**Guidance on Expectations and Assessment for Placement N Supervisors.**

**Pre-Placement N Guidelines**

Prior to Placement N students will have completed:-

* All year one modules and simulated practice (3 weeks) and demonstration of learning outcomes
* All areas of the curriculum to plan, deliver, monitor and evaluate nutrition al advice and dietetic treatment for patients/clients seen in Placement N
* Knowledge of other therapeutic interventions for the client group e.g. pharmacology
* Food portion sizes/recipe modification
* Responsibility for own learning and practice
* Adequate communication skills to converse with individuals/patients

Students will complete the Higher Education Review and Assessment of Placement N (RAN form) writing a personal statement prior to placement. This documents:-

* Additional details e.g. work experience, interests in clinical nutrition etc.
* Demonstration that the Placement N requirements are met
* Self-assessment of personal strengths and areas for improvement with action points for placement N for each of the eight learning outcomes.

The RAN form is completed in discussion with the Professional Development Module Tutor and is informed by the student’s portfolio drawing on self-assessment, the simulated learning workbook and learning contracts/action plans from year one of the course. A copy of the RAN form is sent to the Placement N Supervisor.

**Placement N Learning Outcomes and Progression**

Students should work towards the Placement N benchmarks for the 8 learning outcomes below and suggested progress points along the way (detailed in the Progress Towards Learning Outcomes document[PTLO]) to guide the student’s development.

LOA: Developing and Applying Knowledge

LOB: Communication with Individuals

LOC: Competent collection of patient information leading to appropriate assessment of patient needs

LOD: Effective Care Planning and Review

LOE: Effective dietetic inter-professional and interagency working

LOF: Manages and prioritises an appropriate workload

LOG: Reflects on practice and evaluates care

LOH: Demonstrates an enquiring attitude and shares knowledge and experience with others to foster competent practice

Students should be exposed to health care settings that are mainly based in the acute setting and across a number of patient/client conditions e.g. chronic and long term conditions, acute and critical care and rehabilitation. These will vary according to the Trust and will not be consistent across the whole cohort due to the different learning opportunities available in practice. Students should experience multi-professional, multi-agency working. It is expected that students will be exposed to a limited range of therapeutic areas to support the focus on skills development. A small number of tutorials will be included in the programme, (ideally the week before an activity) to orientate students to Trusts guidelines/practice in relevant clinical conditions. Students will benefit from directed reading and where possible signposting to materials prior to or at the start of the programme.

Guidelines weeks for progression benchmarks towards the learning outcomes and completion of competency will vary between Trusts on the placement programmes so are intended as a suggested timescale for completion (weeks 3, 6 and 9 in PTLO). This enables student progress to be regularly reviewed throughout the placement prior to completion of the final summative assessment in week 10 which is documented in the RAN form.

When assessing completion of competency at the Placement N threshold the use of the word CAN implies that the student CAN demonstrate this competence but may not always be able to do so, dependent on the situation.

Students will be visited by the Practice Liaison Lecturer (PLL) after the half-way stage (week 5 onwards) to review progress. This is expected to be a tripartite review between the student, PLL and Supervisor. Trusts may either use the PTLO and supporting documentation to track progress and/or complete the RAN form at the half-way stage.

**Expectations and Level of Competence – end of Placement N.**

Students should be able to demonstrate the following level of competence at the end of Placement N:-

* Able to undertake full consultations but not necessarily all within the same consultation with non-complex selected patients in the practice setting
* Collecting information
* Interpretation of information
* Clinical reasoning, rationale for the treatment plan
* Explaining the link between diet and the clinical condition
* Provision of advice
* Assessing understanding
* Making appropriate follow-up
* Demonstrating reflection on action
* Able to manage patient consultations in selected patients across different patient conditions from chronic and long term conditions, acute and critical care and rehabilitation, mainly based in the acute setting
* Able to see a small number of selected patients putting together all of the skills some of the time. If a patient becomes more complex during the consultation, supervisors will step in to manage more specialised or complex areas & hand back to the student to carry on. Students are expected to work with 1-2 patients per session (half-day) by the end of the Placement to allow for time for reflection and evaluation.
* With selected patients students will:-
* Be able to justify their actions
* Be able to see their own limitations
* Be able to communicate appropriately & effectively with patients and colleagues
* Demonstrate a professional approach
* Complete record cards to departmental standards
* Complete work within agreed timescales

Students at this stage of their training will be fully supervised although this may become more “arm’s length” towards the end of the placement e.g. Supervisor on ward seeing patient whilst student sees a patient and can discuss and seek support as necessary.

There is no formal requirement within the 10 week placement for a period of consolidation. Students will be expected to be able to progress patient consultations with relatively more independence and requiring less prompting from supervisors towards the end of the placement.

**Quality and Quantity of Evidence**

Students are expected to develop a portfolio throughout the course to support their learning and professional development. On placement students will use a hard copy portfolio encompassing a range of assessment tools and progress tools to track their progress towards achievement of placement N competencies. It is expected that this will include ongoing formative assessment, reflection and feed-forward tools.

The student Portfolio should include the following agreed pieces of summative evidence:-

* Progress Towards Learning Outcomes (PTLO) documentation
* 4 summative Individual Consultation Assessment Tools (ICATs) with anonymised patient record cards. Where students are not able to capture all components in the one consultation e.g. more specialised advice is required and the supervisor has stepped in, it is acceptable for the missing component(s) to be captured in a further summative ICAT. Therefore students may have summative evidence across 4-8 ICATs.
* 1 Team Working Assessment Tool (TWT)
* 1 Professional Development Assessment Tool (PPD)
* Reflective pieces as appropriate
* Professional Observation Statements (POS) as required
* 1 Care Plan (with word count restrictions to ensure this is a useful, working document)

**Review Tools**

* 9 weekly Feedforward Tools
* Student Handheld record or equivalent tool to capture ongoing immediate feedback for the student informing progress from one session to the next.
* Appropriate work products e.g. Tutorial preparation

Sign-off of Evidence

If students are able to provide evidence for a part of learning outcomes as shown by the set criteria in the PTLO Tool, then the Supervisor who was with them at the time should detail and sign off the evidence that they are working towards that PTLO benchmark/milestone e.g. “See handheld record, date and signature” or “See Professional Observation Statement 2”.

It is the responsibility of the lead Supervisor to provide oversight of progress and milestones in the reviews at weeks 3, 6 and 9 weeks and to sign off the learning outcome completely when there is a range of evidence available.

**Final Assessment**

The student portfolio encompassing assessment and review tools is used to inform the final summative assessment and demonstration of competency in each of the 8 learning outcomes. The RAN form is completed between supervisor and student detailing strengths, areas for improvement and action points for the student on their return to university. Students complete a Specialist and Applied Clinical Nutrition module (SACN) on their return to university where more specialist knowledge of more complex conditions and their dietetic management supports continuing professional development using simulated practice.

The final RAN form should be signed by student and supervisor at the end of the placement and copied to the University.