discussion with practice educator)

Critically reflect on your ability to demonstrate professional standards (HCPC, 2016) end of Placement (week 7)

Agreed action plan for professional development (complete jointly in discussion with practice educator)

--

Practice educator to complete the table below. Please indicate if learning outcome 5 was competently demonstrated and should therefore be used for summative evidence at the end of week 7.

Learning outcome for placement B2	LO5 Professionalism	
Student demonstrates competent practice for placement learning outcome	Yes	No
If NO, please provide feedback to indicate your reasons here and the actions required.		

Signature of student dietitian:

Date/week of placement:

Signature of practice educator: Date:

Signature of dietetic long-arm supervisor.....

B2 Placement Verified witness statement

Student's name:

Date:

Visit/healthcare professional/other:

Placement: B2

To be completed by the practice educator/healthcare professional/supervisor/observer

Punctuality:

Did the student arrive on time? Yes No

Did the student undertake any assigned task in the time allocated? Yes No

Communication:

Did the student introduce themselves? Yes No

Did the student initiate conversation? Yes No

Did the student use an appropriate level of language? Yes No

Did the student respond to non-verbal communication? Yes No

Did the student demonstrate the ability to listen? Yes No

Did the student respond appropriately to questions? Yes No

Outcome:

Was the student able to re-cap to you their understanding of your role and your interaction with dietitian(s)/healthcare professional(s)?

Yes No

This form may be crossed-referenced as evidence to the Learning Outcomes Framework

Comments:

Please include comments on any item where 'no' was ticked

Signature of student dietitian: Date:

Date/week of placement:

Signature of healthcare professional/practice educator/supervisor/observer.....

Print name: Position:

Date:

CARE Patient Feedback Measure for

*** Type name of Practitioner here ***

Please write today's date here:

□□ / □□ / □□

Please rate the following statements about today's consultation.

Please mark the box like this with a ball point pen. If you change your mind just cross out your old response and make your new choice. Please answer every statement.

How good was the practitioner at...	Poor	Fair	Good	Very Good	Excellent	Does not apply
1) Making you feel at ease (introducing him/herself, explaining his/her position, being friendly and warm towards you, treating you with respect; not cold or abrupt)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Letting you tell your "story" (giving you time to fully describe your condition in your own words; not interrupting, rushing or diverting you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Really listening (paying close attention to what you were saying; not looking at the notes or computer as you were talking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Being interested in you as a whole person (asking/knowing relevant details about your life, your situation; not treating you as "just a number")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Fully understanding your concerns (communicating that he/she had accurately understood your concerns and anxieties; not overlooking or dismissing anything)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Showing care and compassion (seeming genuinely concerned, connecting with you on a human level; not being indifferent or "detached")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Being positive (having a positive approach and a positive attitude; being honest but not negative about your problems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Explaining things clearly (fully answering your questions; explaining clearly, giving you adequate information; not being vague)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Helping you to take control (exploring with you what you can do to improve your health yourself; encouraging rather than "lecturing" you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Making a plan of action with you (discussing the options, involving you in decisions as much as you want to be involved; not ignoring your views)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: If you would like to add further comments on this consultation, please do so here.

This form may be cross-referenced as evidence to the Learning Outcomes Framework

B2 Placement: Feed Forward Form (FFF)

This FFF should be used routinely during your practice placement to record and share your development and progress with your practice educator/s. This FFF should be completed and discussed by you and your practice educator/s fortnightly (every 2 weeks) in your practice placement and kept in your portfolio.

The FFF is designed to be used to record your strengths, areas for improvement, key learning points and any agreed actions to be taken forward for the following weeks. You may have used the hand held record which may inform what you record on this form. It is your responsibility to ensure that you have prepared for your review meeting with your practice educator/s and that the FFF is accurately completed and actioned each time. This form is best completed electronically and emailed to the Practice educator prior to the review meeting (usually at the end of the week) where actions will be agreed. You should bring your portfolio to key review meetings, so that you can share your evidence, talk through your progress and how this is developing towards meeting the learning outcomes with your practice educator/s. Some actions points may need developing over a number of weeks.

Student name:	
Placement week number	

To be completed by the student prior to meeting with the practice educator(s):

Summarise what you have done over the last 2 weeks?

What went well and why?

Do you have any areas for improvement? (Y/N). If yes, what are they and how do you think it can be improved?

Do you have any agreed actions that have not been completed over the last 2 weeks? Y/N. If yes, please indicate which actions they are and reason/s for not being completed.

What are your key learning points from the last 2 weeks?

Is there anything else that you would like to share with your practice educator/s? Y/N. If yes, please indicate here.

To be completed by the practice educator/s during the fortnightly meeting following discussion with the student and review of their portfolio evidence:

From using the feedback received over the last 2 weeks, how has the student progressed over this period?

Have all the agreed action points from last fortnightly review been met? Y/N. If no, what are they and what has been agreed to meet these?

Are there any areas that require improvement? Y/N. If yes what are they and what has been the agreed with the student?

To be completed during the meeting by the student following discussion with practice educator/s:

What are your agreed action points for next 2 weeks?

Include any further comments from yourself or your practice educator here.

This form may be cross-referenced as evidence to the Learning Outcomes Framework

Student signature		Date	
Practice Educators signature		Date	
Long Arm Dietetic Supervisor (as appropriate)		Date	

B2 Placement Handheld record

Student name	
Placement B2	
Placement start date	

Please complete for every two weeks of placement throughout the entire training period. This form should be used in conjunction with the feed forward form (FFF).

This form may be easiest to complete if it is a paper copy. Students must take it to the fortnightly review meeting and use it to inform that discussion and what is recorded on the FFF.

Progress diary

To be completed by the dietitian/practice educator that is supervising each session (morning/afternoon/day) at the end of the session. Please record concise notes (bullet point). Comments may include:

- Observed application of knowledge, skills and professional practice
- Rapport and communication skills with service users and others
- Preparation for work activities and engagement in the session
- Professionalism
- Specific action points e.g. Continue to work networking skills, extending underpinning knowledge etc. Deadlines may be set.
- You may wish to link it to the Learning outcomes (LOs)

Work in progress:

Student to complete this section to record any on-going work (either work given or work they would like to complete) and tick each item as it is completed. If an item is not completed within the week(s) it can be discussed with the practice educator and as appropriate carried forward into the next week(s) diary. This enables students and practice educators to track work and consider how it may be used to provide evidence for the milestones within the Learning Outcomes Framework and so inform the portfolio reviews.

Reflections about the week(s):

Students complete **prior to** the end of week/fortnight review. To note reflections and reflective pieces that have been written and/or discussed throughout the period and use these to inform the feedforward reviews and action plans for the next period.

Action plan for next week(s):

Student and dietitian/practice educator to complete at the end of week(s) review. This will help the dietitians who supervise the sessions in the next week(s) to help the student attain their goals and continue to work towards demonstration of the learning outcomes.

Progress diary week(s): _____ (date and week number)

To be completed by dietitian/practice educator supervising session.

	AM	PM
Monday		
Tuesday		
Wednesday		
Monday		
Tuesday		
Wednesday		
Work in progress		

This form may be cross-referenced as evidence to the Learning Outcomes Framework

9. Roles, responsibilities and regulations

a) In the event of failure of Practice Experience B2

In the event of failure to achieve a satisfactory standard at the end of Practice Experience B2 the student and University tutor must each be informed of the reasons for the failure.

The final assessment should be undertaken at the end of the placement and before the student leaves the placement so that adequate feedback can be given. A student cannot normally fail the placement before he/she has completed the full number of placement weeks for that placement.

Any repeat or extended placements are agreed within the guidelines of the BDA Curriculum Framework (2013, p.16).

Failure of Practice Experience B2

- If the student fails to demonstrate competence in all learning outcomes at the end of the extended 10-day training period, they must undertake a further 10 days to repeat the whole placement (20 days maximum).
- If the student fails to demonstrate competency in 5-7 LOs they must repeat the whole 20-day placement.

The student is not permitted more than 2 attempts at Practice Experience B2 or more than 50% of the standard hours of placement, 70 days of repeat placement in total. This is in accordance with the BDA Curriculum Framework (2013, p.14).

b) Extended training due to absence

If the student misses some of Practice Experience B2 (20 days) due to absence, e.g. sickness, the following action should be taken:

- **Loss of up to 5 placement days:** No action needs to be taken in Practice Experience B2 and if the named Practice Educator considers that there is no detrimental effect on the student's progress, i.e. they have demonstrated competence in all the learning outcomes for that placement. If this is not the case the lost time must be made up.
- **Loss of more than 5 placement days:** The student must complete a minimum of 15 days for B2. Any days lost due to absence must be repeated to demonstrate the minimum attendance level for each placement. No action needs to be taken beyond this if the named Practice Educator considers that there is no detrimental effect on the student's progress, i.e. they have demonstrated competence in all the learning outcomes. If this is not the case the lost time should be made up.

If a student requires a prolonged period of absence from their placement, the period of training required will be determined in consultation with the named Practice Educator and Placement Co-ordinator.

c) Student Placement Learning Environments

Practice learning opportunities that enable students to complete the placement requirements of their course are identified, approved and monitored by the University team responsible for placement learning. The audit process involves identifying the capacity of each potential placement learning environment to meet the given audit standards identified by SHU for all placements. These are as follows:

- Student evaluation and action plans
- Support and supervision for students
- Access to the learning environment
- Access to learning opportunities that enable students to meet placement learning requirements
- Multi-disciplinary learning
- Facilitating safe practice
- Standards of care (including reports from quality assurance agencies e.g. CQC and Ofsted)
- Available of resources
- Health, safety, and risk assessment

There are standard statements that need to be met by all placement providers relating to:

- Equality and Diversity
- Teaching, Learning and Assessment
- Learning Environment and Resources
- Quality

Where the university cannot be satisfied that any of the above can be met action plans will be developed in partnership with the provider to address and monitor identified deficits. This may include removal of students and placements may be removed from student use until the deficits are remedied. When required concerns are escalated appropriately to PSRB exceptional reporting.

d) Maintaining and supporting quality placement learning across the student journey

The Placement link lecturer liaises between the placement, the practice educator/supervisor, the students and the University. It is the responsibility of the placement link tutor to carry out an audit before any students are assigned to the placement setting and repeat the audit every two years or when required thereafter. Students will not be permitted to access the placement until there is a satisfactory audit in place. Those placement learning opportunities successfully audited will be identified on a data base that is maintained within the University. The data base will flag up when another audit is due. Where deficits are identified through audits that suggest that the Standards are not being adhered to, University placement link tutors will offer guidance and support to enable the placements to meet requirements. Once they are met, these will be established as active placements for student use. For placements which have an audit undertaken by another HEI the University liaises with the HEI to verify that the education audit meets the University's audit requirements and the placement is available for students.

e) Placement Learning Service Level Agreement (SLA)/Contracts

The University establishes an SLA/placement agreement with all placement providers to ensure that students are afforded a safe practice learning environment. Practice learning relies on clear, agreed working arrangements between the university, the placement provider and the student. In order to facilitate such a working arrangement, guidelines below outline the roles and responsibilities of the three parties involved.

i. The University

- The University shall ensure the Placement Assessment information is accessible to the Specified Personnel prior to commencement of Student Placements and annually thereafter.
- Sheffield Hallam University agrees to support the Placement Provider to provide Placements as follows:
 - Promote participation of students in the Placement programme
 - Nominate a senior permanent member of staff as Placement Coordinator to maintain effective communication links with the Placement Provider
 - Ensure that Students selected for Placement can demonstrate that:
- They have satisfied appropriate occupational health, immunisation and criminal records checks conducted in accordance with the University's procedures. The Placement Provider shall accept the University's decision on the outcomes of suitability checks but may require the University or Student to show evidence that the checks have been satisfied.
- They understand the objectives of the placement;
- Participation in the placement programme is coherent with their individual development and needs.
- Provide pre-departure briefing for Students guiding them to access materials provided by the Placement Provider to enable them to understand the expectations of the Placement, its environment and arrangements for pastoral support and contact with the University during the placement.
- Where Students have special needs or long-term medical conditions that may require adjustments by the Placement Provider, the University shall secure consent from the student to disclose relevant information about reasonable adjustments on a confidential basis to key contacts at the Placement Provider

ii. The Placement Provider

- The Placement Provider shall ensure that only the specified personnel act as practice educators, supervisors, assessors or mentors to the Students and that such staff are competent to support Student learning and assessment.
- The Placement Provider shall ensure that each student is appropriately supervised while they are undertaking the placement.
- Where the Placement Provider needs to postpone a scheduled Placement, the Placement Provider shall notify the Placement Co-ordinator as soon as is reasonably practical.
- Prior to starting the Placement, the Placement Provider shall ensure that all students receive an induction in all matters appropriate to all areas of their proposed Placement.
- The Placement Provider shall provide a safe and supportive environment for the students participating in the Placement.
- If there are issues with a student's professional conduct, the Placement Provider shall report such concerns to the University's Placement Co-ordinator as soon as possible.
- The Placement Provider shall notify the University's Placement Co-ordinator of any service provision changes or substantial changes to the Placement learning environment which may affect the quality of the Placement or a student's ability to meet the objectives.
- The Placement Provider confirms that it has read and shall comply with, and has made its specified personnel aware of, the University's placement policies as detailed in the Placement Learning website at:
https://www3.shu.ac.uk/hwb/placements/shu_policies.html
- The Placement Provider shall notify the University's Placement Co-ordinator of any additional requirements it may have for students to meet before starting their Placement.
- The Placement Provider shall ensure that the specified personnel review and comply with the terms of the placement handbook.

- The Placement Provider shall, where applicable, maintain accreditation with the relevant authorised body and shall comply at all times with any relevant professional or quality standards.
- The Placement Provider shall promptly inform the University of the outcomes of inspections by the authorised body, e.g. CQC.
- The Placement Provider shall perform its obligations under this agreement in accordance with the law and good practice.

iii. The Student

- Each student will ensure they have satisfied appropriate occupational health, immunisation and criminal records checks conducted in accordance with the University's procedures and attend the compulsory placement preparation sessions including mandatory training
- Each student will be subject to the University's disciplinary policies whilst attending the Placement.
- Each student shall also abide by the rules and working practices of the Placement Provider whilst attending the Placement. The Placement Provider shall ensure that each student is made aware of the rules and working practices and shall give guidance on acceptable conduct in the workplace.
- The Placement Provider shall report to the University's Placement Co-ordinator or link tutor as soon as reasonably practical any concerns it may have in relation to a student participating in the Placement.
- In the event of a student breaching the University's disciplinary procedures or the Placement Provider's rules or working practices while on Placement, the University will conduct proceedings in accordance with its student disciplinary or fitness to practise procedures as relevant.
- The Placement Provider and the University shall co-operate in respect of any proceedings taken against a student due to issues arising during the Placement. The Placement Provider shall encourage and support appropriate staff to participate in any University proceedings relating to the student's Placement, at the University's invitation. All decisions made with regards to disciplinary proceedings will be at the discretion of the University. The Placement Provider may suspend a student from a Placement setting for the duration of proceedings for good reason or where it considers this is necessary having regard to patient/service user/carer safety and the student's conduct or professional suitability. The Placement Provider shall notify the University's Placement Co-ordinator/course team immediately upon suspending a student from placement with reasons.
- Each student will ensure that they contact the University if any serious concerns arise from placement
- Each student will ensure that they keep the university informed of time off for sickness in accordance with procedures outlined on the placement website
- Each student will ensure that they complete an evaluation at end of placement

f) Placement Learning Expectations

The Placement learning expectations document sets out the expectations and responsibilities of all those involved in the partnership between students, placement staff, the University and lecturers, and service users and carers, which have been agreed with our Placement Providers.

In relation to placement learning the expectation is that service users and carers have the right to expect:

To be fully informed of the student's role in their care.

To be fully informed of their right to decline student intervention/care.

Respect for their rights, dignity and privacy, equality and diversity in all practice learning environments.

Faculty Processes to support Equality and Diversity in relation to Placement Learning

The list below contains guidance and information which are utilised to support equality and diversity in practice learning.

- Provision of information about the University's generic policies on Placement Information websites, including
 - Student Anti-Harassment Policy and Procedure
 - Religious Equality: Policy Statement and Implementation note for Staff and Students
- Pregnancy and Maternity policy for Students on Placement
- Generic guidance on disability disclosure
 - Guidance on Student Information page on each individual Placement Information website regarding:
 - Subject specific support in relation to disability disclosure /reasonable adjustments;
 - Identity of staff member responsible for support; and
 - Link to university guidance/additional support available
- Pre-placement checks - DBS and OH policies and procedures
- Service Level Agreement with providers include meeting Equality and Diversity requirements
- Preparation at Course level **and** through integrated modules, focusing on equality and diversity (integral part of preparation for placement) and enabling students to make optimal use of on-placement learning opportunities
- Opportunities for student to experience placements with diverse populations
 - Reflection of local population diversity in all aspects across the current placement circuit(s)
 - Continuing and developing focus on encouraging student-sourced placement learning experiences
 - Engagement with ERASMUS+ and Go Global initiatives to support students seeking international placement learning experiences
- Preparation of placements and placement supervisors for international students and students with additional considerations
- Guidance on [Reporting Concerns and raising Complaints /Whistle-blowing](#) on placement: includes support of students and providers on policy and process, and completion of statements (where required)
- Partnership working for preparing and updating practice educators/supervisors and supporting students on placement including briefing and supporting processes relating to raising concerns.

g) Placement Learning Policies and Procedures

Students will be expected to follow the policies and procedures of their placement providers when they are on placements. If the placement provider does not have a specific policy relating to a particular aspect of placement learning the student would be expected to follow the University's policy. The following link to the SHU practice placement website provides an up to date list of policies and procedures that apply to students on placement:

- https://www3.shu.ac.uk/HWB/placements/shu_policies.html

These include but are not limited to the following:

Professional Requirements for Students

- [Requirements](#)
- [Disclosure and Barring Service - Process Map](#)

Student Support/Guidance

- [Accidents or Incidents on Placement - Process Map](#)
- [Accidents or Incidents on Placement - Reporting Form](#)
- [Bare Below Elbow Guidance](#)
- [Consent and Confidentiality Policy](#)
- [Disability Disclosure Document - Information for Students](#)
- [Equal Opportunities guide](#)
- [Flexible Dyslexia Support Flyer - Information for Students](#)
- [Inter-professional Education in Practice Tips](#)
- [Lone Working and Escorting Patients or Clients](#)
- [Professional Unsuitability Policy](#)
- [Religious Equality](#)
- [Seasonal Flu Briefing](#)
- [SHU Social Media Guidelines](#)
- [Social Networking Policy](#)
- [Student Anti-Harassment Policy](#)
- [Travel Claim - Student Guidance notes](#)
- [Vehicle Policy](#)
- [Wearing of Uniforms](#)

Reporting Concerns

Students, placement providers and the University work to the same agreed policies and processes for reporting concerns arising during placement learning.

- [Concerns about Placement](#)
- [Complaints Procedure where a student raises a concern](#)
- [Escalation of Concerns about a placement area](#)

Information resources relating to subject specific placement learning requirement

Individual Professional and Statutory Regulatory Body requirements for each subject area can be found within each of the websites below

- <https://www3.shu.ac.uk/HWB/placements/index.html> (index to all websites)

The Dietetics website will be added subject to approval.

10. Maintaining and supporting quality placement learning environments across the student journey

Across the student journey the quality of practice learning is supported and maintained to promote and enhance the student learning experience. This is achieved through activities undertaken by placement link tutors at different points along the placement learning journey.

i. Pre-placement

Before a potential placement area is approved for student learning, it is audited against agreed quality standards, guided by the HCPC and QAA requirements. These jointly address the assurance that students' learning needs can be met, that the student's learning will be guided, and outcomes thereof assessed by experienced and suitably qualified practice educators/supervisors and that the proposed learning and working environment is safe.

Standards to be achieved include those set by the HCPC as well as those agreed by parties to service level agreements. Audits also include checks that the placement is able to comply with UK law with regard to the infrastructure that supports student placement learning e.g. health and safety regulations, as articulated in SHU policy i.e. SHU HSSP25.

Audits are reviewed formally, biennially and in partnership between SHU and the placement provider for placements that are used regularly as part of service level agreements. A register of placements and audits is housed on a dedicated placement platform, allowing placement administration staff to track when each audit is due to be reviewed. Where a placement is used infrequently, a new audit will be conducted prior to students being allocated to the individual placement.

Audits are informed by formal reports of External Examiners, including those that report on visits to practice learning environments as required by PSRB and QAA standards; policies and guidelines of and inspections by external bodies including HCPC and CQC; evaluations received from students and practice educators/supervisors; and concerns, incidents or accidents reports. Audit is an ideal opportunity to review a wide range of factors that influence the placement learning environment and student learning during placement experiences. To this end, audit is informed by and informs the development of Service Level Agreements; curricula; student preparation for placement; and practice educator/supervisor preparation and update.

Where a concern has been raised about a placement setting, whether following an inspection by an external body (PSRB, CQC) or as a result of a situation involving a student or raised during student evaluation, consideration will be given to the temporary or permanent suspension of student placement to the setting. Where required the concern will be escalated appropriately to PSRB exceptional reporting. In this case, an audit will be conducted prior to further placement of students in the setting.

Student placement follows or continues only where the outcome of the Audit process is 'approval' with or without action plans, agreed jointly between the university and placement providers to address identified matters arising during the audit and associated review of evidence.

Allocation Process - Students will be allocated to a placement and will be notified of their allocated placement at least 3 weeks before the placement commencement date, in accordance with agreed Faculty placement allocation processes.

Preparation for Placement Learning - Prior to placement, students are prepared in a variety of different ways - classroom based lectures, practical sessions, seminars and tutorials; on-line; and using self-directed learning. Information provided by placement providers is available on subject area placement information website(s).

ii. During Placement

Support for the quality of student placement learning includes visits, contact and liaison by Placement link tutor. Beyond routine visits to students and their practice educator in placement settings, link tutors will visit on request and by negotiation to address concerns or incidents/accidents reported by link lecturers, students or their practice educator or others.

The role of the placement link tutor also includes monitoring and active review and revision of action plans and recommendations agreed during audit; response to notification of changes in service configuration and delivery which affect the quality of the placement provision; and response to formal reports by external bodies.

The placement link tutor responds to generic feedback arising from interaction between the University and Placement Provider staff, and coordinate responses to feedback from students during the placement period.

B2 Supervision Arrangements

The B2 “extended scope” placements usually take place in settings where a dietitian is not onsite. In lieu of an onsite dietitian, placement providers will be allocated a ‘long-arm’ dietitian who will have appropriate knowledge and skills to apply to the placement provider setting (e.g. a paediatric dietitian working with the Sheffield Family Centres). The long arm dietitian will be responsible for signing off student placement learning outcomes pertaining to dietetic practice and will be used to clarify knowledge/understanding of the student. It is envisaged that the long-arm dietetic supervisor will:-

- Work jointly with the B2 Provider (pre-placement) to develop an appropriate project for the student to work on during their placement.
- Visit the student on placement in weeks 2, 4 & 7 and participate in the ongoing assessment of the student jointly with the onsite practice educator.
- Support the onsite practice educator in respect of queries and advice. Please note that any complex issues and/or concerns regarding student progress should also involve the Link Tutor from Sheffield Hallam University.

The Link tutor from SHU will visit the student to review progress after the half-way stage (Week 4)

iii. Post-placement

Checking of the quality standards is conducted not only before and during episodes of practice learning. Following each period of placement learning, evaluations are routinely requested from students and their practice educators. These are responded to by the appropriate the link lecturer, and action plans agreed to address specific issues in partnership with the Placement Providers. Feedback is also sought from University lecturers following debrief meetings and post-placement learning reflection sessions with individuals and/or groups of students. In addition to these routine opportunities to monitor quality, the following up and resolution of concerns and of incidents/accidents reports permit matters affecting the quality of placement learning to be identified and responded to.

Across the 'student journey'

Partnership work between the University and Placement Provider Organisations takes place during planned and regular meetings. These are organised at all levels from Director of Placement Learning (strategic) to placement link lecturers (operational). This allows the University and Placement Providers to collaboratively identify and develop new placements for regular use. It also permits the parties to address reconfiguration of services affecting placement quality and availability. Collaboration is also a feature of the receipt of and response to evaluation and feedback, seen in the agreement of jointly owned action plans.

Curriculum development involves placement providers in order to reflect changes in service provision and configuration across subject groups. Partnership between the University and

Placement Providers extends to the organisation and running of conferences and annual updates for practice educators who will be supervising and assessing students. Finally, placement providers contribute to on-campus teaching and learning; the development and delivery of practice educator preparation and update programmes.

Inter-professional Learning Opportunities

Students undertake an integrated interprofessional module Introduction to Professional Practice alongside other AHP students including: Physiotherapy, Occupational therapy and Radiotherapy and Oncology to prepare students for the multi-professional nature of the practice setting. Students will be in practice alongside students from other health and social care professions.

Dietetic students are frequently supervised by other health professionals in the practice setting who are often required to provide witness statements to support the students' portfolio of assessment evidence.

11.Placement Support

Roles of Placement Co-ordinator & Placement Link Lecturers

Placement Co-ordinator	Practice Liaison Lecturers (PLL)
Cluster overview, strategic planning and capacity management	Trust capacity discussions
Link Faculty Placement Learning Team	Support of Dietitians/Practice Educators in Departments
National links BDA and practice Education	Support in developing programmes and assessment processes
Link Stakeholder Partnership	Facilitating meetings or group work
Training needs analysis and development of new resources	Quality monitoring of placement Practice Audits and Placement Evaluation Tools
Link Tutor Team Lead	Support of Student Dietitians in departments
Co-ordinates Clinical Supervisory Skills Events and Annual Practice Conference	Trust based training sessions

Placement Co-ordinator

The Placement Co-ordinator takes responsibility for the student notifications for each cohort of students on a particular course. Any placement queries or worries that a student may have regarding the allocation process should be discussed with the Placement Coordinator in the first instance. The Placement Co-ordinator is a member of the dietetics team who is:

- The main point of contact for the practice educators and link tutors and will work with the placement provider to coordinate link tutor activity within each placement provider organisation
- Have an awareness of strategic issues and policy relating to work-based and placement learning
- Organise and facilitate Practice Learning Team meetings and co-ordinate a team approach with the link tutors to ensure activities are planned, delivered and reviewed at regular intervals
- Consult with link tutors and lead practice educators to support the timely completion of quality assurance placement audits and ensure that all current and new placement areas

are audited using systems agreed by the University and Placement Provider Organisations

- Work with the Practice Learning Team and practice educators within Placement Provider Organisations so that the practice educator update process/activity is planned, delivered and reviewed
- Identify key issues resulting from student evaluations and educational placement audits and any cause for concern ensuring that all link tutors and student adhere to correct procedures and all identified issues are appropriately addressed
- Support the placement team in their role in placement allocation and liaise with the Practice Learning Team, link tutors and practice educators to plan future placements and to explore and identify potential new placements based on knowledge of the changing external environment
- Assist and advise Practice Learning Team and practice educators in relation to responding to changes in the pattern of service delivery that may affect the availability and/or suitability of areas for student placements, whether temporarily or permanently
- Collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing practice learning and employability for students
- Attend regular liaison meetings and develop sessions with lead practice educators, practice educators and Placement Provider Organisations as required
- Keep Course leader and course team informed of any issues related to placement activity, policy and innovation
- Produce a report of Practice Learning Team activity six monthly and distribute to the Director of Practice Learning and Subject Group Leads which will be discussed at the Faculty Steering Group
- Maintain the Placement Learning Information website and subject area specific placement resources
- Take responsibility as module leader for those modules that involve practice education
- Work in partnership with occupational therapy services to identify, develop and support practice education
- Take steps to ensure an adequate source in practice areas to support student learning, supervision and assessment and maintain safety in practice
- Ensure that placement agreements are in place
- Prepare the handbook for students and practice educators
- Ensure that placements are allocated appropriately to students taking account of particular needs e.g. students with disabilities and the requirement for students to gain experience in a range of practice areas
- Ensure that services are informed of student allocations
- Co-ordinate the delivery of the practice induction programme ensuring that necessary checks have been undertaken and that mandatory training sessions have taken place and attendance recorded
- Ensure that services are made aware of changes to the curriculum that impact on them
- Co-ordinate visits to students on placement
- Liaise with other HEIs to ensure a coordinated approach to the identification and take-up of placements locally
- In collaboration with the University of Nottingham, plan and deliver Clinical supervisor Programmes for practice educators and share responsibility for oversight of quality assurance of practice learning
- Provide information and ongoing support for practice educators to ensure their capacity to supervise and assess students and assure the quality of practice learning.
- Liaise with practitioners about developing practice areas and ensure that relevant observations from practitioners inform the curriculum development and ongoing course delivery
- Organise link tutor meetings

- Liaise with the Faculty Director for Practice Learning and implement required processes for assurance of quality placements learning opportunities
- Monitoring and ensuring quality assurance processes for placements

Placement Link Tutors

There is a strong ethos of support for our students in practice from within the team at SHU. All dietetic lecturers at SHU undertake the role of link tutor. This involves being the designated link to one or more practice placement areas. The link tutor is well placed to take on this role as advocate of both the student and the practice educator. The Placement Co-ordinator facilitates the development and support for these roles and organises regular link tutor team meetings to monitor cluster wide issues and quality monitoring. The Link tutor will:

- Liaise with practice educators within a defined geographical area and take responsibility for the development of practice learning opportunities within this area
- Develop working relationships with practice educators, support them in their role and promote opportunities for their continuing professional development
- Prompting engagement with Clinical Supervisory Skills training and provide update sessions to enable practice educators to update every 3 years.
- Attend practice education meetings in the locality and keep educators informed of University and course developments
- Ensure that any necessary accommodations are in place for students with special needs
- Undertake visits to all students within the designated area and offer support, guidance and help to students in that Trust
- Provide tutorial support, guidance and advice for students undertaking practice learning and with regards to the related academic assessment as required
- Address issues of concern expressed by students and/or practice educators that relate to the practice experience; negotiate and agree strategies for resolving the issues
- Support practice educators in their role, particularly when a student is failing in practice and ensure continued support after the student has left
- Attend any meeting when a student is informed of his/her failure in practice learning or ensure the presence of another link tutor for this event
- Advise key members of the dietetics team of issues of concern relating to a student's performance in practice
- Remaining in regular communication and ensure that their practice area is able to contact them to discuss issues, responding to any request for help by either resolving the issue or alerting an appropriate colleague.
- Offer support, information and help to practice colleagues regarding any aspect of the students' placement, this may include clinical education and network support sessions as appropriate
- Supporting quality mechanisms within that Trust and complete required documentation for quality assurance purposes including audits

Objectives of Link Tutor support

Foster the transition from academic environment into practice placement setting

- Personal support and advocate for the student
- Problem solve as appropriate
- Support the departments in the effective communication and resolution of problem issues.
- Facilitate the effective partnership working between the placement providers, HEIs, facilitators and students particularly where placement provision is developing

What happens on a Link Tutor Visit?

The student's Link tutor is identified to them and practice educators in advance of the start of the placement. The link tutor visit is arranged at a time convenient to all parties and usually takes place at the half-way stage of the Placement Experience in B1, B2 and C. Visits will usually involve:

- Discussion between link tutor and practice educator
- Discussion between link tutor and student
- Discussion between link tutor, practice educator and student

The visit will be recorded in a confidential electronic record of all the parameters met and discussed. A letter is emailed to the student, practice educator and placement co-ordinator if there are specific action points identified which are important for progression.

The Link tutor and Practice Educator discussion will include the following components:

- Provision of the Placement programme details, management and organisation of the Placement and transparency of the assessment process
- How the student has settled into the placement environment
- Progress in knowledge, communication and professional practice outcomes
- Any specific concerns
- Student response to feedback and support mechanisms
- Student progression against expectations at this stage.
- Portfolio development, collation of evidence and reporting processes.
- Level of responsibility and independent working
- Practice Educators feedback on student preparation by HEI

The Tutor & Student discussion will include the following components:

- How the student feels they have settled into the Placement setting, relationships with patients and healthcare professionals
- Any specific concerns
- Feedback on the Placement programme and how the student is managing the assessment process
- Accommodation, learning facilities and study time
- Response to feedback mechanisms
- Personal support and mentoring
- How well prepared they felt for Placement
- Share trainer's feedback positive and negative
- Identify possible action points where appropriate
- Confirm points to be shared in final discussion with Practice educator
- Review of Portfolio and evidence to date

The Student, Tutor & Practice Educator Joint Discussion:

- Discuss areas of concern/ improvement or personal issues that the student has decided that they wish to share.
- Identify and agree points for action
- Set clear personal goals or objectives within a given timescale if necessary.
- Ask questions to check everybody's understanding and check that all issues have been openly discussed
- General evaluation of the HEI preparation, programme and assessment mechanisms

Practice Learning Administrator

The Placement Learning Team provide administrative support to co-ordinate all placement activity within the Faculty. The practice learning administrator processes all the service level agreements for placement contracts and forwards allocation details, student personal details fields queries and enquiries from practice educators regarding their allocations, placement documentation, fitness to practice checks and timelines.

Support for Practice Educators

There is robust support for practice educators with two-day Clinical Supervisory Skills Courses (CSSC). These are co-ordinated between SHU and University of Nottingham who facilitate courses across the cluster to provide more local access for Practice Educators. Work is ongoing to plan for the programme and frequency of the courses required. The opportunity for online updates is also being explored.

Students undertake a basic introduction to clinical supervisory skills in the Complex Care module to prepare for the transition to supervisor in post-registration practice, so graduates emerge with supervisory skills in Band 5 employment.

At present the University of Nottingham facilitate a student training forum twice a year at the Sutton Bonington Campus. The frequency and location of events is currently under review and is expected to include an annual shared Practice Learning Conference between both HEI's and practice educators and local network meetings twice yearly. The Link tutors will attend alongside practice educators to update teams on practice issues and developments. It is expected that these events will initially include workshops to evaluate the new placement model, assessment tools and development of the Placement A workbook with amendments made as necessary. There is also interest in exploring different supervisory models.

Bespoke clinical skills half day events are resourced by the link tutor team for all departments as required and regional updates days are provided for experienced supervisors annually as an alternative to the two-day CSSC to review assessment and support for students.

Support for Students in Practice

Dietetic students at SHU are prepared for practice through a series of personal and professional development and inter-professional learning opportunities at the HEI which aims to foster a student centred learning approach so that the student is well able to identify their own knowledge and skills gaps and put in place action plans for progress. This is a central theme to dietetic practice education and involves confidence in reflective practice, self-evaluation and peer evaluation skills.

Students compile a comprehensive portfolio of evidence demonstrating how they have met the placement learning outcomes. Students are introduced to an e-portfolio early on in their course and guidance in portfolio development and audit processes are provided for the student. Students e-portfolios are shared on the atlas platform to facilitate the three-way sharing of student progress between the student, university tutor and practice educator.

Each student is assigned an academic advisor who supports them throughout the Course and for practice experience B1, B2 and C a link tutor visits them in practice with the placement co-ordinator for each programme overseeing students' progression in practice. Course Leaders are also involved in all progress issues concerning students throughout their programme of learning.

Appendix 1: South Yorkshire, Bassetlaw and Derbyshire Cluster

The focus for placement learning is in the geographical area close to the University. The South Yorkshire & Derbyshire Cluster encompasses HEE North (Yorkshire and The Humber) and HEE East Midlands (Derbyshire)

HEE North (Yorkshire and the Humber) NHS Trusts

- Sheffield Teaching Hospitals Foundation Trust
- Sheffield Children's Hospital NHS Foundation Trust
- Sheffield Health and Social Care Trust (SHSCT)
- Barnsley Hospitals NHS Trust
- Barnsley Community (South West Yorkshire NHS Trust)
- Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust
- Rotherham NHS Foundation Trust
- Rotherham Doncaster and South Humber NHS Foundation Trust (RDaSH)

Derbyshire (HE East Midlands)

- Chesterfield Royal Hospital NHS Foundation Trust
- University Hospitals of Derby and Burton NHS Foundation Trust
- Derbyshire Community Health Services NHS Foundation Trust

Other Provider Organisations (Placement B2)

- Age UK (Older Adults Healthy Living Centre)
- Live Lighter (Tier 1 and 2 weight management)
- Sheffield Health and Social Care Trust (Mental Health & Learning Disability settings)
- Mickley Hall (Valorum Care Home)
- Sheffield Family Centres (Children and Families Multiple Centres across Sheffield)
- Shipshape (Health and Wellbeing service for multi-cultural communities)
- The Archer Project (Health and wellbeing for homeless service users)
- Huntercombe Group (Neurological Rehabilitation)
- Workplace Health (Various Organisations)