

# PRACTICE EDUCATION HANDBOOK



Ag Rialáil Gairmithe Sláinte  
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**Approved qualification:**

Master of Science in Clinical Nutrition and Dietetics, National University of Ireland,  
University College Dublin.

Course code X820. Level 4  
Module DIET40080 Practice Placement 1  
Module DIET 40110 Practice Placement 2

School of Public Health, Physiotherapy and Sports Science  
College of Health & Agricultural Sciences  
University College Dublin, Belfield, Dublin

**Disclaimer: UCD School of Public Health, Physiotherapy and Sports Science does not accept any responsibility for students who voluntarily work outside of practice education placements. Students are not insured by UCD to undertake work (paid or voluntary) in any circumstances other than under the supervision of a CORU registered dietitian or other relevant qualified staff during practice education placements.**



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## INTRODUCTION

The heading numbers throughout maps to CORU defined criteria for practice placement as outlined in Dietitians Registration Board, Criteria for Education and Training Programmes– Guidelines for Programme Providers, CORU 2019. <https://www.coru.ie/files-education/drj-guidelines-for-programme-providers.pdf>

This manual is intended as an overarching guide to Practice Placement within the UCD MSc in Clinical Nutrition & Dietetics programme, hereafter referred to as the “Programme”. It is updated in accordance with feedback received from students and practice educators and in line with current relevant public health, regulatory or health service matters.

The programme is approved by CORU, on successful completion candidates are eligible to apply for registration as a dietitian with the Dietitians Registration Board. (<https://coru.ie/files-education/drj-profession-specific-criteria-for-education-and-training-programmes.pdf>).

Practice placement learning is mandatory and an essential component of the programme as it facilitates the integration of theory with practice in graded developmental stages throughout the programme. Practice placements are organised and administered by UCD employed Tutors, who are CORU registered dietitians at senior level, on behalf of the programme team.

To ensure accuracy all forms, assessments, agreements referred to throughout are available on request from [dietetics.admin@ucd.ie](mailto:dietetics.admin@ucd.ie)



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**\*CORU Criteria for Education & Training Programmes-guidelines for programme providers DRB, 2019.**



## 2.1 Practice Placement Integration within the Programme

Table 1\*

Year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	YEAR 1 START Lectures & Academic Assessments (see programme handbook year 1)					Holidays (Practice Placement 1 DIET40080 UCDVO optional)		Practice Placement 1 Module DIET40080 (30 ECTS) 500 hours minimum				
2	YEAR 2 START Lectures & Academic Assessments (see programme handbook year 2)		Practice Placement 2 Module DIET40110 (30 ECTS) 500 hours minimum				Holidays		Dissertation		End	

\* practice placement may have to occur outside of this schedule due to capacity issues at placement sites or in extenuating circumstances.

## 2.2 Placement hours: minimum of 1000

### Year 1 Practice Placement1 DIET40080

15 weeks Autumn Trimester of which 4 weeks clinical can be undertaken during Summer semester as an option with UCDVO  
500+ timetabled hours  
140 autonomous learning hours  
Orientation & Mandatory training: 35 hours  
Catering: 70 hours  
Health promotion: 70 hours  
Clinical environments: 280 hours and upwards  
Nutrition-related industry: up to 70 hours

### Year 2 Practice Placement 2 DIET 40110

14-15 weeks Spring and Summer Semesters  
500+ timetabled hours  
140 autonomous learning hours  
Preparation: 21 hours minimum  
Acute clinical environment: 525 hours, a minimum of 70 hours is designated to continuity of learning and consistency of performance and caseload management as consolidation in the final weeks of the placement.



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In addition and in accordance with “National framework for placement hours on Professional Masters Programmes in Dietetics, UCC, UL, UCD 2022” time and endeavour for the following contributes to 14 placement hours.

- Cardiopulmonary Resuscitation programme
- Manual Handling programme
- An Introduction to Children First
- Safeguarding adults at risk of abuse
- ARMIC Infection prevention and control series
- Communicating effectively through open disclosure
- Fundamentals of GDPR
- Open Disclosure
- Malnutrition screening
- IDDSI

Conclusion of placement within the defined timeframe relies on students demonstrating PAF, PROF and portfolio competences successfully and as per assessment requirements. In the event that this is not achieved, placement may extend beyond the scheduled finish date. This is subject to placement provider and UCD discussion and is dealt with on a case by case basis.

Placement hours are recorded and verified on Portfolio Form D: Timesheet.

### 2.3 Number, duration & range of placements

Practice placement sites reflect the breadth and diversity of work environments in which graduate dietitians usually operate, including but not limited to: acute healthcare, primary and community care, nutrition-related consultancy and industry, health promotion, statutory bodies, public health, sport, registered charities and large-scale food-service provision. Placement modules are scheduled as per table 1 above but can be affected when availability and capacity issues arise with placement providers.

Placement providers have the ultimate decision to agree or decline or cancel placements. This is outside of the programme's control.

Prior to agreement with a new placement provider, the UCD Practice Tutors will discuss the requirements for placement provision with the potential provider site representative.

For existing placement providers, UCD Practice Tutors refer to the feedback received from practice educators, students and sessional tutors after completion of the module by the previous set of students to review the requirements for placement provision.

Programme advisory committee meeting outcomes and feedback contribute to informing current professional demands.

The programme team in UCD negotiates with placement providers primarily within its Academic Partnership: the Ireland East Hospital Group. Effective early 2024, the HSE is reorganising into 6 new health regions which will influence site availability and capacity for the UCD programme.

#### 2017-2023 Year 1 sites included

CHO's 1,5,6,7,8,9	National Maternity Hospital & Rotunda	Central Remedial Clinic
St. Michaels House	National Rehabilitation Hospital	St. Michaels HOspital Dun Laoghaire,
St., Colmcilles Loughlinstown	Connolly Hospital Blanchardstown	St. Mary's Phoenix Park
Peamount	St. Patrick's Mental Health Service	Navan Hospital
Leopardstown Park & Royal Hospital Donnybrook	Hospice Group	Cappagh Hospital
Blackrock Clinic	Sport Ireland & IRFU	Croi Cardiac
Catering departments within the above sites		
Nutrition Industry:BBraun, Abbott Ireland, Fresenius, Nutricia Medical Nutrition		
Health Promotion: Healthy UCD		



2017-2023 Year 2 sites include

St. Vincent's Private & Public	Mater
Beaumont	Lourdes Drogheda
Regional Hospital Mullingar	Wexford General
St. Lukes Kilkenny	CHI Crumlin and Temple Street
Beacon	Cavan Monaghan

The programme team does not usually negotiate dietetic placements with the Dublin Midlands, Saolta, South/West or University of Limerick Hospital Groups unless there are exceptional circumstances as these groups have commitments to train students from other dietetic programmes.

#### 2.4. Requirements for the selection of practice placement education providers

The programme team is required to negotiate and secure placement providers and capacity annually.

Placement providers are identified and selected based on their ability to provide supervised learning opportunities to facilitate students in demonstrating CORU defined placement specific competences as well as having capacity for the students to work under indirect supervision and individually as consolidation in the latter weeks of Module 40930 Practice Placement Acute as outlined in the tables below.

##### Practice Placement 1 DIET40080

- Preferred learning environments include exposure to obesity, cardiovascular disease, diabetes, maternal and child health, care of the older person, oral and home enteral nutrition support, rehabilitation, sport, adult and child disability, adult and child mental health, end of life care, eating disorders.
- It is expected that students will obtain a foundation knowledge of navigating and interpreting patient health care records, relevant biochemistry and medications, and NCPM.
- Minimum of 6 weeks, in a clinical hospital and/or community setting that can provide learning opportunities to demonstrate attainment of competency in the criteria specified in the placement assessment form and professionalism assessment form. Students will interact directly with and on behalf of service users.
- Two to maximum of 4 weeks in a nutrition industry/government agency/voluntary organisation or suitable alternative that can provide the learning opportunities to demonstrate attainment of competency in the relevant criteria detailed in the



placement assessment form and professionalism assessment form. As much student interaction with or on behalf of service users is desirable

- A minimum of 2 weeks in a food service institution or suitable alternative that provides learning opportunities as outlined in the catering agreement. Students should avail of any opportunities to interact with or on behalf of catering service users whenever possible although this is not mandatory.
- A minimum of 2 weeks health promotion to include design, implementation and evaluation as outlined in UCD Healthy Eating Active Living Week (HEAL).
- When assessing dietetic specific competences, at least 1 CORU registered dietitian will assess the student in collaboration with the other members of the practice education team.
- Practice educators complete a Catering Agreement or Formal Agreement prior to placement commencement. The Formal Agreement details practice placement processes to ensure requirements for a quality learning experience for students are met.
- The placement provider nominates a student coordinator for the placement to oversee midway, summative and PROF assessments and student progress/issues inhibiting progress. They are also the main communication channel between the site and UCD.
- The placement provider agrees to complete and submit a designated online feedback questionnaire as soon as practically possible at the end of each placement to enable audit, review and monitoring of the educator placement experience.

### Practice Placement 2 DIET40110

- It is expected that students build on the foundation of knowledge, skill and competence attained in year 1 placement.
- The settings usually serve acutely unwell patients with more complex health needs.
- Students observe and gain professional dietetic experience in the management of acute disease-related malnutrition and nutrition therapy for a variety of acute medical and surgical conditions in adults and/or paediatrics, for example, gastrointestinal, hepatic and renal diseases, oncology, nutrition support: oral and enteral, endocrinology, allergy, immunology.
- Learning opportunities must be provided to enable students to demonstrate competence in the criteria outlined in the placement assessment form and professionalism assessment form.
- Each Practice Education site completes a formal Agreement prior to placement commencement. This is usually done by the site manager.
- The Formal Agreement details practice placement processes to ensure requirements for a quality learning experience for students are met.
- The Formal Agreement clearly outlines the requirement for practice educators to undertake training provided by the UCD practice education team which describes the responsibilities of all parties in ensuring that the placement supports the achievement of the CORU standards of proficiency.
- Placement providers attest to comply with this requirement as evidenced on the Profile Form.
- The placement provider will nominate a student coordinator for the placement. The placement provider agrees to complete and submit a designated online feedback questionnaire as soon as practically possible at the end of each placement to enable audit, review and monitoring of the educator placement experience.
- UCDVO affords those students who volunteer with public health programmes, the opportunity to accrue additional placement learning hours, provide documentary





evidence of engaging in reflective practice as well as evidence of initiative in identifying learning needs and availing of learning opportunities with UCDVO-this is not an alternative to either placement module.

- The placement provider must have capacity for the students to work under indirect supervision and individually at later stages of placement and to complete a 2 week period of consolidation in the latter weeks as outlined below:

#### **CONSOLIDATION**

The purpose of consolidation is for the student to demonstrate independence in caseload management under the indirect supervision of 1 Practice Educator.

Students undertake a minimum of 2 consecutive weeks of practice. This occurs in the last 2 weeks of placement. Students can progress to consolidation earlier if deemed appropriate by their practice educators. Facilitating the student to experience the clinical area in the week prior to consolidation and their designated practice educator is recommended to facilitate and promote increased independence during consolidation.

Student performance and practice on consolidation does not solely determine the outcome of placement. Placement outcome is assessed on the overall student performance and practice over the duration by multiple practice educators.

By progressing a student to consolidation it is assumed that:

- 1) the Practice Educators have no significant concerns about the students performance, knowledge, skills basic competence, professionalism or safety currently or over the preceding weeks and
- 2) the UCD Tutor is satisfied that the student's portfolio of evidence is complete to a satisfactory standard.

#### **Expectations of practice educators during consolidation:**

There will be a designated practice educator appointed who will:

- support and mentor, act as the main point of contact for the student and indirectly supervise them.
- decide and agree in advance with the student the mode, timing and frequency of their communications and interactions.
- assign an inpatient caseload representing roughly 50-75% that of a CORU Registered Dietitian at Entry Level. The caseload should be representative of general medical and/or general surgical and/or general paediatric patients. Whenever possible students should contribute to a ward round or patient case conference or a team meeting.
- monitor the caseload throughout the consolidation and adjust it appropriately in relation to the volume of new referrals and/or patient complexity. Caseloads should be adjusted towards 50% in the event that there are local systems in place that may unduly prevent or delay the student from effectively managing their caseload for example, no bleep, no direct student access to IT systems like EDM, Evolve, PiMs, Shared networks//drives etc.
- have the ultimate clinical responsibility for the patient and will co-sign all student signatures.

#### **Expectations of pre registration students during consolidation, they will:**

- adhere to local departmental guidelines on patient prioritisation .
- manage, prioritise and re-prioritise their caseload within appropriate timescales with increasing autonomy.
- demonstrate consistent professional performance and behaviours in accordance with legal and ethical boundaries, CORU and local standards.
- communicate and interact with their practice educator in accordance with the mode, frequency and timing that have been identified and agreed in advance.
- record patient statistics as per department policy, if required
- have their signatures co-signed by their practice educator.
- prepare a caseload handover to their practice educator at the end.



## 2.5. Monitoring practice placement providers

Feedback was collected from students, educators and tutors at the end of each module using a GDPR compliant system hosted by UCD. Since 2024 feedback is mapped to The National Interprofessional Placement Evaluation Tool (NIPPET) published by The National Health and Social Care Professions Quality Framework for Sustainable Practice Education, 2022

Feedback is collated, analysed and used to inform future site selection and training. Time sensitive issues/difficulties are addressed as soon as practically possible by the UCD Practice Tutors.

Site specific feedback can be provided by the UCD Practice Tutors once a total of 10 students have completed training at the site.

Service user feedback is captured by the student throughout each placement module using Portfolio form G.

## 2.6. Communication & governance between UCD and placement providers

Ongoing structures which outline clear channels include:

- Formal Agreement
- Catering Agreement
- Placement Profile
- Tutor onsite visit form
- Educator and student placement handbooks
- UCDVO placement guide

## 2.7 Student allocation to practice placement

The overall number of students registered to each placement module and the availability and capacity of placement providers is the starting point.

Exceptional/extenuating circumstances may occur with placement providers who have agreed to train but that subsequently prevent them from proceeding. This is outside of the control of the programme team.

The programme team is required to give consideration to students that have extenuating circumstances and/or reasonable accommodations that have been approved and applied to relevant modules by the relevant UCD processes for example a Needs Assessment indicating Reasonable Accommodations as outlined by Access and Lifelong Learning.

Year 1 placement must be passed and evidenced by Practice Educator signed Placement and Professionalism assessments, Catering Workbook and a complete Portfolio of evidence before a student can proceed on the Programme.



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The programme team is mindful of the logistics and travel undertaken by students during Year 1 placement Non Acute and to minimise and distribute these as fairly as possible, student preferences for Year 2 placement are sought without any guarantee offered. Students placed within a particular hospital group or location for one module will usually be allocated an alternative hospital group or location for the other module.

Students are advised before entry, during orientation and before each placement module that there are a number of complex factors that affect allocation.

The programme team endeavours to brief students in good time regarding placement details.

Supports used include:

- Recognition of prior professional clinical learning/experience
- Paired placement model
- Student and educator placement handbooks: assessment and feedback sections
- Assessment exemplars
- Learning portfolio of evidence
- Formative and summative assessment tools

## 2.8 Attendance and Absence

Students do not accrue leave during placement and are not entitled to annual leave. At orientation, start and finish times will be clarified as well as any local leave/absence policies that apply in addition to that outlined in this section.

Routine appointments (e.g. GP/Dental/Physio etc.) should be scheduled by the student outside of placement hours.

Attendance is **mandatory** for all timetabled practice placement hours to provide adequate opportunity to meet the learning outcomes of each placement module. Meeting **all** module learning outcomes is required to pass each practice placement. Absence results in loss of specific learning opportunities as well as loss of CORU-mandated placement hours.

Attendance includes: preplacement training & tutorials, authentic learning environment Friday tutorials, practice placement provider scheduled and timetabled hours.

Preplacement and Friday tutorial timetables are planned in advance however, the content may change to respond to students' learning needs and/or feedback from practice educators/module coordinators/practice tutors.



Attendance is recorded and verified by the relevant practice educator or practice tutor via:

- Portfolio Form D Timesheet
- Friday tutorial attendance sheet
- Pre-placement attendance log
- Module summary log

When a student cannot attend/leaves early from any timetabled activity, they must contact **both** the staff at the practice placement provider **and** the UCD Practice Education Team as soon as practically possible via the following process:

1. Students must first contact the relevant placement provider personnel they are scheduled to be with: practice educator *or* practice education coordinator *or* practice tutor.
2. Students must then contact their UCD practice tutor if they haven't previously done so.
3. Students must make contact by phone. It is not acceptable to leave a message on an answering machine, a voicemail or an email.
4. Students must explain the reason for absence and should indicate their anticipated return to placement. Students will be advised if they are required to provide this information in writing.

The UCD Practice Education Team together with the practice placement provider will **jointly** discuss and review each absence on a case-by-case basis. The following may result:

- A. In the event that extenuating circumstances arise or where a leave of absence is required, students will be encouraged to apply through sisweb via UCD approved processes. Application and adjudication processes as well as further information is available at the following links:

<https://www.ucd.ie/students/studentdesk/extenuatingcircumstances/>

<https://www.ucd.ie/students/registration/takingaleaveofabsence/>

- B. Absences due to illness must be supported with a medical certificate if the absence is two days long or more. A medical certificate may also be required for absence occurring on a Friday, Monday or around Bank/Public Holidays. This is at the discretion of the practice placement provider/practice tutor. As stated in the UCD **Fitness to Practise** statement, a student may need to be certified "fit to return to work" by an impartial physician with relevant experience. This is at the discretion of UCD, the practice placement provider or on the advice of the attending physician.
- C. The MSc Programme Team will agree a plan specific to each student's needs/circumstances in negotiation with the practice placement provider. Negotiation with a practice placement provider should not be undertaken by a student without the input of the UCD Practice Education Team

Non-extenuating absence/leave may reflect a student's level of accountability and professionalism, and this can contribute to risk of failure. Professionalism issues are discussed at each MSc Programme Team meeting and may also be noted on a student's PROF form.



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Students need to be aware that it will not be possible for placement providers, practice educators/practice tutors/MSc Programme Team to offer additional learning opportunities and/or additional placement hours for non-extenuating absence/leave. **Compensation for absence is not guaranteed and this may contribute to a risk of failing placement. This may have additional fee implications.**

Any concerns relating to absence should be discussed with the UCD Practice Education Team at the earliest time possible. If timely contact from the student is not received in the event of absence/leaving early, the Practice Educator/Practice Tutor/Programme Administration may have to take extraordinary measures (contacting next of kin/Gardaí) to ensure student health and safety. In the event that a placement provider has additional requirements/policies relating to absence, these will be outlined to the student during orientation.

Placement outcome is pass or fail. A pass in Module DIET40080 in year 1 is **required** to progress on the MSc programme and to Module DIET40110 in year 2. Should a student fail a module, compensation is not permissible and the student is required to repeat the relevant placement module.

## 2.9 Pre-placement requirements

The following are clearly outlined in pre orientation email contact with the student, at programme orientation and in programme documentation and placement handbooks as are procedures for non-compliance. Placements will not be allocated/offered to students who do not engage with the processes and comply with health screening and garda vetting.

Pre orientation to incoming year 1 students provides instructions on the following:

Health Screening requirements:

<https://www.ucd.ie/stuhealth/healthcarestudents/mscdietetics/>

Garda Vetting requirements: <https://www.ucd.ie/registry/admissions/vetting.html>

Fitness to Practise requirements and declaration:

<https://www.ucd.ie/secca/studentfitnesstopractise/> and

[https://www.ucd.ie/secca/t4media/SFTP09\\_MScClinicalNutrition.pdf](https://www.ucd.ie/secca/t4media/SFTP09_MScClinicalNutrition.pdf)

Orientation presentations to year 1:

Health screening

<https://www.ucd.ie/stuhealth/healthcarestudents/mscdietetics/>

Plagiarism policy

[https://www.ucd.ie/secca/t4media/plagiarism\\_studentguide.pdf](https://www.ucd.ie/secca/t4media/plagiarism_studentguide.pdf)

Programme handbook- Academic Regulations

<https://www.ucd.ie/governance/resources/policypage-academicregulations/>



Manual handling, Cardiac First Responder training is completed in year 1 phase 1.

Student and educators placement handbooks sections:

- Health screening & vaccinations
- Student code of conduct
- Fitness to practise
- Portfolio Form I: Expectations
- Portfolio Form J: Confidentiality
- Portfolio form A: Student profile

**Portfolio Form A: Student Profile** copy provided to site. Relevant updated student contact details (phone and email) are required in case the student needs to be contacted at any stage, or in case the practice educator/practice tutor wishes to forward reading material prior to or during the placement. Students will use this form to provide the practice educator/practice tutor with a summary of their learning style, an idea of what dietetic areas the student has experienced previously, and what students perceive are their strengths and areas for improvement. Students will send a completed Form A directly to the Student Coordinator identified on the relevant site profile form at least 4 weeks in advance of commencing placement. Students will upload a copy to the assignment tab in the relevant placement module in Brightspace.

#### **Portfolio Form I: Expectations**

Students are treated as adult learners. Students are advised that they take full responsibility for their own learning and it is up to each student to provide evidence of progress and professionalism at each stage. An Expectations form is provided for completion before the start of each placement module, signed by the student and added to their learning portfolio. Students will upload a copy to the assignment tab in the relevant placement module in Brightspace.

#### **Portfolio Form J: Confidentiality**

Students will upload a copy to the assignment tab in the relevant placement module in Brightspace.

Students are required to have evidence of completion of the following in advance of the start of placement:

- Infection Prevention and Control (IPC) declaration including mandatory HSELand training:

AMRIC Hand Hygiene  
AMRIC Basics of Infection Control  
AMRIC Personal Protective Equipment

Students will upload copies of certification to the assignment tab in the relevant placement module in Brightspace.

- An Introduction to Children First HSELand-students will upload a copy of in date certification to the assignment tab in the relevant placement module in Brightspace.
- Open Disclosure HSELand-students will upload a copy of in date certification to the assignment tab in the relevant placement module in Brightspace.
- Fundamentals of GDPR HSELand-students will upload a copy of in date certification to the assignment tab in the relevant placement module in Brightspace.
- Malnutrition screening HSELand-students will upload a copy of in date certification to the assignment tab in the relevant placement module in Brightspace.



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Any student that is registered with UCD Access and Lifelong Learning and has had a needs assessment done may have Reasonable Accommodations recommended for Practice Placement. These will be communicated as far as possible in advance to the relevant staff site in line with GDPR.

Students are insured: UCD Safety, Insurance, Operational Risk & Compliance Office (SIRC) administers an insurance policy which provides general indemnity for work experience and extends to include students on placement in hospitals and / or appropriate institutions while undertaking work as part of this programme.

Students are advised that failure to comply can prevent a student from commencing or completing placement on time and this could further affect a student's ability to progress on the programme, furthermore, non-compliance may result in initiation of fitness to practise proceedings/failing placement.rightspace.

## 2.10 Student supports on placement

Any student experiencing placement related difficulty or distress is informed to contact their educator or Tutor at the earliest opportunity.

Support, guidance and supervision is maintained with the student by UCD via:

-Scheduled tutor visits

-Tutor ALE timetabled Friday sessions

-UCD Practice Tutors: students will be notified of their allocated Tutor.

Additional supports are available from:

- UCD Access and Lifelong Learning needs assessment for Students registered with disability: Reasonable Accommodations for Practice Placement.

<https://www.ucd.ie/all/t4media/Placement%20Planning%20Guidelines%20For%20Students%20with%20Disabilities.pdf>

<https://www.ucd.ie/t4cms/UCD%20Code%20of%20Practice%20for%20Students%20with%200a%20Disability%20January%202015.pdf>

-UCD Student Support Services: <https://www.ucd.ie/studentcentre/services/studentssupport/>

-UCD Extenuating Circumstances:

<https://www.ucd.ie/students/studentdesk/extenuatingcircumstances/>

-UCD Leave of Absence Policy:

<https://www.ucd.ie/registry/staff/registryservices/registration/studentrecords/leaveofabsence/>

-UCD Access and LifeLong Learning: <https://www.ucd.ie/all/>

-UCD Chaplaincy: <https://www.ucd.ie/chaplaincy/>

-UCD Student Health Services: <https://www.ucd.ie/stuhealth/>





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## 2.11 Student concerns

Students can raise concerns in relation to their practice education and access appropriate supports via:

-UCD placement module co-ordinators: [ruth.charles@ucd.ie](mailto:ruth.charles@ucd.ie), [annelie.shaw@ucd.ie](mailto:annelie.shaw@ucd.ie),  
[nicola.dervan@ucd.ie](mailto:nicola.dervan@ucd.ie)

-UCD Student Advisor [anna.scully@ucd.ie](mailto:anna.scully@ucd.ie)

-UCD Director of Clinical Education [sinead.mcmahon@ucd.ie](mailto:sinead.mcmahon@ucd.ie)

-Designated Placement Tutor (allocated to each student)

-Student programme handbook Year 2: student support section, programme and practice team contact details

-Placement Profile provides contact details for student co ordinator and other key placement personnel.

-Student concern/complaint process: <https://www.ucd.ie/secca/studentcomplaints/>

## 2.12 Student code of conduct

The code and processes for dealing with breaches of that code whilst on placement are in place as follows:

-<https://www.ucd.ie/t4cms/UCD%20Code%20of%20Practice%20for%20Students%20with%20a%20Disability%20January%202015.pdf>

-[https://www.ucd.ie/secca/t4media/SFTP10\\_MSc%20Clinical%20Nutrition%20&%20Dietetics\\_2022.pdf](https://www.ucd.ie/secca/t4media/SFTP10_MSc%20Clinical%20Nutrition%20&%20Dietetics_2022.pdf)

-Student & Educator handbooks: Fitness to practise and fitness to continue in study sections

-Student & Educator handbooks: Student in difficulty or distress section.





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## Professionalism

The *MSc in Clinical Nutrition and Dietetics* has a process for identifying and supporting students on the programme about whom there are concerns of poor professional performance or professional misconduct which may occur at any time across the entire Programme.

Full details of the programme's process for Professionalism is outlined in the Programme Handbooks. This section refers specifically to professionalism relating to placement modules.

UCD's Student Fitness to Practise Policy applies to all students on the *MSc in Clinical Nutrition and Dietetics* programme, and all students are required to complete a Fitness to Practise Statement.

CORU defined standards, UCD's Student Code of Conduct and UCD's FTP Policy and Procedures are the benchmarks against which poor professional performance/professional misconduct can be determined.

Section 6 of the Student Programme Handbook ensures that relevant information for students is clearly documented and communicated to students. Links to all relevant documentation cited are provided in the references.

Professionalism in the context of clinical practice is monitored across two practice placement modules. It is formally assessed at defined timepoints using the Professionalism Assessment Form (PROF). Students undertaking placements may also be subject to additional local procedures or rules required by practice placement settings. In this event, students will be advised during orientation to the setting. Placement providers have the right to seek to suspend or terminate a placement when it is believed that the safety of service users, students or staff is at risk.

Professionalism is a standing agenda item at each *MSc in Clinical Nutrition and Dietetics* Programme Committee meeting. Relevant professionalism information relating to students is noted for discussion across the Programme team.

### 2.13 Practice educator roles and profiles

Roles and profiles are clearly described in the following:

- Formal agreement
- Placement Profile
- Catering Agreement



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## Practice Educator

In settings specific to the practise of dietetics, practice educators are CORU-registered dietitians of all grades who provide on-site orientation, education and training, teaching, feedback and assessment of students in accordance with locally organised timetables. There is a section on the Formal Agreement where each sites lists all Dietitian practice educators and their registration numbers.

In placement settings where practice is not specific to dietetics (e.g. Catering) the practice educator is appropriately qualified to orientate, educate and teach relevant to the specific site.istration

Practice Educator(s) are responsible for:

- facilitating and providing learning opportunities where the student can work towards meeting their stated learning objectives.
- facilitating opportunities where the student can record evidence of learning for their PAF, PROF and Learning Portfolio.
- facilitating realistic and time sensitive opportunities for the student to reflect on their performance, the feedback they receive and to consolidate their learning. A short video clip to assist PE's is available at this link: [https://www.youtube.com/watch?v=PZPK07zjD\\_g](https://www.youtube.com/watch?v=PZPK07zjD_g)
- assessing overall performance and professionalism
- If important evidence is missing or lacking which demonstrates the students is or is not competent the practice educator will comment
- Where a professionalism skill is **not** being achieved, comments from the practice educator and/or the practice tutor/student coordinator must be included in the appropriate section.
- Practice educators will contact the practice tutor if they have any concerns at any stage about unprofessional behaviour.
- Practice educators may wish to note exceptionally positive aspects of the student's professionalism.
- Practice Educators will keep the student coordinator informed as they have overall perspective on the student's progress/issues inhibiting progress.

## Student coordinator (SC)

All CORU Registered Dietitians (RD) within a Dietetic Department have a role in the education and training of student dietitians on supervised practice placement.

A SC is the designated onsite point of contact and liaison for the student, department and higher education institute. This is a vital role in ensuring seamless adaptation of the student(s) into the placement environment while maximising effectiveness of student training for all involved stakeholders.

### Duties: General

Responsible for the oversight of managing student training.

Informed in the content of the Higher Education Institute (HEI) Placement Handbook which outlines mandatory CORU defined placement proficiencies.

Completes and returns the Formal Agreement and Site Profile with or on behalf of the Department Manager.

Trains and inducts future SC's

Informs the HEI of changes and developments in the department and hospital wide e.g. changes in dietetic practice/new policies and procedures/cultural/environmental and upcoming training that may be relevant.



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Represents the Department at HEI advisory groups.

Maintains a record of the departmental staff that have availed of HEI training for the relevant student cohort.

Undertakes CPD specific to teaching and learning.

Arranges an appropriate point of contact in their absence.

**Duties: Before placement**

Undertakes the National Teaching and Learning Forum open online course: Teaching and Learning for Clinical Teachers (TLCT).

Undertakes HEI training on assessment and feedback

Advises the HEI as soon as practically possible of any additional mandatory site specific requirements to enable placement to proceed that are not covered in the HEI Placement Handbook.

On receipt of the student details from the HEI, initiates contact 2-4 weeks prior to starting placement.

Administers student related documentation in line with GDPR.

Is notified by the HEI or student when Reasonable Accommodations apply to the student and is informed as to what they involve.

Oversees the production and provision of timetable for orientation and clinical placement

Facilitates orientation and induction to hospital systems.

Ensures that established departmental policies and procedures are in order to achieve optimal education outcomes. Is informed and aware of the process of managing underperforming students.

**Duties: During placement:**

Has oversight of the overall performance and progress of the students through communication and collaboration with students, the Tutor and Practice Educators.

Ensures that key assessments are undertaken and relevant portfolio documents are signed off by required deadlines.

Returns final assessments to HEI.

Receives, reviews and administers the Tutor visit report.

**Duties: After placement**

Disposes student and placement related documents in line with GDPR.

Provides feedback on the placement experience via the online survey link issued by the HEI, and circulates and advocates for completion to/by RDs involved in practice placement internally.

Collaborates with the HEI to address future training/development needs of the department.



**Orientation role.** Practice educators will have a site specific student orientation process for the first weeks of placement. Suggested examples of content are provided below:

Heading	Information required
Building / Facilities	Eg. <ul style="list-style-type: none"> <li>• Placement sites</li> <li>• Travel arrangements</li> <li>• Toilets / showers</li> <li>• Refreshments</li> <li>• ID cards / access codes</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Lead contact</li> <li>• Practice educator</li> <li>• Absence procedures</li> <li>• Roles of staff and how they fit into wider team</li> <li>• Organisational chart</li> </ul>
Statutory requirements	<ul style="list-style-type: none"> <li>• Access to information</li> <li>• Mandatory training</li> <li>• Fire drills and procedures</li> <li>• Consent</li> <li>• Record keeping</li> <li>• Uniform</li> <li>• DBS checks</li> <li>• Infection control</li> </ul>
Workload	<ul style="list-style-type: none"> <li>• Hours of work (address issues of concern eg childcare arrangements)</li> <li>• Supervision arrangements</li> <li>• Activities to be undertaken to meet learning outcomes</li> <li>• Activities to be undertaken when not being directly supervised</li> <li>• Models of working (peer learning, inter-professional learning etc)</li> <li>• Patient pathways</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Expectations of student</li> <li>• Expectations of staff</li> <li>• Codes of conduct</li> <li>• Communication with staff and service users</li> <li>• Questioning opportunities</li> </ul>

Students will need to be informed about local processes for Catering and Nutrition support.

### Teaching & Supervisory role

Educators should be aware that students are not skilled in the application of knowledge. For some students, this will be their first direct exposure to service users, medical charts, medications, biochemistry and the use of NCPM.

While students are reminded to refer to the timetable provided by the site and to prepare by revisiting detailed lecture notes or by undertaking pre-reading that the site assigns, practice educators should be mindful that students may not have previous experience.

Identification of learning outcomes/needs is led by the student. The practice educator is responsible for supervising and facilitating appropriate and relevant learning opportunities for all the hours they are timetabled to have the student.

Where a student is timetabled with multiple practice educators (or site changes) over the course of a day or week, placement providers should be aware that this can often be less



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effective in facilitating a student to define learning objectives and to demonstrate competence and equally for the educator to assess competence and provide meaningful actionable feedback.

## 2.14 Placement expectations

Students, practice placement providers and practice education teams are fully prepared and informed of the expectations of the practice placement via the following:

- Module descriptors outline the learning objectives of each placement.

Portfolio form I: Expectations agreement

- Student & Educator placement handbooks: introduction section, learning outcomes section, fitness to practise and fitness to continue in study sections, Assessment and Portfolio sections, code of conduct section, student in difficulty/distress section, UCD contact details, training.

- Placement timetable provided by Practice Educator

- Catering agreement

## 2.15 Supervision guidance for defining competence and progressive achievement of independence in practice

### Competence defined:

As a guide, a student may be deemed competent when they have provided adequate, accurate, relevant evidence of attainment of CORU defined standards of proficiency for the stage of placement to their practice educator(s) demonstrating safe practice; students are expected to be consistent and progressive in doing this.



**Competence reference guides:**

<b>CATERING YEAR 1 COMPETENCE</b> <b>All must be achieved by the end of Catering Placement</b>
Describes the processes of meal production, selection, service and delivery within the institutional setting.
Discusses portion sizes of common foods and the food portion sizes used within the institutional setting.
Outlines how nutrition principles can be applied to food services within the institutional setting.
Evaluates the impact of food service regulations, standards and guidelines on the nutritional quality, hygiene and temperature regulation of food service systems.
Identifies the role of food services personnel in the delivery of nutritional care.
Recognises the limitations of institutional food services systems in the delivery of nutritional care.
Critically analyses the food served in comparison to population recommendations.
Discusses the importance of integrating nutrition and dietetics into the provision of food services in the institutional setting.

<b>YEAR 1 PLACEMENT COMPETENCE</b> <b>Across multiple sites, all must be achieved by the end of placement module</b>
Demonstrates knowledge acquisition relevant to dietetic practice for patients routinely managed in the placement setting with common conditions.
Demonstrates a good working knowledge of recommended portion sizes and the nutritional composition of the commonly eaten foods in Ireland.
Demonstrates knowledge of the structure & function of health, social care, healthy eating and health promotion regulations/legislation/guidelines (as applicable to the setting) and the impact they have on service users of the site.
Demonstrates an understanding of the relationship between <u>basic</u> relevant laboratory tests routinely undertaken in the placement site (when relevant), nutritional status and diet.
Demonstrates the role of the Dietitian in this placement setting.
Demonstrates the ability to source, collect and record accurate, relevant information as part of a nutritional assessment for non-complex patients (NCP steps: 1-6).
Demonstrates an ability to identify the priority nutritional issue(s) or problem (s) in patients routinely managed in the placement site and appropriately for stage for placement (NCP step: 7).



Demonstrates the ability to devise and justify an appropriate dietetic intervention plans for non-complex patients (NCP step:8).
Accurately analyses and interprets dietary information to identify service users' needs with increasing accuracy.
Using a client centred approach, demonstrates the ability to negotiate one or two appropriate goals.
Calculates nutritional requirements using appropriate methods and equations for non-complex patients.
Demonstrates knowledge of how to plan, deliver and evaluate a health promoting project <u>under guidance</u> (UCD HEW).
Demonstrates ability <u>under guidance</u> to plan and deliver group education?
Demonstrates ability to modify communications.
Demonstrates appropriate introductions and rapport building in an environment suitable for the service user.
Acquires information from service users using a client centred approach.
Demonstrates ability to explain non-complex dietetic interventions in a clear accurate manner.
Demonstrates ability to apply basic behaviour change skills.
Produces appropriate written communications and reports.
Communicates and collaborates effectively with colleagues, building and managing professional relationships.
Demonstrates ability to present to a professional audience.

<b>YEAR 2 PLACEMENT COMPETENCE Across acute clinical sites</b>	Formative Assessment.	Summative Assessment.
	At the halfway point (provided that the learning has been available) students should demonstrate the following with increasing relevance and accuracy. Failure to do so may indicate a student in difficulty.	MUST be demonstrated at the end point.
Demonstrates knowledge acquisition relevant to dietetic practice	✓	✓





Demonstrates the ability to source, collect and record accurate, relevant information as part of a nutritional assessment.	✓	✓
Collects and records detailed, complete, accurate dietary and nutritional intake information.	✓	✓
Accurately analyses and interprets dietary information to identify service users' needs.	✓	✓
Calculates nutritional requirements	✓	✓
Demonstrates an understanding of how to apply knowledge / findings to inform the nutrition assessment.	✓	✓
Demonstrates the ability to identify most relevant nutritional problem(s) / issue(s).		✓
Demonstrates the ability to devise and justify an appropriate dietetic intervention plan.		✓
Demonstrates the ability to appropriately implement planned interventions.		✓
Demonstrates the ability to review and critically evaluate a care plan.		✓
Demonstrates appropriate introductions and rapport building in an environment suitable for the service user.	✓	✓
Acquires information from a service user using a client centred approach	✓	✓
Demonstrates ability to explain interventions at a level appropriate to service user/staff/carer/professional colleagues.		✓
Demonstrates the ability to discuss/agree intervention plans and goals with service users/carers/professional		✓





colleagues using a client centred approach.		
Demonstrate the ability to produce written communication and reports for / on behalf of service users.	✓	✓
Implements best practice in completing and managing dietetic and medical records in line with standard policies / appropriate templates / GDPR.	✓	✓
Communicates and collaborates effectively with colleagues establishing, building, managing and sustaining professional relationships.	✓	✓
Demonstrates ability to participate in presentation of cases and / or journal club and/or group activity for an audience of dietitians / professionals/service users	✓	✓
Manages an agreed workload within an agreed timeframe, while at the same time providing high quality care for service users		✓

<b>PROFESSIONALISM COMPETENCE YEAR 1 &amp; 2 PLACEMENTS MUST be achieved in each of 2 assessments</b>
Capable of obtaining informed consent.
Demonstrates confidentiality within team, clinical and non-clinical settings.
Demonstrates practice in a non-discriminatory way, respecting the rights and dignity of service users.
Demonstrates good time management.
Adheres to the dress code and personal hygiene as per training site policies and UCD handbook.
Demonstrates organisation, interest, motivation.
Seeks and acts on feedback appropriately.



Takes responsibility for self-directed learning and is accountable for their actions.

Demonstrates awareness of limitations for stage of training and seeks help appropriately?

Demonstrates appropriate reflective skills.

**Students are required to:**

- Identify and set specific learning objectives using Portfolio Form BC, based on the learning opportunities available at the site.
- Use the educator feedback obtained on Portfolio Form BC and activity log to populate PAF/PROF forms
- Discuss relevant examples of evidence with their practice educator(s) and continually add to their PAF/PROF to enable assessment of competence to be determined.

**Practice Educator(s) are responsible for:**

- facilitating and providing learning opportunities where the student can work towards meeting their stated learning objectives.
- assessing overall performance and professionalism
- identifying if important evidence is missing or lacking from the evidence presented which demonstrates the students is or is not competent and providing actionable feedback to the student.
- specifically commenting where a professionalism skill is **not** being achieved
- contacting the practice tutor if they have any concerns at any stage about unprofessional behaviour.

Practice Educators will keep the SC informed, they have oversight on the student's progress/issues inhibiting progress.



## 2.16 Managing students in difficulty/distress throughout placement

Despite orientation, teaching, supervision and feedback there may be signs of\*:

Not seeking/acting on feedback  
Inadequate/unsatisfactory progression of learning  
Requiring repeated prompting/reminding  
Poor personal/professional accountability  
Sudden changes in behaviour/emotions  
Sudden change in performance, motivation, participation  
Repeated requests for special considerations  
Being unusually demanding of practice educator time  
Inability to communicate clearly and/or professionally.

\*not an exhaustive list

- As soon as practically possible after noticing signs, a minimum of 2 practice educators (one of which should be the Student Coordinator) should agree and confirm that the student is underperforming/distressed.
- Meet with the student in a private and calm setting, making it clear to the student how much time is available for the meeting.
- State concerns openly in a non-judgemental way e.g. “I’m concerned about you and would like to try to help”.
- Gather the student’s account (being listened to and feeling understood may be enough to resolve some issues).
- Try to assist the student’s identification and articulation of the main issue(s) and decide together on the most appropriate way forward. This may involve offering practical support such as a deadline.
- Advise the UCD Practice Tutor if not already involved.
- Request and complete Portfolio Form K-Risk of Failure if required.

### **Policy for underperforming student**

When a student’s conduct or performance falls short of the standard required, the relevant practice educator/student coordinator will counsel the student with a view to remedying the situation. This policy relates to situations arising before the end assessment and before consolidation in the acute module.

Underperforming Student **without** serious breach of Safety or Professional Issues:

- Discuss and document with the student as soon as possible, once the underperformance is noted - see Risk of Failure Form K.
- Inform the MSc Programme Director in UCD via the Practice Tutor and outline a plan of action.
- Set specific short term learning objectives related to difficulties, with a strict time scale.
- Give a clear definition of what evidence is required for the student to demonstrate achievement of learning objectives.
- Review progress at the end of the time scale.



- If after review, underperformance is still an issue, give clear reasons why and: If serious safety/professionalism are of concern, then follow the procedure (b) outlined below. If concerns are with regard to service user treatment/assessment, then the MSc Programme Director needs to be informed.

Underperforming Student **with** serious breach of Safety or Professional Issues:

- Immediate discussion of the issue with student(s) away from the area.
- The Student Coordinator will be in attendance with the practice educator for this discussion and will ascertain facts
- At the discretion of the practice educators and Student Coordinator, following discussion with the UCD Practice Tutor and MSc Programme Director, one of the following options is available:
  - ❖ A verbal warning is issued (to be followed by a written warning, should the offence be repeated).
  - ❖ A written warning is issued and signed by the student.
  - ❖ A 'fail' may be applied to the PAF, in which case the student must leave the placement and meet the MSc Programme Director. The UCD Practice Tutor, Student Coordinator and/or practice educator will provide a written statement of events. Procedures for failing a module will be followed by the MSc Programme Director within UCD in collaboration with the UCD Practice Tutor.

### **Policy on Failing Students (without breach of safety or professionalism)**

The University MSc programme team aims to provide support to the student, practice educator, student coordinator, UCD Practice Tutor and the wider professional team, when a student is not making satisfactory progress.

Procedure to be followed by Student coordinator/practice educator failing a student who has not made satisfactory progress:

Once the Programme Director is informed, depending on the timing – if it is the:

**a. last day of placement**

- The Student Coordinator/practice educator must return the assessment form with Fail awarded and a written explanation of the reasons for the Fail.
- The UCD Practice Tutor and Programme Director will meet with student for a debriefing once back in the University

**b. early or mid-placement**

The Programme Director/UCD nominee will visit the student and Student Coordinator/practice educator.

Arrangements will be made for the UCD Practice Tutor to visit the student until performance improves or if performance does not improve, the Student Coordinator/practice educator may decide to award a Fail and ask the student to leave the placement - this may be before the scheduled end. This will only be done in consultation with the Programme Director and Head of School.

The assessment form will be returned to the Programme Director with events documented and the final grade for the placement.

Should a Fail grade be awarded for a practice placement module, compensation is not permissible and the student will have to retake the module assessment or an equivalent assessment.

The UCD Practice Tutor and Programme Director will meet with the student on return to University and hold a debriefing session.

The Programme Director will discuss with the Head of School and arrangements will be made to inform the student.

## 2.17 Training and support for practice educators

### Training and support for practice educators

In accordance with the Dietitian's Registration Board's Code of Professional Conduct and Ethics (CORU 2019) point 16 copied below:

<https://www.coru.ie/files-codes-of-conduct/drbc-code-of-professional-conduct-and-ethics-for-dietitians.pdf> )

#### 16. Teach, supervise and assess students and other professionals

When you are involved in teaching, supervision and assessment:

##### 16.1 You must:

- a. do so fairly and respectfully using agreed criteria

##### 16.2 You should:

- a. meet your professional obligation to teach, train and mentor other Dietitians in specified practice areas.

UCD refers all Dietitians to the National Forum for Teaching and Learning Research Hub. An extensive free access evidence based training resource "Teaching and Learning for Clinical Teachers (TLCT)" has been developed that has been designed for healthcare staff who teach in the clinical learning environment. The resource is extensive and consists of 5 units of learning:

- Core Principles of Teaching and Learning in the Clinical Learning Environment
- Feedback in the Clinical Learning Environment
- Equality, Diversity and Inclusion in the Clinical Learning Environment
- Student Engagement and Promoting a Culture of Belonging in the Clinical Learning Environment
- Fundamentals of Work Based Assessment

The hub can be accessed at this link:

<https://hub.teachingandlearning.ie/resource/teaching-and-learning-for-clinical-teachers-tlct/> where there is further direction to a link for free registration to access the full resource. Click on the green link button, click on the green proceed button, complete the create new account section, once logged in click on the course icon, scroll down the page, the black banners represent each of the 5 units of learning.



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A number of short videos to support practice educators have been developed by the Dietetic Practice Education Team at TCD and are available to view at the bottom of the page at this link: <https://www.tcd.ie/medicine/nutrition-dietetics/practice-education/resources/>

UCD recommends that all Dietetic department managers:

- support Student Coordinators by facilitating their completion of the 5 unit Teaching and Learning for Clinical Teachers (TLCT) resource.
- consider including this resource as a routine part of induction for all new staff.
- consider this resource as a core CPD requirement for existing staff on a regular basis.

In addition, UCD facilitates the provision of training with specific focus on the provision of quality practice placement education and CORU requirements.

Content is modified in accordance with feedback received. Certificates of attendance are issued on request.

All those who attend training consent to a record of their name, site, registration number and email address being maintained as evidence for CORU.

Training is delivered by UCD Practice Tutors. It is available live online or as a pre recorded presentation. Face to face onsite tutor training can be considered on request and in accordance with resources available.

Additional supports are available to support practice educators to develop their practice education skills as follows:

- Sessional Tutor opportunities contact [mcsdietetics@ucd.ie](mailto:mcsdietetics@ucd.ie)
- Programme Advisory Committee membership contact [clare.corish@ucd.ie](mailto:clare.corish@ucd.ie)

Under the governance of the School of Public Health, Physiotherapy and Sports Science, UCD the MSc Advisory Group contributes to the ongoing work of UCD Health Affairs and the Irish Nutrition and Dietetic Institute.

Group Objectives

1. To critically review the content and delivery of the MSc in Clinical Nutrition and Dietetics programme
2. To contribute to the ongoing development of the MSc programme
3. To review and strategically develop the practice placement elements of the MSc programme
4. To collaborate and provide input on the development of policies related to the management and implementation of practice placements on the MSc programme
5. To collaborate on the development of audit and research opportunities within the MSc and wider dietetics profession
6. To promote the MSc programme within the profession and the wider health arena
7. To consider and provide suggestions to enhance engagement between UCD and the dietetics profession for the mutual benefit of the profession and the health of the Irish population.



## 2.18 Assessment and feedback

### Assessment

This is mapped against the Dietitians Registration Board Standards of Proficiency (CORU 2019 <https://www.coru.ie/files-education/drb-standards-of-proficiency-for-dietitians.pdf> ).

Formative and summative assessment is undertaken in accordance with the National forum for the enhancement of teaching and learning in higher education, March 2017 as summarised in the following table:

Assessment for learning	Assessment as learning	Assessment of learning
Formative Assessment		Summative Assessment
Real time feedback is provided by the educators onsite when each of these activities are observed.	<p>Student led self-review of performance benchmarked against stage of placement</p> <p>Student led peer review request for feedback on observed activities.</p>	<p>Catering Workbook (undertaken by assessors independent of UCD located in the work-based placement)</p> <p>Placement Assessment Form <b>PAF</b> (undertaken by assessors independent of UCD located in the work-based placement)</p> <p>Professionalism Assessment Form <b>PROF</b> (undertaken by assessors independent of UCD located in the work-based placement)</p> <p>Complete e learning portfolio of evidence (undertaken by UCD Practice Tutor)</p>

There are multiple strands of assessment including:

Achievement of competence in catering specific knowledge and skills via Catering Workbook ( Year 1 only)

Achievement of competence in dietetic performance via Placement Assessment Forms (PAF)

Achievement of competence in professionalism via Professionalism Assessment Forms (PROF)

Completion of a Learning Portfolio of evidence



**Assessment summary mapped to learning outcomes Year 1**

<b>Placement Year 1 Learning Outcomes</b>	<b>Teaching and Learning</b> Occurs over at least 3 different sites Multiple different educators.	<b>Assessment: Catering</b>	<b>Assessment: Foundation Knowledge, skills and performance</b>	<b>Assessment: Professionalism</b>	<b>Assessment : e-portfolio of learning</b>
<i>1. Achieve competence mapped to the CORU Standards of Proficiency (professional autonomy and accountability, communication, collaborative practice and teamworking, safety and quality, professional development and professional knowledge and skills)</i>	Orientation Experiential learning including institutional catering. Practice Educator discussion & feedback Peer discussion & feedback Self-directed study ALE Tutorials Case presentations Problem Based Learning Group work: UCD Healthy Eating Week-design, implementation and evaluation of a large health promotion project	Catering workbook	One PAF per  -Health promotion -Community/ Hospital -Industry	One PROF per  -Health promotion -Community/ -Hospital -Industry	Form D: Timesheet Form BC: Learning objectives & Activities Form H: Case pres. Form I: Expectations Form J: Confidentiality
<i>2. Show documentary evidence of undertaking clinical reasoning and evidence-based practice for chosen cases.</i>					Form F: Evidence based clinical reasoning
<i>3. Provide documentary evidence of engaging in</i>					Form E: Reflective diary





<i>reflective practice.</i>					Form G: Care Measure.
<i>4. Show evidence of dietetic activities undertaken.</i>					Form BC: Learning objectives and Activity log
<i>5. Show evidence of initiative in identifying learning needs and availing of learning and opportunities available.</i>					

**Assessment summary mapped to learning outcomes Year 2**

<b>Placement Year 2 Learning Outcomes</b>	<b>Teaching and Learning</b> Occurs at a clinical site Multiple different educators	<b>Assessment:</b> <b>Builds on year 1 knowledge &amp; Skills</b>	<b>Assessment:</b> <b>Professionalism</b>	<b>Assessment:</b> <b>e-portfolio of learning</b>
<i>1. Achieve competence mapped to the CORU Standards of Proficiency (professional autonomy and accountability, communication, collaborative practice and teamworking, safety and quality, professional</i>	Experiential learning (overseas is voluntary and additional) Orientation Consolidation Practice Educator discussion & feedback Peer discussion & feedback Self-directed study	Formative PAF: midpoint  Summative PAF: end	PROF x 2  Midway End	Form D: Timesheet Form BC: Learning objectives & Activities Form H: Case pres. Form I: Expectations Form J: Confidentiality



<p><i>development and professional knowledge and skills)</i></p>	<p>Authentic Learning Environment Tutorials Case presentations Problem Based Learning</p>			
<p><i>2. Show documentary evidence of undertaking clinical reasoning and evidence-based practice for chosen cases.</i></p>		<p>Form F: Evidence based clinical reasoning</p>		
<p><i>3. Provide documentary evidence of engaging in reflective practice.</i></p>		<p>Form E: Reflective diary Form G: Care Measure</p>		
<p><i>4. Show evidence of dietetic activities undertaken.</i></p>		<p>Form BC Learning objectives &amp; activity log</p>		
<p><i>5. Show evidence of initiative in identifying learning needs and availing of learning and opportunities available.</i></p>				



**Table 2. SUMMARY OF ASSESSMENT AND PORTFOLIO FORMS AND FREQUENCY**

<b>ASSESSMENT FORM*</b>	<b>Completion frequency</b>	<b>DIET40080 Placement Year 1 Minimum</b>	<b>DIET40110 Placement Year 2 Minimum</b>
Catering: completed workbook, project and poster presentation	During 2 week Catering placement	1	0
PAF-Placement Assessment Form	Health Promotion	1	0
	Non Acute	1	0
	Hospital/Community	1	0
	Industry	0	1
	Midway	0	1
	Summative	0	1
PROF-Professionalism Assessment Form	Non Acute		0
	Hospital/Community	1	0
	Industry	1	0
	Midway	0	1
	Summative	0	1

<b>LEARNING PORTFOLIO FORM</b>	<b>Completion frequency</b>	<b>DIET40080 Placement Year 1 Minimum*</b>	<b>DIET40110 Placement Year 2 Minimum*</b>
Fitness to Practise declaration	Prior to commencing each module	1	1
FORM A: Student profile	Prior to commencing practice placement.	1	1
FORM BC1: Learning Objectives & 5 Minute Feedback & Activity Log	Start and end of each week (except catering, HEAL and consolidation) <sup>1</sup>	10	12
FORM D: Timesheet	Onsite	1	1
	ALE & Friday	1	1



	HEAL Preplacement	1 1	0 1
FORM E: Reflective Diary	Student led, These forms <u>must</u> be presented to the relevant practice tutor for review and feedback before uploading according to <u>deadlines</u> as advised by the designated Tutor	4	4
FORM F: Evidence-Based Clinical Reasoning Form	When engaging directly with service users. Post orientation-pre consolidation. These forms <u>must</u> be presented to the relevant practice tutor for review and feedback before uploading according to <u>deadlines</u> as advised by the designated Tutor.	4	4
FORM G: Service User feedback	Engagement with service users.	2	2
FORM H: Case Presentation Assessment Tool	When the opportunity has arisen to present to the placement site or class. One case presentation must be an EBCR case.	2	2
FORM I: Expectations Agreement	Prior to commencing each placement module	1	1
FORM J: Confidentiality Agreement	Prior to commencing each placement module	1	1
Student code of conduct	A copy <a href="#">Student Code of Conduct</a> is included.	1	1
FORM K: Risk of Failure	If indicated.		
Reasonable Accommodations	For students registered with Access and Lifelong Learning with a Needs Assessment		



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\*Students may be requested by their practice educator/practice tutor to complete additional portfolio forms above the minimum stated for specific learning/feedback/placement purposes.

1. The student must present Form BC, with learning outcomes identified, to the practice educator at the beginning of each week. Form BC must be presented with evidence and activities at the end of the week so that the practice educator can comment.

Templates are available to students online. Students are reminded that high level organisation skills and professionalism are required to complete forms to the required standard and on time. Any student anticipating any difficulty in completing these forms to the required standard should discuss with their Student Coordinator/UCD Practice Tutor at the earliest opportunity.

Year 1 assessments require assessment by 2 CORU-registered dietitians.

The UCD practice education team recognises that some departments, particularly those involved in Placement Year 1 only employ one or a very small number of dietitians, in these instances, it is vital to ensure that a second dietitian is involved student assessment and that the UCD practice tutors will provide additional support in these cases.



## Providing feedback/feedforward

Feedback is a partnership with staff and students and, where possible, the process should encourage dialogue on the students' work and on their actions for change. <sup>4,5</sup>.

Effective feedback<sup>6</sup> should be:

Goal-referenced

Tangible and transparent

User-friendly, specific and personalised

Ongoing

Timely: as close to the event as possible with agreed deadlines

Actionable: clear on what needs to be done

Measurable: how and when will it be achieved & closing the feedback loop

4. *Winestone Naomi et al 2017. Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes*
5. *Nichol David 2010. From monologue to dialogue: improving written feedback processes in mass higher education.*
6. *Wiggins Grant 2012 Seven keys to Effective Feedback*

Practice educators are requested to provide constructive, objective, actionable feedback in a timely manner. Students are required to demonstrate the ability to receive and respond to feedback in a constructive and non-defensive manner at all times. A short video clip to assist PE's is available at this link: [https://www.youtube.com/watch?v=PZPK07zjD\\_g](https://www.youtube.com/watch?v=PZPK07zjD_g)

Learning Portfolio **Form BC** is intended for the practice educator to provide formative feedback specific to learning objectives and activities provided.

The maintenance of learning objectives and placement logs for each placement is required to provide a record of experiential learning for each student, so that any deficits in experience may be identified and rectified.

The Placement Assessment Form (PAF) is intended to provide formative and summative feedback on overall competence and performance.

The Professionalism assessment (PROF) is intended to provide formative and summative feedback at defined periods.

Relevant practice educators are required to provide feedback to the practice tutor at or after scheduled practice tutor visits. All practice educators are requested to complete feedback to the UCD MSc Practice Education Team via a link provided by the UCD Practice Tutor at the end of each placement module.



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## 2.19 Verification of assessments

Practice educators are required to forward the completed and signed assessments (scanned/emailed) directly to [dietetics.admin@ucd](mailto:dietetics.admin@ucd) for validation. Assessment forms will not be accepted from students.

Programme administration/UCD Practice Tutor will maintain a record as evidence for CORU and will distribute validated forms back to the students.

### Portfolio submission

By 5pm on the Friday 2 weeks before placement completion) *AND* on the Friday after Placement) the Learning Portfolio must be completed up to that point and submitted to the designated UCD Practice Tutor as agreed. Failure to comply with this requirement will result in risk of failing placement

Students are accountable and responsible for storing verified assessments and portfolio content at all times. UCD maintains copies for the purpose of evidence for CORU and no other.



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### **Additional documentation**

To ensure valid updated document availability these will be provided on request from [dietetics.admin@ucd.ie](mailto:dietetics.admin@ucd.ie)

**UCD HEAL**

**UCDVO**

**Formal agreement and Catering Agreement**

**Placement Profile**

**Tutor onsite visit form**

**Placement Assessment Form (PAF)**

**Professionalism Form (PROF)**

**Portfolio forms A-K**