

Scottish Cluster Dietetic Placements

www.rgu.ac.uk/dietetic-placements-scotland



Dietetic Practice Education Update

*Sharing developments and best practice with
those involved in Scottish dietetic education*

Wow! We have a jam-packed newsletter for you this time around. Read on to hear about 'student stories' at NHS Forth Valley, the outcome of the Placement B evaluation, and so much more!

Placement Demand 2017 (as of June 2017)

Placement type	Weeks	Comments
A placement	152	Includes 2 weeks for 1 x student not progressing as expected (previously deferred studies).
B placement	912	Includes 24 weeks for 2 x students who are not progressing as expected
C placements	960	Includes 36 weeks for 3 x students who are not progressing as expected (deferral of studies, extenuating circumstances) and 48 weeks for 4 x students requiring extended weeks
TOTAL	2024	8 weeks less than 2017 demand

Practice Placement supply requests have been sent to Lead Practice Educators with a request that supply offers be returned to Pamela Knox, Scottish Dietetic Placement Administrator, by the 11th August 2017.

Please note that for 2018, Health Boards have again been given a steer on the number and type of placements required and the timing that placements are required. It is hoped that by doing this, fewer requests will be made to Health Boards to change the timing of the offers made.

Lead Practice Educators will then be informed of all 2018 allocations by the end of October 2017 at the latest.

Outcome of Placement B Evaluation

Many thanks for continuing to contribute to our review of Practice Placements through providing feedback on how the implementation of the new portfolio's and activities worked. The review of Practice Placement B has been completed, and below is a summary of the changes that were made to the portfolio for 2017 B Placements.

- The placement learning outcomes and activities remain unchanged.
- Reference to the NES 4 Pillars of Practice in the introduction has been strengthened to ensure students appreciate the changing scope of AHP work.
- The asset mapping activity which currently contributes to learning outcome B3 has been recognised as also contributing to B1.
- Student feedback suggests that the tasks and activities, primarily asset mapping, are making valuable contributions to the service. All activities, including the induction catering activity, equate to only 8 days (13%) of the 12 weeks practice placement leaving 52 days for the other clinical related activities.
- More guidance is given for the student in regards to the purpose of the CARE measure tool, i.e. less about the accuracy of results and more to engage the student in reflecting on the process. The ratings scale is now carried over to the second page.
- Further guidance around the use of the individual patient consultation tools, and some modifications to the formatting of the tool. A template table to record collated evidence has also been developed for the portfolio.
- There is now space for including the 'week completed' on each tool.
- There is flexibility in which tool to use for the half-way assessment e.g. may use feed forward form or 'end of placement form' where instead of using EMF codes could use Know Can Do for stage of training.
- The feed forward form has been amended to make it clearer which sections should be completed by the student, and which completed by the Practice Educator.
- The DIET COMMS tool is still included in the portfolio and can be found in the appendices with a page of guidance on how this should be used as well as a link to on-line resources.
- Know, Can, Do model linked more obviously to the student progression algorithm.
- There is now more guidance provided on extended weeks to give more clarity to this process.
- Pre and post-placement paperwork is now embedded in the portfolio.

Your feedback on the Placement C has been collated and is currently being reviewed. We will share the portfolio modifications in due course. Remember to access the website for the most up-to-date portfolio.



AHP Practice Educator Preparation & Update Sessions Across Scotland: 2017/18

The three universities provide both full-day introductory sessions (for new practice educators) and half-day update sessions (those that are planning to provide student placements again after a break). Introductory sessions provide initial preparation to support practice educators to feel confident in providing a student placement. Updates provide on-going CPD to experienced educators on specific topics. Please see the tables below to find a local session for you to attend. You are welcome to attend any session so long as you book in advance.

Robert Gordon University (RGU)

To register and for more information please contact: Kayleigh Cormack: k.cormack@rgu.ac.uk

Date	Site	Course type	Max no.	Organiser
23/8/17	RGU (Grampian)	Initial and Update	50	Jude
13/9/17	Moray	Initial and Update	TBC	Paul
21/9/17 or 22/9/17	Shetland	Initial and Update	TBC	Jude
October 2017	Orkney	Initial and Update	TBC	Paul
15/11/17	Raigmore (Highland)	Initial and Update	TBC	Anna
15/11/17	Dundee (Tayside)	Initial and Update	TBC	Paul
7/2/18	RGU (Grampian)	Initial and Update	50	Heather
9/5/18 or 16/5/18	RGU (Grampian)	Initial and Update	50	Julie

Queen Margaret University (QMU)

Please note that sessions should be booked using the QMU website www.qmu.ac.uk/pbl using the BOOK A COURSE button and choosing your preferred location from the drop down menu.

Area	Venue	Type of Session	Date	Time
Edinburgh	Queen Margaret University: Halle Lecture Theatre	Introductory Day & Profession-specific update opportunity	24/08/2017	9.15 – 4pm

Training materials and a programme will be emailed out the week before the course and that any questions should be addressed to PET@qmu.ac.uk.

Glasgow Caledonian University

Contact: Yvonne Watt, Yvonne.Watt@gcu.ac.uk

Register for the training days online at: <https://www.eventbrite.co.uk/e/ahp-practice-educator-training-monday-18th-december-2017-tickets-35726797814>

Area	Venue	Type of session	Date	Time
Glasgow	Glasgow Caledonian University Govan Mbeki building for registration	Introductory & Update session	Monday 18 th December 2017	Full day new PE's (9am registration for 9-30 start and finish 4-30pm) Afternoon experienced PE's (1-30pm -4-30pm) registration please see above link

Accessing Glasgow Caledonian University pre-course reading materials

Once registered, enrol onto the AHP Practice Educator Training course (course ID AHP0001) using the instructions below, and download the **'Teaching & Learning Theory Handbook'** in the pre course materials section. Please note that it will take you about **3 hours** of your time to work through these materials.

1. Launch a browser and enter the following web link to bring you to the course home page: https://www.coursesites.com/s/_AHP0001
2. Once at the course home page, click the **'self-enrol in this course'** button.
3. Then click on the **'I need a Coursesites account'** button.
4. Complete the **'create new student account'** page & click on **'save & continue'**.

When signing up, take note that you can register using existing account information from popular web services like Facebook, Twitter, LinkedIn, Gmail, Yahoo and Windows Live to make it easier to login.

****You may need to do this from a non-NHS computer if you are experiencing problems due to the NHS firewall**.**

Please remember that the website contains all up-to-date placement documents, including the revised placement portfolios for 2017.

We will be adding dates/version numbers in the coming months to all documents to aid tracking in the future.

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Scottish Cluster Dietetic Placement Conference

We hope you will be able to join us for the next Scottish Cluster Dietetic Placement conference on **26th October 2017 at Robert Gordon University**, Garthdee, Aberdeen. The conference will focus on the evaluation of our placement changes over the last couple of years, sharing good practice from across Scotland, and highlights from NES. Registration will be from 10.00am - 10.30am, with coffee and conference posters. The main conference will run from 10.30am - 3.00pm.

To register for the event please complete the form at the link below, by 29th September 2017.

http://iws.rgu.ac.uk/pharmacy_life/placements/page.cfm?pge=104130.

Are you really interested in hearing my story?

Eileen Sharp and Chris Christie, NHS Forth Valley

Listening to service users' stories is an increasingly popular means of gathering rich information from patients about services they receive. A questionnaire, although quick and easy to administer, can only ever give a certain amount of information and is limited by the questions asked. In NHS Forth Valley we have used stories since 2009 as a means of gathering feedback from dietetic students, patients and dietetic staff who have been involved in our Dietetic Student Training programme. All "B" & "C" students have the opportunity to have their story heard at the end of their placement. It's lovely to hear the positives but we really need to hear about things that could have been handled better, so we can constantly improve our programme.

The process

Each student who has consented to having their story heard meets with a person trained in hearing stories (obviously someone unrelated to dietetics!) in a room far from the dietetic dept. The student can take the conversation in any direction although we have a few prompts (things we are especially interested in hearing about). Stories are recorded and last approx 30-60 mins. In NHSFV we usually have 4 students at a time so stories are anonymous. All students have received their final assessment prior to the story so can be totally frank about their experience, without fear of prejudicing their future training/career. The 4 stories are then "themed" with the final report being considered by the Placement Steering Group. An action plan is then developed to ensure changes are implemented.

The findings

Of course it's not always possible to act on

every single piece of feedback since there are service limitations and students' views can be diametrically opposed! Some students love Peer Assisted Learning (PAL); others just don't get it. Some students love being with lots of dietitians; others would prefer a 1:1 model.

Students said:	We did:
The programme was a bit disjointed initially with days in acute interspersed with days in community	We now arrange the programme so that each student spends 6 weeks in acute and 6 weeks in community
Not enough time to get to from 1 location to another in time for example the start of afternoon clinics	We try to arrange the timetable so the student is at the same venue all day
Too much feedback/ too little feedback	We try to be clear that in addition to timetabled feedback sessions, informal feedback may be given walking back from the wards, driving back from clinic etc.

In 2016 we were particularly interested in hearing views on the new B & C Learning outcomes, activities & assessment tools. These evaluated well but it was apparent that very little time had been allocated at University familiarising students with the tools pre placement. This will likely change for future students since time pressure limited Universities ability to fully prepare students in 2016.

Patient stories

In 2011, an MSc student from QMU conducted patient stories with patients attending outpatient

clinics held by student dietitians in NHSFV. These showed that student involvement in consultations was deemed positive by patients; there was an understanding that students need to practice on “real patients”. Patients reported that they thought they could “get away with more” with the student than the dietitian. Dietitians using PAL in clinics often worry that patients will feel the room is overcrowded, yet the environment did not appear to be an issue to the patients involved in these stories.

Staff stories

Dietitians of course have views about involvement in student training. We are fortunate that dietitians in NHSFV all engage with students in a positive way. However we are all under increasing pressure with “the day job” and students, even the best of them, increase our workload further. In 2010, after the introduction of PAL to our programme, all staff were invited to have their story heard. Having gone through further change, with the introduction of the new A, B & C portfolios it's time for us to repeat the process of staff stories.

Pros and cons of stories

Pros of stories	Cons of stories
Stories are a powerful means of identifying areas for quality improvement and ascertaining aspects of the experience students particularly value.	Time-consuming to organise, implement and write up.
Not solely limited to a narrow range of questions.	A person trained in hearing stories from out with dietetics is required.
Can be cathartic for participants; an opportunity to discuss issues with a totally independent 3 rd party can result in greater insight.	Can be difficult to ensure anonymity if only 2 stories heard.
Able to use information to develop action plans and implement locally and potentially nationally.	Participants can give conflicting views so it's not possible to act on every issue.
Teaches participants the value of gathering feedback.	Not all participants respond to follow up emails requesting they review the content of themed report so some data can be lost.

The dietitians in NHSFV would like to thank Eileen Sharpe, AHP Practice Education Lead for NHSFV for her ongoing support with dietetic stories; her support has been invaluable and is very much appreciated.

Call for Contributions

We hope you are enjoying our newsletter. As you can see, we often include ‘guest’ articles. Do you have any news or best practice regarding practice-based learning that you would like to share with your Dietetic colleagues? If you would like to contribute anything, please contact Susan Lennie on s.lennie@rgu.ac.uk.

Have you read...?

Palermo, C, Volders, E, Gibson S, *et al.* (2017) Exploring approaches to dietetic assessment of a common task across different universities through assessment moderation. *Journal of Human Nutrition and Dietetics*. In Press.
<http://onlinelibrary.wiley.com/doi/10.1111/jhn.12499/full>

Placement Approval and Monitoring Update

As a result of the review of dietetic practice placement delivery in Scotland resulting in Scottish wide learning outcomes, core portfolios and national assessment tools the approval and monitoring process for dietetic placements has also been reviewed. The purpose of this review was to streamline the approval and monitoring process and to reduce the burden on practice educators whilst maintaining the quality of practice-based education. A summary of the revised process is outlined below.

Approval and monitoring of dietetic practice placements continues to be co-ordinated at a national level with all placements being approved for utilisation by students at each of the three universities in Scotland which deliver dietetic education (GCU, QMU and RGU). The process for approval is based upon the NES Quality Standards for Practice Placement (QSPP) Audit Tool: http://www.nes.scot.nhs.uk/media/325397/qspp_audit_tool_interactive_fields.pdf. This audit tool includes information and feedback from practice educators, students and service users.

Approval/Reapproval of Practice Placements

Where a Practice Placement Provider has **not** previously been approved to deliver dietetic practice placements the Health Board Area should in the first instance contact their link university to discuss how they can best deliver practice based education. Following the initial discussions the Practice Educator will then be required to complete the NES QPPS audit tool and submit this, along with an example placement programme, to the lead for approval and monitoring of practice placements in Scotland (Jacklyn Jones: jjones@qmu.ac.uk). Following this, a half-day visit by a university tutor and an experienced practice educator from another health board area will take place.

Where placements have previously been approved practice placement providers will be required to complete and submit the NES QPPS audit tool every five years. An identified academic from one of the three universities in Scotland who deliver

dietetic education will be identified to review the completed QPPS audit tool. A visit will not be required but where issues are identified as potential problems in practice based education and which impact on the student experience these will be highlighted to the lead practice educator. The link university and practice educators will work collaboratively to seek a resolution.

Monitoring of Practice Placements

All practice placements in Scotland will continue to be reviewed on an annual basis via the existing practice placement supply and demand process and requires practice educators to confirm either that no changes have been made to practice based delivery in the health board area or to report the changes which have been made.

Monitoring data is collated at a national level and reviewed by the lead for approval and monitoring in Scotland. Any major change to practice placement delivery e.g. change to lead trainer, change in type of placement being delivered etc. will be reported to the link university who will discuss the changes with the lead practice educator. Where the change is deemed to be substantial and which could significantly impact on the student experience practice educators will be required to complete the NES QPPS audit tool and to follow the process for when placements have previously been approved (see point 2 above)

In addition to the completion of the monitoring process by practice educators, students are also required to complete a placement evaluation at the end of each placement block. These evaluations are collated at a national level and each link university is responsible reviewing the evaluations for their identified Practice Placement Provider

More details, including timelines, for the approval and monitoring process will be communicated to practice educators over the coming weeks.

Student Progression 2016

The universities now collect data on student progression through practice placements. Data below relates to the 2016 placement cycle

Placement A

76 students proceeded to and completed placement A.

Placement B

Of the 70 students who were allocated a B placement one student required 4 additional weeks which they successfully completed. All other students progressed after the normal 12 week placement.

Placement C

Of the 72 students who proceeded to placement C, four students failed to successfully complete within the 12 weeks allocation. These students are currently waiting or are currently undertaking their extended weeks of their C placement.

In addition to the information above data is also collected regarding location of placement, location of additional weeks or repeat placement, number of additional weeks required by the student and outcome of those additional weeks, length of time between placements, and location of previous placements. Each Health Board area can access data relevant to their health board area. If you wish this information please contact either your link HEI or Jacklyn Jones (Lead for approval and monitoring).

QAA Dietetic Benchmark Statements

The Quality Assurance Agency (QAA), who are the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education, recently reviewed the dietetic benchmark statement. The statement sets out expectations about standards of dietetic degrees and describes what gives the subject its coherence and identity. In particular, the statement defines what can be expected of a graduate in terms of the abilities and skills needed to develop understanding and competence in the subject.

Members of the profession, including representatives from Higher Education Institutes across the four Home Countries, the BDA, and dietitians in practice formed a working group to draft the new standards. The draft has very much been informed by the HCPC Standards of Proficiency and the BDA Curriculum Framework for the Pre-registration Education and Training of Dietitians. The new draft standards have now been released for wider consultation (closing on 31st August 2017). Please feel free to review and respond at the following link:

<http://www.qaa.ac.uk/newsroom/consultation-on-the-draft-revised-version-of-dietetics#.WVUSPOvyvRb>

University Operational Group: Who are we?

Many of you will be familiar with some of the dietetic staff at the Universities. Below you will find out about who sits on the University Operational Group and what roles we undertake within this committee.



Heather Donald is a lecturer at Robert Gordon University. She is responsible for the website and keeping it up-to-date.



Jacklyn Jones is the Postgraduate Programme Leader at Queen Margaret University. She takes the lead role for Approval and Monitoring of placements.



Emma Kinrade is the Postgraduate Programme Organiser and lecturer at Glasgow Caledonian University.



Susan Lennie is the Programme Leader at Robert Gordon University. She has been leading on the review of placement learning outcomes and resources.



Christine Monaghan is the Clinical Placement tutor at Glasgow Caledonian University. She is the current Lead for the Operational Group.



Sara Smith is the Undergraduate Programme Leader at Queen Margaret University. She liaises with the allocation officer and links with the BDA on issues such as the Curriculum.



Pamela Knox is the Scottish Dietetic Placements Allocation Officer, based at Queen Margaret University.

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