



Indicators of proficiency for Practice Placement B

Indicators to support the evaluation of each proficiency in the PPB Summary of Progress form are outlined below. This list is not exhaustive and if uncertainty over a proficiency remains, contact the dietetics team via annemarie.bennett@tcd.ie.

1.0 Professional Autonomy and Accountability

1.1 Punctual throughout the day

- Arrives on time at the start of the day and throughout the day
- Respects the time of others and facilitates their punctuality and anticipated finish time

1.2 Organised for their duties

- Has revised any recommended reading and relevant documents to support practice
- Possesses appropriate forms, guides, and other resources to support their duties

1.3 Uses technology appropriately

- Complies with local and national policies on appropriate use of technology in a workplace
- Uses personal technology in a way that does not breach ethical and professional standards

1.4 Complies with infection prevention practices

- Complies with local and national practices and policies on infection prevention
- Supports others to comply with practices and policies, e.g. offers sanitiser to service users

1.5 Handles health and other sensitive data within the limits of confidentiality

- Complies with relevant policies on the correct handling of confidential and sensitive data
- Takes reasonable efforts to discuss sensitive data where they are unlikely to be overheard

1.6 Professional toward all persons encountered

- Speaks in an appropriately calm tone and using professional language
- Non-verbal behaviours are professional, e.g. attentive posture, neutral facial expressions

1.7 Demonstrates a willingness to engage with feedback on performance

- Engages constructively with the observations of PEs on performance
- Does not minimise feedback that is provided
- Translates feedback into actionable changes in practice

1.8 Can provide satisfactory explanations for their actions in the workplace

- Uses policies, procedures, and the evidence base to support their practice and behaviour
- Does not imply that another individual is responsible for their practice and behaviour
- Manages their health and wellbeing in a manner that promotes their fitness to practice



1.9 Initiates tasks that are appropriate to level of responsibility without prompting

- Initiates tasks without prompting in line with feedback received
- Communicates a willingness to attempt appropriate tasks without prompting

1.10 Recognises the limits of their practice and seeks help appropriately

- Follows guidance from qualified practitioners on the scope of their practice at a given time
- Does not practise skills without appropriate supervision or experience to support same

2.0 Communication, Collaborative Practice, and Teamworking

2.1 Introduces themselves as a Student Dietitian

- Always wears a name badge and other appropriate identification
- Introduces themselves as a Student Dietitian to service users, carers, and other staff

2.2 Obtaining consent from a service user with capacity to consent

- Clearly explains the proposed dietetic input and checks service user understanding of same
- Makes the service user aware of their 'student status' to inform the decision to consent
- Documents the decision on consent using clear and accurate terminology

2.3 Obtaining consent when a service user has no capacity to consent

- Contacts the next-of-kin or other suitable individual to discuss a proposed intervention
- Applies relevant legislation and guidelines to the decision on how to proceed

2.4 Acquires information from a service user (or proxy) appropriately

- Adapts their communication to meet service user needs, e.g. those with deafness, confusion
- Uses tools to support participation, e.g. gives pen/paper to those who need them to engage
- Identifies when a translator is needed to support effective communication
- Actively listens to a service user
- Always maintains a diplomatic and non-discriminatory attitude
- Does not express judgement or discriminatory views on disclosures made by a service user

2.5 Explains a dietetic intervention or concept accurately and using appropriate resources

- Provides explanations to service users that are clear and in lay terms
- Is aware of evidence-based resources that will add clarity to the discussion
- Adapts resources to tailor information to service user needs
- Asks the service user appropriate questions to check their understanding
- Offers the service user the opportunity to ask questions

2.6 Engages in interdisciplinary working

- Asks questions of other staff that indicate the student understands their role
- Utilises the expertise of other staff to provide safe and competent dietetic care



3.0 Knowledge, Understanding, and Skills

3.1 Records accurate information and omits irrelevant information

- Documents accurate information from a range of sources relevant to the dietetic assessment
- Synthesises medical, surgical, family, and social history succinctly
- Purposefully excludes information not relevant to the dietetic assessment

3.2 Records and analyses nutrition-focused physical findings (NFPF)

- Seeks information from a range of sources to record relevant and condition-specific NFPF
- Records NFPF using an appropriate level of detail
- Identifies relevant relationships between NFPF and other aspects of assessment

3.3 Appropriately takes and/or interprets anthropometric measures

- Uses appropriate and sensitive dialogue while taking measurements from a service user
- Uses appropriate equipment and techniques to obtain relevant anthropometric measures
- Records a range of anthropometric measures using an appropriate level of detail
- Records anthropometric data accurately and logically

3.4 Calculates nutritional requirements using equations relevant to rotation

- Identifies evidence-based relevant equations to inform the calculation of requirements
- Uses more than one equation to create a range to work within, where indicated
- Provides a clinical justification for using part of a range, e.g. aim for lower end of a range

3.5 Records suitably detailed summaries of food intake, appropriate to condition

- Provides a clinical justification for selecting a particular method of recording food intake
- Uses all appropriate sources of information to ensure summaries are suitably detailed
- Accounts for social, economic, logistical, and other relevant factors that impact on food intake
- Summaries of intake are condition-specific

3.6 Accurately estimates calories and protein from a record of food intake

- Calculates calories and protein using accepted reference guides
- Calculations of intake are accurate

3.7 Knows the calorie and protein contents of ONS relevant to rotation

- Aware of reference guides to determine the calorie and protein content of ONS
- Accurately calculates the calorie and protein content of the ONS consumed

3.8 Applies problem-solving skills to address gaps in information available

- Identifies areas across steps 1, 4, 5, 6 of NCPM where information is missing or lacking
- Takes appropriate action to address missing or lacking information



4.0 Safety and Quality

4.1 Records information in line with local and/or national policy

- Adheres to local or national policy to inform the layout of recorded information, e.g. NCPM
- Handwriting is always legible
- Uses only accepted terminology and abbreviations
- Proactively corrects spelling and formatting errors

4.2 Contributes to the development and/or delivery of a dietetic initiative/programme/project/etc.

- Contributes to the delivery of an existing service initiative, e.g. DESMOND
- Conducts an evaluation or audit of an existing initiative
- Conducts a new initiative to support service delivery

4.3 Completes tasks within the timeframe specified by a Practice Educator

- Clarifies the time available to them to complete tasks
- Effectively uses the time given
- Completes tasks to an appropriate standard within the timeframe specified
- Proactively seeks additional time to complete a task where this is needed

5.0 Professional Development

5.1 Adheres to the dress code

- Follows the dress code outlined in the Placement Handbook
- Observes good personal hygiene

5.2 Submits placement documentation to educators at agreed times

- Submits placement documentation in line with agreed deadlines
- Is professional when submitting, e.g. clarifies what the form is, specifies timeline for return

5.3 Manages the impact of personal values on professional practice

- Does not divulge personal habits or behaviours to service users, e.g. "I like to cook this..."
- Personal preferences do not affect their counsel of service users, e.g. taste preferences of ONS
- Own dietary beliefs do not influence care, e.g. veganism and reluctance to recommend dairy

5.4 Identifies appropriate actions to advance their progress

- Uses feedback to plan actions that support the achievement of learning outcomes
- Reflects on their own practice and formulates goals that align with learning outcomes

5.5 Provides evidence of incorporating feedback into their practice

- Promptly applies any feedback received to the relevant area of practice
- Verbally conveys to practice educators the impact of their feedback on practice
- Proactively seeks feedback and requests clarification on feedback received if needed