

## Practice Placement B

BSc Human Nutrition and Dietetics

Placement portfolio



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin





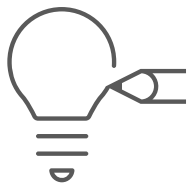
This portfolio details the progress of

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### Contents

RSE	6 x Reflective Self-Evaluation
SOP	2 x Summary of Progress
Attendance	1 x each placement setting



### RSE

3 x RSEs must be completed to support 1 x SOP. There is flexibility in week of completion to allow for tailored evaluation. If a SOP is due in Week 5, the 3 x RSEs can be completed in Weeks 2, 3, 4 or 1, 3, 5 or any other combination that ensures timely completion.



### SOP

Two SOPs are completed, at the midpoint and end of placement.

Midpoint	Once between Weeks 4-6
End	Once between Weeks 9-10, ideally Week 10



### Drafting the portfolio

3 RSE → 1 SOP → 3 RSE → 1 SOP

Students draft all portfolio documentation. Students should send their SOPs to their PE(s) 1 working day in advance of a meeting to discuss them. PEs can request a SOP >1 working day in advance, if necessary.



### Supports

All supports can be found on [www.dietitian.ie](http://www.dietitian.ie).

Samples	Completed sample RSE and SOP
Mapping	Signposts the rate of progression expected
Indicators	Describes the skills expected in more detail

Aim to save a small tree by thinking before printing.





## Reflective Self-Evaluation 1

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_



## Reflective Self-Evaluation 2

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_



## Reflective Self-Evaluation 3

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_





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## Practice Placement B

### Summary of Progress – Midpoint

<b>Student name</b>	
<b>Name of placement setting</b>	

Yes, no, or n/a should mainly be based on practice **approx. 5 days** before this form is completed.

**Assign 'yes' when you agree with all 4 statements.**

The student's practice of this proficiency...

- |                     |  |
|---------------------|--|
| <b>Safe</b>         | ...did not pose a risk to the physical or emotional wellbeing of any person encountered.   |
| <b>Competent</b>    | ...was consistently more effective than ineffective. <i>E.g. evidence-based, practical</i> |
| <b>Professional</b> | ...did not lower the perception of the dietetic service.                                   |
| <b>Independent</b>  | ...reached a safe, competent, and professional standard with only minimal guidance.        |

#### Occasional errors

If a notable error occurs with a proficiency that is otherwise at a 'yes', a student may remain at 'yes' if these 3 questions are answered **yes** and the PE feels it is the best reflection of overall performance. **Did the student:**

- |                     |   |
|---------------------|---|
| <b>Safe</b>         | Work with a PE to manage the consequences of the error as promptly as possible?                       |
| <b>Competent</b>    | Clearly articulate how their actions contributed to the error?  |
| <b>Professional</b> | Proactively take action to mitigate the error in future? <i>E.g. reflection, plan for extra study</i> |

#### Registered Dietitian [PE] who led the discussion of this form

- I have evaluated student progress against the standard required at Week 10.
- I accept that any proficiency consistently performed below the required standard warrants contact with the College.

1. Signature		____ / ____ / ____
	(or tick <input type="checkbox"/> to <a href="#">sign electronically</a> )	
2. Print name		
3. DRB [CORU] number		

#### Student [S]

1. Signature		____ / ____ / ____
	(or tick <input type="checkbox"/> to <a href="#">sign electronically</a> )	

## 1.0 Professional Autonomy and Accountability

	[S]	[PE]
<b>1.1 Punctual throughout the day</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.2 Organised for duties (<i>e.g. notes revised, diet sheets to hand, submits forms on time</i>)</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.3 Uses technology appropriately (<i>e.g. personal phone or internet on work PC</i>)</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.4 Complies with infection prevention practices, incl. bare below the elbow</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.5 Handles health and other sensitive data within the limits of confidentiality</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.6 Behaves appropriately toward all persons encountered, encompassing:</b> <b>Language   Tone of voice   Mannerisms   Facial expressions   Composure   Use of titles</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.7 Demonstrates a willingness to engage with feedback on performance</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.8 Can provide satisfactory explanations for their actions in the workplace</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.9 Initiates tasks that are appropriate to level of responsibility without prompting</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.10 Recognises the limits of their practice and seeks help appropriately</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		

\* At a safe, competent, and professional level

## 2.0 Communication, Collaborative Practice, and Teamworking

		[S]	[PE]
2.1	<p><b>Introduces themselves as a Student Dietitian to service users, carers, and staff</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p>		
2.2	<p><b>When obtaining consent from a service user or their proxy, the student:</b></p> <p><b>a. Explains the purpose of the consultation in clear lay terms; and,</b></p> <p><b>b. Confirms consent, as appropriate, prior to initiating the consultation</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.3	<p><b>Where a service user does not have capacity to consent, the student:</b></p> <p><b>a. Considers the need to consult any persons appointed to consent on their behalf; and,</b></p> <p><b>b. Acts in the best interests of the service user at all times</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.4	<p><b>When engaging with a service user or their proxy, the student:</b></p> <p><b>a. Adapts their communication style (incl. using translators) to reflect service user needs;</b></p> <p><b>b. Actively listens to obtain an understanding of what is reported; and,</b></p> <p><b>c. Uses dialogue that is respectful of all information disclosed</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.5	<p><b>To explain a dietetic intervention or concept, the student:</b></p> <p><b>a. Provides accurate information to a service user or proxy, free from medical jargon;</b></p> <p><b>b. Checks that a service user, proxy, or group understands the explanation given</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.6	<p><b>Engages in interdisciplinary working by:</b></p> <p><b>a. Showing an understanding of the roles of other health professionals; and,</b></p> <p><b>b. Consulting with relevant staff to support effective healthcare provision</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		

\* At a safe, competent, and professional level

### 3.0 Knowledge and Skills

		[S]	[PE]
<b>3.1</b>	<b>Records accurate information, and omits irrelevant information, on:</b>		
	<b>a. Past medical, surgical, family, and social history</b>		
	<b>b. Current issues and associated tests, procedures, and MDT recommendations</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.2</b>	<b>Records and analyses nutrition-focused physical findings</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.3</b>	<b>Takes and/or interprets anthropometric measures using appropriate techniques</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.4</b>	<b>Calculates nutritional requirements using equations relevant to rotation</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.5</b>	<b>Records suitably detailed summaries of food intake, tailored to the presenting issue</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.6</b>	<b>Accurately estimates calories and protein from a record of food intake</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.7</b>	<b>Knows calorie and protein contents of ONS relevant to rotation</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.8</b>	<b>Applies logical problem-solving skills to address gaps in information available</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		

\* At a safe, competent, and professional level

## 4.0 Safety and Quality

### 4.1 To record information, the student:

- a. Documents information in an appropriate and legible format; and,
- b. Uses accepted terminology and abbreviations

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

Not applicable – was not required

### 4.2 Contributes to the delivery of a dietetic initiative, programme, project, or presentation

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

Not applicable – was not required

### 4.3 Completes tasks within the timeframe specified by a Practice Educator

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

[S]

[PE]

## 5.0 Professional Development

### 5.1 Adheres to the dress code, to include:

**Hair tied back | No facial piercings | Clean nails | Laundered clothes | Flat black shoes**

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.2 Submits placement documentation at agreed times

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.3 Maintains an appropriate boundary between personal values and professional practice

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.4 Identifies the priority actions required to advance progress

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.5 Seeks feedback on practice

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

[S]

[PE]

\* At a safe, competent, and professional level



Focus going forward

Student	Practice Educator
Summarise 2 skills/areas that are going well and specify how you plan to build on your good practice	Summarise 2 skills/areas that are going well and specify how the student can build on good practice
Outline 2 priority areas for improvement: <div>1. Include examples of practice and feedback as evidence for why each area is a priority</div> <div>2. Specify strategies you will implement to make progress in each area</div>	Outline 2 priority areas for improvement: <div>1. Include examples of practice and feedback as evidence for why each area is a priority</div> <div>2. Specify strategies the student is advised to implement to make progress in each area</div>



## Reflective Self-Evaluation 4

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_



## Reflective Self-Evaluation 5

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_





## Reflective Self-Evaluation 6

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

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Select the domain(s) to which these proficiencies principally belong.

- ☐ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☐ Safety and Quality      ☐ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One reliable source of information to ground your RSE in the evidence base.



What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?

Supervising Dietitian: Record any additional observations on student progress.

Student signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Supervising Dietitian signature \_\_\_\_\_ (or tick ☐ to [sign electronically](#))

Print name \_\_\_\_\_

CORU registration number DI \_\_\_\_\_



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The University of Dublin

## Practice Placement B

### Summary of Progress – End

<b>Student name</b>	
<b>Name of placement setting</b>	

Yes, no, or n/a should mainly be based on practice **approx. 5 days** before this form is completed.

**Assign 'yes' when you agree with all 4 statements.**

The student's practice of this proficiency...

**Safe** ...did not pose a risk to the physical or emotional wellbeing of any person encountered.

**Competent** ...was consistently more effective than ineffective. *E.g. evidence-based, practical*

**Professional** ...did not lower the perception of the dietetic service.

**Independent** ...reached a safe, competent, and professional standard with only minimal guidance.

#### Occasional errors

If a notable error occurs with a proficiency that is otherwise at a 'yes', a student may remain at 'yes' if these 3 questions are answered **yes** and the PE feels it is the best reflection of overall performance. **Did the student:**

**Safe** Work with a PE to manage the consequences of the error as promptly as possible?

**Competent** Clearly articulate how their actions contributed to the error?

**Professional** Proactively take action to mitigate the error in future? *E.g. reflection, plan for extra study*

#### Registered Dietitian [PE] who led the discussion of this form

- I have evaluated student progress against the standard required at Week 10.
- I accept that any proficiency consistently performed below the required standard warrants contact with the College.

1. Signature \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(or tick ☐ to [sign electronically](#))

2. Print name \_\_\_\_\_

3. DRB [CORU] number \_\_\_\_\_

#### Student [S]

1. Signature \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(or tick ☐ to [sign electronically](#))

## 1.0 Professional Autonomy and Accountability

	[S]	[PE]
<b>1.1 Punctual throughout the day</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.2 Organised for duties (<i>e.g. notes revised, diet sheets to hand, submits forms on time</i>)</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.3 Uses technology appropriately (<i>e.g. personal phone or internet on work PC</i>)</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.4 Complies with infection prevention practices, incl. bare below the elbow</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.5 Handles health and other sensitive data within the limits of confidentiality</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.6 Behaves appropriately toward all persons encountered, encompassing:</b> <b>Language   Tone of voice   Mannerisms   Facial expressions   Composure   Use of titles</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.7 Demonstrates a willingness to engage with feedback on performance</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.8 Can provide satisfactory explanations for their actions in the workplace</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.9 Initiates tasks that are appropriate to level of responsibility without prompting</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		
<b>1.10 Recognises the limits of their practice and seeks help appropriately</b> Yes – consistently and independently demonstrated* No – not yet consistently demonstrated		

\* At a safe, competent, and professional level

## 2.0 Communication, Collaborative Practice, and Teamworking

		[S]	[PE]
2.1	<p><b>Introduces themselves as a Student Dietitian to service users, carers, and staff</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p>		
2.2	<p><b>When obtaining consent from a service user or their proxy, the student:</b></p> <p><b>a. Explains the purpose of the consultation in clear lay terms; and,</b></p> <p><b>b. Confirms consent, as appropriate, prior to initiating the consultation</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.3	<p><b>Where a service user does not have capacity to consent, the student:</b></p> <p><b>a. Considers the need to consult any persons appointed to consent on their behalf; and,</b></p> <p><b>b. Acts in the best interests of the service user at all times</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.4	<p><b>When engaging with a service user or their proxy, the student:</b></p> <p><b>a. Adapts their communication style (incl. using translators) to reflect service user needs;</b></p> <p><b>b. Actively listens to obtain an understanding of what is reported; and,</b></p> <p><b>c. Uses dialogue that is respectful of all information disclosed</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.5	<p><b>To explain a dietetic intervention or concept, the student:</b></p> <p><b>a. Provides accurate information to a service user or proxy, free from medical jargon;</b></p> <p><b>b. Checks that a service user, proxy, or group understands the explanation given</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		
2.6	<p><b>Engages in interdisciplinary working by:</b></p> <p><b>a. Showing an understanding of the roles of other health professionals; and,</b></p> <p><b>b. Consulting with relevant staff to support effective healthcare provision</b></p> <p>Yes – consistently and independently demonstrated*</p> <p>No – not yet consistently demonstrated</p> <p>Not applicable – was not required</p>		

\* At a safe, competent, and professional level



### 3.0 Knowledge and Skills

		[S]	[PE]
<b>3.1</b>	<b>Records accurate information, and omits irrelevant information, on:</b>		
	<b>a. Past medical, surgical, family, and social history</b>		
	<b>b. Current issues and associated tests, procedures, and MDT recommendations</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.2</b>	<b>Records and analyses nutrition-focused physical findings</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.3</b>	<b>Takes and/or interprets anthropometric measures using appropriate techniques</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
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<b>3.4</b>	<b>Calculates nutritional requirements using equations relevant to rotation</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.5</b>	<b>Records suitably detailed summaries of food intake, tailored to the presenting issue</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
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<b>3.6</b>	<b>Accurately estimates calories and protein from a record of food intake</b>		
	Yes – consistently and independently demonstrated*		
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	Not applicable – was not required		
<b>3.7</b>	<b>Knows calorie and protein contents of ONS relevant to rotation</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		
<b>3.8</b>	<b>Applies logical problem-solving skills to address gaps in information available</b>		
	Yes – consistently and independently demonstrated*		
	No – not yet consistently demonstrated		
	Not applicable – was not required		

\* At a safe, competent, and professional level

## 4.0 Safety and Quality

### 4.1 To record information, the student:

- a. Documents information in an appropriate and legible format; and,
- b. Uses accepted terminology and abbreviations

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

Not applicable – was not required

### 4.2 Contributes to the delivery of a dietetic initiative, programme, project, or presentation

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

Not applicable – was not required

### 4.3 Completes tasks within the timeframe specified by a Practice Educator

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

[S]

[PE]

## 5.0 Professional Development

### 5.1 Adheres to the dress code, to include:

**Hair tied back | No facial piercings | Clean nails | Laundered clothes | Flat black shoes**

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.2 Submits placement documentation at agreed times

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.3 Maintains an appropriate boundary between personal values and professional practice

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.4 Identifies the priority actions required to advance progress

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

### 5.5 Seeks feedback on practice

Yes – consistently and independently demonstrated\*

No – not yet consistently demonstrated

[S]

[PE]

\* At a safe, competent, and professional level

Focus going forward

Student	Practice Educator
Summarise 2 skills/areas that are going well and specify how you plan to build on your good practice	Summarise 2 skills/areas that are going well and specify how the student can build on good practice
Outline 2 priority areas for improvement: <div>1. Include examples of practice and feedback as evidence for why each area is a priority</div> <div>2. Specify strategies you will implement to make progress in each area</div>	Outline 2 priority areas for improvement: <div>1. Include examples of practice and feedback as evidence for why each area is a priority</div> <div>2. Specify strategies the student is advised to implement to make progress in each area</div>

## Attendance Record

### Practice Placement B

#### Who completes this form?

The Student Coordinator completes this form. The Student Coordinator and student sign this form.

Student name

\_\_\_\_\_

Dates of placement

\_\_\_ / \_\_\_ / \_\_\_ to \_\_\_ / \_\_\_ / \_\_\_

Location of placement

\_\_\_\_\_

☐ Full attendance observed

OR

☐ Absences recorded

1. One day of placement is 7 hours (excl. lunch). How many hours were missed? \_\_\_\_\_ hours

2. On what date or dates did absences occur? \_\_\_\_\_

3. Did the student work alternative hours to make up for any of the time missed?

☐ No, the time missed was covered by the student's placement contingency

☐ Yes, as indicated in a. and b. below

a. Alternative hours were completed on these dates: \_\_\_\_\_

b. How many hours did the student work to make up for time missed? \_\_\_\_\_ hours

The undersigned agree that the above is a true and accurate representation of the hours completed.

Student signature

\_\_\_\_\_

(or tick ☐ to [sign electronically](#))

Student Coordinator

Signature

\_\_\_\_\_

(or tick ☐ to [sign electronically](#))

Name

\_\_\_\_\_

CORU registration no.

DI \_\_\_\_\_

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Student Coordinator

Signature

\_\_\_\_\_

(or tick ☐ to [sign electronically](#))

Name

\_\_\_\_\_

CORU registration no.

DI \_\_\_\_\_



## College use only

### Outcome of PPB

External component ☐ Pass ☐ Fail

Internal component ☐ Pass ☐ Fail

### Hours

External component \_\_\_\_\_h

*Permissible absence* \_\_\_\_\_h

*Non-permissible absence* \_\_\_\_\_h

Internal component \_\_\_\_\_h

*Permissible absence* \_\_\_\_\_h

*Non-permissible absence* \_\_\_\_\_h

Total PPB \_\_\_\_\_h

Cumulative to date \_\_\_\_\_h

### Processes initiated related to

Code of Conduct ☐ Yes ☐ No

Attendance ☐ Yes ☐ No

### Signed

Signature \_\_\_\_\_

Name \_\_\_\_\_

Position \_\_\_\_\_

CORU registration no. DI\_\_\_\_\_