

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	NAD507
Module Title	Practice Placement 2
Level	5
Credit value	0
Faculty	Social and Life Sciences
HECoS Code	100744
Cost Code	GADT
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Nutrition and Dietetics	Core

Breakdown of module hours

Learning and teaching hours	0 hrs
Placement tutor support hours	8 hrs
Supervised learning hours e.g. practical classes, workshops	24 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	32 hrs
Placement hours	400 hrs
Guided independent study hours	0 hrs
Module duration (Total hours)	432 hrs

Module aims

The aim of this module is to provide students with the opportunity to develop their clinical learning in professional situations under supervision and guidance. Students will complete 10 weeks of clinical placement within the NHS and 5 clinical simulation activities on campus throughout the academic year at level 5. Learning opportunities both on campus and within the practice placement experience will allow students to advance their competence in knowledge, communication and professional skills to the point of proficiency required for registration with the HCPC.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Demonstrate continued development of a sound knowledge of the underpinning science and evidence for safe and effective dietetic practice.
2	Communicate and interact effectively with service users, colleagues and other health professionals, both individually and in groups, and in both clinical simulation and practice placement environments.
3	Continue to practice within HCPC Standards of Conduct, Performance and Ethics
4	Demonstrate commitment to excellence of practice, including sharing knowledge and experience with others to assist learning.
5	Reach the appropriate competencies on the Placement Competency Matrix for this stage of study.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Students will continue to develop the professional portfolio that they began at level 4 for the practice placement weeks and internal simulation activities. All portfolio work undertaken during clinical placement weeks within the NHS will require final sign off by the lead clinical trainer.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-5	Portfolio	4000 words	Pass/fail	N/A

Derogations

This module must be passed for students to progress to the next level of study. If a student fails to achieve any of the competencies, reassessment will be by repeat training and by the same mode as the original assessment. Any designated period of clinical placement may normally only be repeated once.

Reassessment of this module is subject to programme regulations regarding total number of placement hours permitted (ie usually not more than 1500 total hours). Time lost due to absence must be made up to ensure sufficient hours are completed. This would normally be by extending the length of the placement.

Learning and Teaching Strategies

The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, seminars, interactive online content, practical demonstrations and activities. Practical sessions provide the opportunity to gain experience with different population groups across a range of settings and will support lectures, enabling students to develop applied skills and foster creativity and innovation through the sharing of ideas.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

The module will cover the following indicative content:

Skills-based Placement (80 hours)

Appropriate learning activities within a relevant setting, which may include: observation and participation in activities and services; placement-led tutorials, practical skills, catering skills, directed study, a reflective learning journal, project management skills. Students will receive formative assessment in the form of regular feedback sessions with practice educators. A range of evidence will be collated during this process, and students will present this in the form of a portfolio.

Skills-based Placement (Placement 2A)

- Practice and develop skills in a supportive environment.
- Develop and demonstrate project management skills including time management, organisational skills and communication skills.
- Experience and benefit from peer assisted learning, problem-based learning and/or interprofessional learning.
- Develop ability to use different methods and styles of communication.
- Maintain professionalism and a standard of conduct in line with HCPC and BDA expectations and standards, including maintaining awareness of EDI, person identifiable information and information governance, information sharing protocols, use of social media and self-management.
- Be an advocate for the discipline of nutrition and dietetics.
- Demonstrate a commitment to professional practice by familiarising and conducting oneself in line with the vision, values and behaviours of the organisation/practice site.

Clinical Simulation Activities (24 hours)

- Practice skills within a simulated environment.
- Further develop skills in peer-assisted learning and providing feedback to others.
- Focus on core dietetic skill development and practice in clinical case scenarios in a varied and appropriate level of complexity.

- Develop an understanding of clinical governance within dietetic practice.

Clinical Placement (320 hours) (Placement 2B)

- Learn how to translate nutrition guidelines into advice appropriate for patient centered care, including how to empower change and the role of self management.
- Consider the impact of acute and chronic illness on individual wellbeing, including the links between physical and mental health.
- Consider a range of clinical conditions and how specific dietary modification can be used as a treatment component. Consider the evidence base behind these treatments.
- Develop skill and competence in assessment and management of malnutrition, including artificial feeding and malnutrition in different disease states.
- Consider the wider aspects of appropriate product prescribing within nutritional care (e.g cost implications)
- Continue to develop understanding and awareness of the strengths and weaknesses of dietary assessment, including appropriate use of the Model and Process.
- Develop skill and competence in physical assessment.
- Undertake a range of activities to develop competency in all areas of dietetic practice.
- Gather evidence of competence and collate this in portfolio form.
- Engage in regular feedback sessions with practice team (mentor or weekly supervisor).
- Maintain a standard of conduct in line with HCPC and BDA expectations and standards, including maintaining awareness of EDI, person identifiable information and information governance, information sharing protocols and use of social media.
- Utilise, where available and appropriate, E-health technologies/records and communication technologies. Understand the structure and use of electronic health records within the local setting.

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

British Dietetic Association (2008). *Code of Professional Conduct*. Birmingham: BDA

British Dietetic Association (2020). *Model and Process for Nutrition and Dietetic Practice*. Birmingham: BDA

Health and Care Professions Council (2016). *Standards of Conduct, Performance and Ethics*. London: HCPC

Other indicative reading:

British Dietetic Association (2008). *Guidance on records and record-keeping*. Birmingham: BDA

British Dietetic Association (2009). *Good practice in consent: a guide for dietitians*.
Birmingham: BDA

British Dietetic Association (n.d.). *Tool for reflection*

Health and Care Professions Council (2011). *Standards of continuing professional development*. London: HCPC

Health and Care Professions Council (2013). *Standards of proficiency for dietitians*. London: HCPC

Health and Care Professions Council (2016). *Guidance on conduct and ethics for students*.
London: HCPC

Skills for Health (2016) *Core Skills Training Framework*

Administrative Information

For office use only	
Initial approval date	31/8/22
With effect from date	September 2023
Date and details of revision	March 2023 – reduced placement hours and updated Aims, assessment narrative and Syllabus July 2023 – admin correction pass/fail instead of weighted assessment June 2026 - AM1 modification to update module hours.
Version number	4