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| **PLACEMENT COMPETENCE**  All must be achieved by the Summative Assessment | **EVIDENCE REQUIREMENT**  (Has adequate, accurate, relevant evidence been provided to demonstrate consistent and safe practice?) | Must be performed over weeks 1-7 with increasing relevance, accuracy & decreasing guidance\*. |
| Demonstrates knowledge acquisition relevant to dietetic practice | -Knowledge of increasingly complex conditions relevant to stage of training/rotation  -Research and revision of evidence supporting practice | YES |
| Demonstrates the ability to source, collect and record accurate, relevant information as part of a nutritional assessment | -Ability to source, collect and record information, (for example NCP steps 1-6) - Clinical, Social, Biochemical, Anthropometric (including measurements if appropriate), Dietary, Pharmacological, Psychological  -Ability to source additional information/identify gaps in information | YES |
| Collects and records detailed, complete, accurate dietary and nutritional intake information | -Ability to collect and record food and nutrition intake data accurately using appropriate methodology  -Collection of the appropriate amount of detail that is appropriate to the service user and their clinical condition  -Collection of information that accurately informs their nutritional status assessment for all cases | YES |
| Accurately analyses and interprets dietary information to identify service users’ needs | -Determination of the macro and micronutrient quality  -Estimation of energy, protein and fluid intake with consistent and reasonable accuracy  -Use of appropriate technology to analyse dietary information as required | YES |
| Calculates nutritional requirements | -Accurate calculation of nutritional requirements using appropriate disease specific (when appropriate) methods and equations | YES |
| Demonstrates an understanding of how to apply knowledge / findings to inform the nutrition assessment | -Understanding of the relationship between relevant tests, investigations, procedures, disease states, and medical treatments  -Relating information to nutritional status, diet and hydration  -Application of evidence based research, local policy/guidelines and other relevant information in practice | YES |
| Demonstrates the ability to identify most relevant nutritional problem(s) / issue(s) | -Clinical reasoning and problem-solving skills to identify and prioritise nutritional problems/issues |  |
| Demonstrates the ability to devise and justify an appropriate dietetic intervention plan | -Clinical reasoning and problem-solving skills to design, and justify, appropriate nutrition plans/interventions and strategies  -Ability to consider the service users’ preferences and needs  -Working in accordance with best available evidence, agreed national /international guidelines, local protocols/pathways |  |
| Demonstrates the ability to appropriately implement planned interventions | -Implementing the intervention appropriately  -Use of appropriate resources (diet sheets/meal plans/information booklets/feeding regimens/food record charts) modified to suit the service user  -Collaboration with members of the MDT |  |
| Demonstrates the ability to review and critically evaluate a care plan | -Revision and justification of the implementation of changes to a nutritional care plan  -Accounting for service users’ preferences and needs  -Actions in accordance with best available evidence, agreed national /international guidelines, local protocols/pathways.  -Collaboration with members of the MDT |  |
| Demonstrates appropriate introductions and rapport building in an environment suitable for the service user | -Rapport building and establishing the purpose of interview/presentation/ group session  -Insures comfort and safety of service user  -Displays appropriate sensitivity towards the service user’s condition/illness, social/cultural circumstances and literacy level | YES |
| Acquires information from a service user using a client centred approach | -Use of active listening skills and appropriate verbal and nonverbal communications.  -Empathy  -Is non-discriminatory and non-judgmental.  -Ability to see a situation from the service user’s perspective and communicate this to the service user.  -Modification of communication techniques in response | YES |
| Demonstrates ability to explain interventions at a level appropriate to service user/staff/carer/professional colleagues. | -Delivery of appropriate, service user specific, information and advice  -Explanation of interventions in a clear manner with language that is technically and grammatically correct  -Modification of advice to a level appropriate to the service user  -Use of appropriate evidenced based resources, adapted to suit the service user/carer/ colleague to support advice and explanations as appropriate |  |
| Demonstrates the ability to discuss/agree intervention plans and goals with service users/carers/professional colleagues using a client centred approach | -Use of client centred approach to negotiate goals  -Advocating on behalf of service users, justifying interventions with other members of the MDT |  |
| Demonstrate the ability to produce written communication and reports for / on behalf of service users | -Ability to write clearly, concisely and objectively  -Use of written communication to advocate on behalf of the service user  -Use of technology appropriately as required  -Adherence to local guidelines for report writing and use of technology and compliance with national and legal requirements. | YES |
| Implements best practice in completing and managing dietetic and medical records in line with standard policies / appropriate templates / GDPR | -Documentation using the NCP (or equivalent). Inclusion of accurate information in all relevant sections in a legible format using accepted terminology  -Recording and management of information in accordance with legal, national and local requirements and guidelines  -Countersignature of notes by educator | YES |
| Communicates and collaborates effectively with colleagues establishing, building, managing and sustaining professional relationships | -Ability to communicate with all staff  -Establishment and development of professional relationships  -Ability to participate in/contribute to a team  -Effective communication to provide collaborative care and advocate on behalf of the service user | YES |
| Demonstrates ability to participate in presentation of cases and / or journal club and/or group activity for an audience of dietitians / professionals/service users | -Clear and concise presentation skills using appropriate supporting evidence  -Demonstrates appropriate application of knowledge to patient case/ topic  -Ability to answer questions from colleagues/service users justifying interventions  -Preparation and delivery of appropriately targeted group advice/presentation to a group of service users  -Work to interactively engage the group  -Use of skills such as behaviour change, MI or MECC to empower the service users | YES |
| Manages an agreed workload within an agreed timeframe, while at the same time providing high quality care for service users | -Effective prioritisation and management of a task/caseload /project, completing all work on time.  -Performance to a high standard, in accordance with evidence and local guidelines  -Application of duty of care for service user safety, health and quality of life |  |

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| **PROFESSIONALISM COMPETENCES YEAR 2. MUST be achieved in each of 2 assessments** |
| 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. |