

Scottish Cluster Dietetic Placements

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Dietetic Practice Education Update

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

Where has the time gone?... We have now produced 8 newsletters (over 4 years) and we still have lots to tell you. Much has been happening with regards to the review of placement learning outcomes and development of national assessment tools and resources, and we are now ready to open everything up to the profession for consultation. In this edition, you will hear more about the plans for that, see the outcomes from the PAL evaluation, and some guidance from Pete Glover regarding the Practice Placement Agreements.

Student Progression 2014

Below, you will find details of student progression through practice placements for the 2014 placement cycle. The universities use this data to monitor issues around preparation for placement, and support them in identifying consistent themes that may need to be addressed.

Placement A

78 students proceed to and completed placement A.

Placement B

Of the 59 students who proceeded to placement B, all 59 successfully completed their placement with no students requiring additional weeks or a repeat placement.

Placement C

Of the 52 students who proceeded to placement C, 1 student failed and is currently awaiting a repeat placement and 3 students required extra weeks. One of these students withdrew from the course, one subsequently failed the additional weeks and one went on to successfully complete the 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) on j.jones@qmu.ac.uk.

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Student Preparation for Practice Placements

There have been questions about how students are prepared for placement. We asked Peter Glover from NHS Education for Scotland to update us about how the placement agreements support student preparation for placement. This is what he had to say...

“From an NHS perspective and for the development of the future workforce, one of the key achievements from the introduction of the AHP Practice Placement Agreements (PPA) is that there is clear understanding about what is needed by placement providers to enable students to safely access the working environment.

All eleven professions covered by the placement agreements require to have education about the basic principles of child protection, adult protection, moving and handling, violence and aggression management, infection control, hand washing and basic life support prior to attending placements. **Key to this is that these principles will be re-enforced through local induction at the start of their placement to help apply these principles to the local context.** Other aspects in terms of professional behaviour, data protection, information governance and consent are also covered prior to placement.

All students are supervised and monitored during placement. Therefore, how students apply their pre-placement preparation into the practice setting is assessed as part of their professionalism and safety.

The above content of the agreements was agreed by consensus and was informed by NHS Boards when the agreements were being introduced and signed. Legislation, Scottish Government policy and HCPC requirements also informed the content. Introducing the agreements was an extensive engagement process with each university, NHS Board and each profession through the AHP Practice Education Leads (PELs).

In addition to generic AHP preparation, there will always be profession-specific requirements that universities provide. There may also be specific NHS Board requirements and these require to be provided locally within the Board, most likely during induction. This ensures that students meet the local needs. If there were clear messages coming from a number of NHS Boards or a change in legislation or HCPC requirements then these can be placed within the agreements for all students.

We work in a changing political and organisational context. The agreement content will change in response to these changes through consensus across a number of organisations; the AHP PEL role will be involved in these developments. Local solutions need to be found for local issues or policies and the AHP PEL is always accessible to help with this. There can also be learning from other professions too, so it is good to share practice with colleagues.”

If you have further questions, please contact: peter.glover@nes.scot.nhs.uk.

Date for your Diary



28th Oct 2015

Launch event of the revised placement learning outcomes and national assessment tools for the Scottish wide ABC dietetic placement model. Venue: [Glasgow Caledonian University](#). Time: [All day](#).

Placement Demand 2016

| | Weeks | Comments |
|--------------------|-------|--|
| A placement | 156 | Includes 10 weeks for five students who deferred studies. |
| B placement | 912 | Includes 72 weeks for six students who deferred studies. |
| C placement | 960 | Includes 12 weeks for one student requiring a repeat placement and 72 weeks for six students who deferred studies. |
| TOTAL | 2028 | 168 weeks less compared with last year. |

Practice Placement supply requests will again be sent to Lead Practice Educators at the beginning of June 2015 with a request that supply offers be returned to Pamela Knox, Scottish Dietetic Placement Administrator, by the **end of August 2015**. Please note that, as usual, Health Boards will be given a steer on the number and type of placements required and timing based on historical provision. We will aim to keep revisions to this to a minimum but will be in touch during September or October if we need to negotiate modifications to your offer.

Thank you again for your support in helping us to administrate the allocations. Lead Practice Educators will normally be informed of all 2016 allocations by the end of October 2015.

Did you know...

The HCPC are undertaking a consultation on revisions to the 'Standards of Conduct, Performance and Ethics'. You can access the consultation here:

<http://www.hpc-uk.org/aboutus/consultations/index.asp?id=188>

Following on from this, a consultation will be undertaken regarding revisions to the 'Guidance on Conduct and Ethics for Students'. Look out for this consultation.

Placement Review Working Group Progress

Since the last newsletter, much progress has been made in relation to the review of placement learning outcomes. The University Operational group held a 2-day 'academic retreat' at The Burn, Edzell, in January where we were able to review all the excellent work that had been produced by the working groups and steering group. Over the course of the two days, we pulled together a draft A placement workbook and identified tasks and activities still to be developed. I'm pleased to report that the draft A placement learning outcomes, portfolio and assessment tools are ready to be sent out for consultation.

The nominated working group members from each Health Board will be asked to coordinate the consultation process. We will be sending out all of the material for Practice Placement A (facilitators notes will follow after the consultation) via the working group members in the next few days and asking them to co-ordinate a Health Board response to the consultation by June 2015. The learning outcomes and resources for placements B and C will follow in June for consultation at that point.

Our national launch event is scheduled for 28th October at Glasgow Caledonian University. We would be delighted to have up to 4 staff members from each Health Board to attend, who will then be involved (together with an academic from one of the Universities) in the dissemination at local Health Board education and training events.

National NES-led Evaluation of Peer Assisted Learning (PAL) Models for Practice Education

-An Update-

The steering group, formed in 2014 by NHS Education Scotland to evaluate the experiences of Dietetic Practice Educators in implementing PAL placements across Scotland, is almost drawing to a close. Its aim was to produce a report that would be circulated to all stakeholders outlining the thoughts and feelings of practice educators implementing the PAL model. The draft report was sent to critical readers at the end of March with a view to final changes being made in April. The steering group thought it would be relevant to, first of all, thank everyone who completed the online questionnaire, and to outline the key points from the report. The overall aims of the report were:

- Explore the reasons why PAL is being implemented within departments
- Analyse how the PAL model is being implemented within dietetic departments
- Describe any barriers to the implementation of PAL within Dietetic departments

In total there were 90 returns, with the highest number being practice educators. Only 1.1% of the returns stated that they did not use PAL at all. Initially PAL was implemented to increase placement capacity, however the responses highlighted that participants were able to view the model as an effective form of learning and teaching as well as complementing teaching methods adopted within the university setting. The challenges of PAL appeared to be linked to geographical areas and specific clinical areas that can only take one student at a time as well as student and staff perceptions of it. PAL was implemented in various situations, the main tasks being activities that did not involve patient contact.

In conclusion the following 4 key points were highlighted:

- Further education on facilitation skills and how to implement PAL with patient contact
- Pilot study on PAL being implemented more with patient contact
- Include other activities within the resource handbook
- Preparation of the students prior to coming out on a PAL placement

Thank you to everyone who completed the online questionnaire and the continued support from the steering group. The full report will be circulated in due course.

Should you require further information, please contact:

margaret.braid@nhs.net (AHP Practice Education Lead, NHS Fife)

Online Practice Educator Modules

Are you a practice educator looking to develop your skills and knowledge around education students on placement?

QMU are running two online modules lasting either 6 or 12 weeks that offer academic credits on successful completion of the module assessment. Both modules are free to educators taking students on placement.

Introduction to teaching, learning and assessment for practice educators' module is a 6 week programme delivered online (with 2 lectures delivered both online and face to face if you are able to attend QMU). Successful completion gives 5 level ten credits.



School of Health Sciences Facilitating Practice Based Learning

Dates for 2015/2016

The Autumn course starts on **19th October 2015** with final submission of coursework due on

11th December: 6 week module
4th March: 12 week module

The Spring course starts on **15th February 2016** with final submission of course work due on:

22nd April: 6 week module
24th June: 12 week module

Facilitating practice based learning for health and social care professionals is a 12 week programme delivered online (with 2 lectures delivered both online and face to face if you are able to attend QMU). Successful completion gives 10 level ten credits.

To apply Email DPPRAAdmin@qmu.ac.uk and request an application form.

Placement Approval Visits

The approval of practice placement provision is temporarily on hold whilst the revision of placement learning outcomes and assessment methods is underway. There is a requirement that all health board areas will be subject to an approval visit at least every 5 years and not more than every 7 years. There are 2 health board areas that would exceed the maximum permitted time this year so, despite the imminent launch of the new placement learning outcomes and assessment tools, an approval process is still required. In view of this it has been agreed that the approval process for these health board areas will be through the submission of paperwork rather than a full visit. Please note that normal annual monitoring processes via supply returns will continue throughout this transition period.

Following the launch of the new learning outcomes and assessment tools, the process for visiting health board areas to approve dietetic practice placements will recommence. This process should, however, be more streamlined as the processes for assessing students will be consistent across Scotland.

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.



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



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



Myra Mackenzie is a lecturer at Robert Gordon University. She takes the lead for monitoring student placement evaluations.



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 new Curriculum.

Contacting Us

Glasgow Caledonian University

School of Health and Life Sciences, Cowcaddens Road
Glasgow, G4 0BA

Tel: 0141 331 8723

E-mail: dietetics@gcu.ac.uk



Queen Margaret University

School of Health Sciences, Queen Margaret University Drive,
Musselburgh, EH21 6UU

E-mail: Jacklyn Jones (PG Programme Leader) jjones@qmu.ac.uk

E-mail: Sara Smith (UG Programme Leader) ssmith@qmu.ac.uk



Queen Margaret University

EDINBURGH

Robert Gordon University

School of Pharmacy and Life Sciences, Riverside East,
Garthdee Road, Aberdeen, Grampian AB10 7GJ

Tel: 01224 262800

E-mail: dietetics@rgu.ac.uk

