

**Public Health Practice Based Learning**

**Student Handbook**

*Updated: January 2023*

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# Section 1 – Public health practice based learning overview

## **1.1 Introduction**

Public Health Practice Based Learning is a 3 week learning experience in public health nutrition practice providing the opportunity for learners to observe and begin to develop core skills in assessing and identifying nutritional needs of populations to underpin planning, implementation and evaluation of public health nutrition interventions.

All practice based learning modules are undertaken in an approved setting which provides opportunity for learners to complete a suitable public health focused project. These are a variety of settings which may include government and non-government organisations, local authorities, NHS acute or community settings, schools, private companies, food banks and charities. Learners will be provided with adequate support through appropriately skilled site supervisors and/or university-based long arm supervision. The purpose of the practice based learning component of the course is to develop the learner’s ability to apply nutritional knowledge to practical scenarios.

The practice based learning module is a compulsory component of the course.

The practice based learning modules provide opportunity for the learners to develop specific work skills and valuable professional relationships that prepare them for their future career as a nutritionist or dietitian.

## 1.2 Overall aim of public health practice based learning

To enable you to:

Observe and apply core skills in one or more of the following areas: assessing and identifying nutritional needs of populations to underpin planning, implementation and evaluation of public health nutrition interventions.

## 1.3 Learning outcomes for Public Health practice based learning

By the end of week 3 of the Public Health practice-based learning placement, you should be able to:

1. Demonstrate awareness of the impact of wider determinants of health on nutritional issues in populations
2. Able to use demographic characteristics of populations to identify and justify priorities for public health nutrition interventions
3. Understand the need to evaluate public health interventions and demonstrates an awareness of appropriate outcome measures and evaluation methods
4. Maintain consistent professional behaviour in accordance with HCPC Standards of Conduct, Performance and Ethics. This will include an ability to reflect on own practice and take on board feedback to aid own professional development.

Your placement provider will support you in meeting these learning outcomes through facilitation of a project encompassing a range of activities which have been designed to suit a variety of learning styles and support you in your preparation for future study and employment as a dietitian.

## 1.4 Teaching Strategy

You will be guided in your learning using a combination of observation, guided tasks and activities (which may include activities undertaken remotely where appropriate and/or necessary), private study, tutorials, discussion and feedback. You are required to work the same hours as a full time member of staff. Some flexibility may be needed to allow for early or late attendance if it is essential to allow the project to be completed (e.g. running an evening education session). Learners will not be expected to work weekends as part of their placement however in some cases, weekend activities may be offered as an additional opportunity. In these cases, students will be able to choose whether or not to attend, however, they should maintain professional communication throughout this process (e.g. communicating in advance whether they will attend).

#

# Section 2 – Learning and assessment during public health practice based learning

## 2.1 Syllabus

Areas covered during practice-based learning will include:

* Development of skills in gathering information to identify priority areas for public health nutrition interventions in the context of wider determinants of health
* Completion of an independent or group project entailing a public health nutrition related assessment, intervention or evaluation
* Researching methods of evaluation and consideration of this within the project undertaken either prospectively or retrospectively, depending on the nature of the project.
* Presentation of project in the context of the public health outcomes framework
* Learners should learn from and with other learners from different disciplines and observe and interact with a range of stakeholders.
* Workload management and effective use of resources
* Development of trust with service users (where applicable) and respecting their right in decision making
* Duty of care and upholding high quality care; including challenging situations and at times of personal incompatibility
* Confidentiality, information governance, appropriate information sharing within professional legal and ethical boundaries
* Fitness to practice including maintenance of high standards of personal and professional conduct and one’s own health.
* Problem solving, evidence-based reasoning and decision making

## 2.2 Teaching and Learning Resources

Resources that are common to all placement sites, or that may be useful, are available at <http://www.londonmet.ac.uk/subject-areas/dietetics-food-and-nutrition/>

## 2.3 Reading List

Butriss, Welch, Kearney and Lanham-New (2018) Public Health Nutrition. The Nutrition Society.

Gibney et al (2004) Public Health Nutrition Imprint Oxford, UK; Ames, Iowa: Blackwell Science.

Health and Care Professions Council (2016) Guidance on conduct and ethics for students. <https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf>

Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics. <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf>

You will also be guided to appropriate reading by your supervisors during your placement, depending on the topic areas to be covered.

## 2.4 Assessment of public health practice-based learning

In order to pass Public Health Practice Based Learning the learner must have successfully met the learning outcomes through attendance and completion of the associated activities to the required standard. This will be learner led, working collaboratively with their supervisors.

The learner must demonstrate this through the completion of a reflective portfolio at the practice site and a 5 minute presentation of their project at university which will take place on the Thursday of the last week of the placement. These items will be assessed using the following criteria:

* Evidence of observed professional practice which meets the learning outcomes for this module.
* Documentation from final project and presentation demonstrating an understanding of how the project fits within the context of wider determinants of health and larger scale public health initiatives.
* Evidence of completion of activities relating to the practice based learning project.
* A reflective piece regarding learning from Public Health Practice Based Learning
* The ability to justify, communicate and evaluate all aspects of nutrition practice in relation to the learning outcomes considering the wider determinants of behaviour and health.
* Demonstrate understanding of the expectations of professional behaviour through an evaluation from the lead supervisor.

Learners must engage in all aspects of assessment which may include reflecting on their own practice, submitting draft work for feedback, using feedback effectively to improve the quality of final work products, preparing for and leading on weekly review meetings. The learner will also be required to prepare for the end of placement review meeting where there is an obligatory attendance requirement.

## 2.5 Guidance for end of placement presentation

Learners should prepare a 5 minute presentation to be delivered at university on the Thursday of the last week of the placement. Students should attend for the full session and will be expected to provide peer feedback to at least one other student.

The presentation should include the following:

- An overview of the project completed during placement, briefly describing the method and any results

- Identification of where your project fits into the wider public health context e.g. did you identify a nutrition need, undertake an intervention or evaluate an intervention?

- Consider the strengths and areas for improvement in what you did on placement. You may wish to consider related literature to justify this.

## 2.6 Feedback during public health practice-based learning

Learners will receive on-going reflective formative feedback through assessment of their performance of undertaking placement activities and through formative feedback relating to drafts of any work products. They will receive formal written feedback following their final presentation at university.

## **2.7 Policy for sickness/absence during placement**

Learners should normally attend 100% of the practice based learning. If sickness results in absence from practice based learning, learners will be expected to make up an agreed number of hours or repeat the practice based learning, subject to discussion between the HEI and lead practice educator. This will take into account current performance and potential effects on future progression. Any occupational health requirements related to prolonged sickness absence should be managed through the HEI provision.

The university should be informed of any sickness during the placement and local guidance or policy should be followed.

## Procedures in the event of failure of public health practice-based learning

1. Formative feedback throughout the placement will guide the student as to whether they are meeting the expectations to pass the placement or require improvements.
2. Learners are not usually eligible for a repeat attempt or additional weeks of Public Health Practice Based Learning. If an individual learner fails to achieve the learning outcomes of Public Health Practice Based Learning, the learner should be counselled and advised on an alternative course route. (refer to course specific regulations within the relevant course specification)

#

# Section 3 - Early practice based learning processes

## 3.1 Pre-placement forms

Prior to undertaking placement, you will be asked to complete a short form about yourself to help your supervisors prepare to support you on placement. This will also be a place where you can document any additional requirements you have such as a disability. You should ensure you provide up to date and accurate contact information as this will be the only contact information given to your placement provider.

## 3.2 Disclosure and Barring Service and Occupational Health

You must comply with the British Dietetic Association and Health and Care Professions Council guidelines on Criminal Convictions and Cautions. The University will check the currency of your DBS annually on the update service to confirm your status has not changed since your initial DBS. If you have not registered for the update service, you will be expected to complete a new DBS application. If a criminal conviction is declared, you will be counselled individually and in confidence about the possibility of continuing on the course or declaring your conviction to placement providers.

You will need to declare on your pre placement form that your health status has not changed since your initial screening (non-EPP). Examples of a change in health status would include pregnancy, conditions for which investigations are on-going, newly diagnosed conditions that will impact on your placement experience.

In advance of your placement, you may additionally need to complete a risk assessment for exposure to COVID19. This will be undertaken confidentially at the university and the outcome may need to be shared, with your permission, with your placement provider if requested.

For the duration of your course, you have access to the Occupational Health service and may be referred there, or may refer yourself if there are concerns about the impact of your health on your work.

## **3.3 Welcome pack**

You should receive a welcome pack ~ 1-2 weeks prior to the start of the practice based learning experience. It is therefore essential that your e-mail address details for the period immediately before placement are correct on your pre-placement form. You should also monitor your spam/junk folder in your email in the lead up to your placement in case your placement information is diverted there.

Your welcome pack may include the following:

* An introduction to the placement site including a department structure
* Introduction to the locations which you will visit including addresses and contact phone numbers for relevant staff
* Information about how to travel between sites (including provision of organisation transport services where available)
* Availability of staff accommodation including cost and how to access this
* Outline of the 3 week programme
* Joining information for your first day such as what time to arrive and who to report to
* Information about additional reading or any relevant preparation
* Copies of relevant departmental policies including dress code, infection control
* Information about staff catering facilities at each site
* Information about specific policies and procedures in relation to working during the COVID19 pandemic

# **Section 4 - Initial practice based learning processes**

## 4.1 Induction checklist

There are a number of key issues relating to your placement which you will be introduced to during your first couple of days. This checklist should be completed, in conjunction with your lead supervisor, as soon as possible after your placement has started to ensure that all relevant areas have been covered.

|  |  |  |  |
| --- | --- | --- | --- |
| **Induction item** | **Covered** | **Not relevant** | **Additional notes** |
| Introduction to the team  |  |  |  |
| Lead supervisor |  |  |  |
| Layout of office for safe working (including fire exits, social distancing and other facilities) |  |  |  |
| Working from home supervision arrangements if applicable |  |  |  |
| Telephone system and bleeps (if applicable) |  |  |  |
| Site tour for face to face settings |  |  |  |
| Hours of work |  |  |  |
| Procedures for unexpected absence (including sickness) |  |  |  |
| Uniform policy  |  |  |  |
| Fire instruction and procedures for face to face sites |  |  |  |
| Infection control policy and Personal Protective Equipment if relevant |  |  |  |
| Safeguarding policy where relevant (including process for raising concerns within the organisation) |  |  |  |
| Information Governance Policy (including data protection & confidentiality whilst working from home if relevant) |  |  |  |
| Arrangement of ID badges if required |  |  |  |
| Security (personal; personal effects and building) for face to face sites |  |  |  |
| Access to IT systems and responsibility of equipment e.g. laptop.  |  |  |  |
| Placement programme/project briefing |  |  |  |
| Placement expectations |  |  |  |
| Feedback opportunities - during activities, following activities and weekly/end of placement feedback |  |  |  |
| Placement assessments |  |  |  |
| Professionalism (review of professionalism checklist to be completed during the placement and discussion of expectations) |  |  |  |

Other relevant issues specific to the department/placement experience:

I confirm that I have been informed about and understand all of the above items relevant to my placement:

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I confirm that the above induction programme has been completed for the above student:

Lead Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 4.2 Expectations Agreement

Your placement site has responsibility to provide you with a variety of learning experiences to support you in meeting the learning outcomes. As adult learners enrolled on a professional course, it is expected that you will also take responsibility for your own learning.

With this in mind, you and your lead supervisor should review the following expectations agreement at the start of your placement and sign it to ensure that you and your placement site are clear about what is expected from both parties during your practice based learning.

**What you can expect from us as your practice based learning supervisors:**

* To be treated with respect
* To be clear about the aims and objectives of your overall training (and for each activity)
* To undertake or contribute to a project which meets the learning outcomes for the placement and is sufficient for the time allowed
* To be treated fairly and non-judgmentally
* That your training is well organised and you are given adequate notice of tasks and tutorials
* To be clear about what each supervisor expects of you
* To be given adequate support and training
* To have confidential matters kept confidential
* To receive honest and constructive feedback

**What we expect of a student during public health practice based learning:**

* To work in line with professional guidelines for dietitians. This includes recognising if your fitness to practice is impaired and seeking appropriate guidance from your placement supervisors and tutors.
* To ensure that your supervisors are aware of your whereabouts at all times (specifically in times of unexpected absence)
* To treat all members of staff with respect
* To accept feedback and work to address any areas highlighted
* To be self-motivated
* To inform your lead supervisor if activities have been cancelled and need to be rearranged
* To be prepared to evaluate yourself critically and to learn from your experiences
* To prepare adequately for any meetings or other tasks, revising university notes or reading around a subject if needed
* To ask if you are unsure about something (although this doesn’t mean asking a supervisor something that you could easily look up instead)
* To use your initiative at every opportunity, for example answering the phone if everyone else in the office is busy
* To be punctual to face to face and virtual meetings, tutorials etc
* To be visible where able, during virtual or online meetings by having your camera on
* To meet deadlines without prompting and inform the supervisor in advance if you are having difficulty
* To use any spare time in the office or while working from home constructively
* To check that you understand what is expected in terms of your portfolio
* To accept that supervisors must assess your performance and supporting portfolio

I agree to comply with the above expectations agreement:

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## 4.3 Practice Based Learning: simulated and collaborative learning expectations agreement

Practice based learning will allow you to develop your dietetic judgement based on the clinical decision making process, through a focus on the integration and practical application of the knowledge and skills learnt in the university setting. The practice based learning modules will be delivered through a mixture of simulated learning, collaborative learning and practical learning in approved dietetic settings, primarily within NHS organisations.

Throughout the practice based learning modules you will be able to demonstrate confidence, resilience, ambition and creativity and act as inclusive, collaborative and socially responsible practitioners.

You will be provided with a variety of learning experiences to support you in meeting the Practice Based Learning outcomes and it is expected that as an adult learner you will also take responsibility for your own learning.

With this in mind, you should review the following expectations agreement at the start of your simulated learning and collaborative learning programme and sign it to ensure that you are clear about what is expected from you.

Support on Placement and Workload Expectations

There are a number of mechanisms in place to support you throughout your placement experience. This includes your placement team as well as staff and services (e.g. Disability Services) available at your University. For further details on the support available please refer to section 6 of the practice based learning 2 and/or practice based learning 3 student handbooks.

You are required to work the same hours as a full time member of staff at the clinical placement site and during the simulated activities. For further details on workload expectations please refer to section 1.4 of the practice based learning 2 and/or practice based learning 3 student handbooks. The placement handbooks can be found here in the ‘placements’ section of the webpage <https://www.londonmet.ac.uk/subject-areas/dietetics-food-and-nutrition/>

***Simulated Learning***

Simulated learning is an important part of your dietetic education and will provide you with a safe space to practice your skills and to increase your confidence. It provides equity in learning experiences via students having access to the same simulation-based clinical experiences to help put your dietetic skills and knowledge into practice.

To get the most from your simulated learning experience we ask you to enter into a learning agreement to help you immerse yourself into the simulation based experiences. We will make efforts to provide opportunities that reflect some aspects of clinical practice through the use of simulated patients (actors, role-play, avatars) and case examples that mimic patient demographics and clinical presentations you may come across in clinical practice. However there may be limitations to what can be achieved and we ask you to suspend disbelief, accept these limitations by agreeing to overlook aspects of simulated based learning that may appear unrealistic and buy into the simulated learning experience cognitively and emotionally.

During simulated learning experiences we expect you to:

* Treat all members of staff, students and external facilitators with respect and behave professionally.
* Accept feedback and work to address any areas highlighted.
* Be self-motivated.
* Read and be familiar with the contents of the practice based learning student handbooks. The placement handbooks can be found here in the ‘placements’ section of the webpage <https://www.londonmet.ac.uk/subject-areas/dietetics-food-and-nutrition/>
* Be prepared to reflect, evaluate yourself critically and to learn from your mistakes.
* Prepare adequately for simulated learning experiences or other tasks by reading through relevant material and completing necessary tasks beforehand.
* Ask if you are unsure about something.
* Meet deadlines without prompting and inform your supervisor in advance if you are having difficulty.
* Ensure you understand what is expected in terms of evidence required for your portfolio.
* Be on time, present and visibly engaged during simulated learning activities.
* Approach simulated learning activities as if you are in a clinical setting.
* Any recording (audio, video, or photo) in the simulation lab without prior approval is unacceptable.
* Any publication of recordings to social media is unacceptable and unethical and will result in disciplinary action.

Simulated learning equipment should be treated with care, respect and should not be used for any purposes other than those specified by the assignment. We accept accidental damage may occur, however, if it is found that the simulated learning equipment has been deliberately misused, abused, and/or damaged then you may be reported for non-academic misconduct as governed by the Institutions’ Student Conduct regulations, within the academic regulations.

***Collaborative Learning***

Collaborative learning will provide you with the opportunity to reflect on your learning, reflect on your practice both in action and post activities/experiences having taken place and enable you to share your knowledge and learning with your peers. Collaborative learning will be delivered through a mixture of facilitated case discussions and peer learning via online or in-person sessions. During these learning experiences, we expect you to

* Treat all members of staff, students and external facilitators with respect and behave professionally.
* Be self-motivated.
* Be prepared to reflect, evaluate yourself critically and to learn from your mistakes.
* Be on time, present, and visibly engaged.
* Ask if you are unsure about something.
* Read and be familiar with the contents of the practice based learning student handbooks. The placement handbooks can be found here in the ‘placements’ section of the webpage <https://www.londonmet.ac.uk/subject-areas/dietetics-food-and-nutrition/>
* Approach collaborative learning activities as if you are in a clinical setting.
* Keep your video on if participating in online learning activities. If this is not possible, you should explain why, (for example bandwidth issues) as this is expected in a professional context. Seeing your video helps to see if you are engaged and allows the presenter to adapt information provided appropriately. Valuable feedback is provided to presenters from seeing the faces of the online audience they are presenting to
* Mute your microphone when participating in online learning activities if you are not actively speaking or in a breakout room.
* Staff and external facilitators will not record collaborative or simulated learning activities due to the sensitive nature of information that may be discussed. To allow you to refer to the material after the session students will receive:
	+ a briefing prior to collaborative learning activities which can be recorded.
	+ on completion, a recorded or written summary of the key learning points from the case or scenario

**I agree to comply with the above expectations agreement:**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Section 5 – Public health practice based learning portfolio

**PLEASE NOTE THIS WILL BE COMPLETED ON PEBBELPAD**

**What is it for?**

The aim of this portfolio is to collect together evidence of learning across the placement to evidence your work. It may be collected as a hard copy or e-portfolio, depending which is most convenient for the supervisors and student in any particular setting. However, the portfolio needs to be uploaded to Weblearn upon completion.

**What needs to be included?**

The portfolio will include all the below to be completed and signed off:

1. Evidence of any work products e.g. completed report, lesson plan for education session, survey used for an evaluation and a short reflection on each piece discussing your learning.
2. Copy of slides from final university presentation
3. Peer review form from university presentation (*completed by observing student*)
4. Supervisor feedback form for university presentation *(completed by university tutor)*
5. Public Health Practice Based Learning sign off sheet, including student reflection *(completed by lead placement supervisor)*

**What do I do with it?**

Once the portfolio is complete and has been signed off, you should share this with the module leader.

## Peer review of end of placement presentation

You will be allocated a student to observe presenting their placement presentation. When your allocated student is presenting, make notes and complete the form below. Once you have completed this form, you should send this over to them on the day of the presentations.

Name of presenting student:

Things I found interesting about the placement project were:

1)

2)

3)

Strengths of the presentation:

1)

2)

3)

Areas for improvement:

1)

2)

3)

Any additional comments:

Name of student completing the feedback form:

Signed:

## Supervisor feedback form for end of placement presentation

This form will be completed by one of your university tutors. Once you have presented, your observing tutor will send this to you to include in your portfolio.

Name of presenting student:

Public Health Project completed:

**Summary of project methodology and results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inadequate | Acceptable | Good | Very Good | Excellent |

**Links drawn between project and relevant public health frameworks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inadequate | Acceptable | Good | Very Good | Excellent |

**Understands own constraints and limitations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inadequate | Acceptable | Good | Very Good | Excellent |

**Presentation delivery**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Inadequate | Acceptable | Good | Very Good | Excellent |

Comments:

(Tick box) The student has demonstrated during their presentation that they have sufficient understanding of public health nutrition and the practical applications of this to pass Public Health Practice Based Learning.

Supervisor:

Signed:

## Public health practice based learning sign-off sheet

For use at the end of the 3 week placement. To be completed by the student, with comments and signature from the lead placement supervisor. This sheet enables you to demonstrate that you have met the learning outcomes for this module as follows:

1. Demonstrate awareness of the nutritional issues and needs in the population group of interest on placement, as well as wider determinants of health impacts that may be present.
2. Able to use demographic characteristics of populations to identify and justify priorities for public health nutrition interventions
3. Demonstrates the necessary skills and abilities to contribute to any aspect of creating, designing, implementing or evaluating a public health intervention.
4. Maintains and demonstrates consistent professional behaviour. This will include an ability to reflect on own practice and take on board feedback to aid own professional development.

***Part 1: Student to complete and give to placement supervisor in advance of:***

***Brief* summary of project** (you can copy and paste this from the project plan if available):

**Project product(s)** e.g. needs assessment/teaching resource/evaluation report. (Just name what you produced; you can add a copy of any products as evidence in your portfolio)

***Student reflection: consider how you achieved the placement learning outcomes and supported your development towards becoming an autonomous reflective practitioner.***

***Part 2:***

***Placement supervisor comments:***

Please comment on how the student has met the placement learning outcomes, their professionalism and skills in reflective practice.

1. Demonstrate awareness of the nutritional issues and needs in the population group of interest on placement, as well as wider determinants of health impacts that may be present.

2. Able to use demographic characteristics of populations to identify and justify priorities for public health nutrition interventions.

3. Demonstrates the necessary skills and abilities to contribute to any aspect of creating, designing, implementing or evaluating a public health intervention.

4.  Maintains and demonstrates consistent professional behaviour. This will include an ability to reflect on own practice and take on board feedback to aid own professional development.

**I confirm that: *(name of student)***

**Meets the learning outcomes for DT5W52, Public Health Practice Based Learning.**

**Signature:**

**Name:**

**Date:**

**Job title:**

**Organisation:**

# Appendix: Public Health Outcomes Framework

**Outcome 1**: Increased healthy life expectancy: taking account of the health quality as well as the length of life.

**Outcome 2**: Reduced differences in life expectancy and healthy life expectancy between communities: through greater improvements in more disadvantaged communities.

* In addition, the project should be relevant to one of the following four domains described in the Public Health Outcomes Framework:

**Domain 1**: Improving the wider determinants of health

Objective: Improvements against wider factors that affect health and well being, and health inequalities

**Domain 2**: Health improvement

Objective: People are helped to live healthy lifestyles, make healthy choices and reduce health inequalities

**Domain 3**: Health protection

Objective: The population’s health is protected from major incidents and other threats, while reducing health inequalities

**Domain 4**: Healthcare public health and preventing premature mortality

Objective: Reduced numbers of people living with preventable ill health and people dying prematurely, while reducing the gap between communities

* Finally, projects should be related to one of the **indicators** listed for the above 4 domains.

The outcomes, domain and indicators are described in: Improving Outcomes and Supporting Transparency: A Public Health Outcomes Framework for England 2013-2016.

A PDF of this document is available at: <https://www.gov.uk/government/publications/healthy-lives-healthy-people-improving-outcomes-and-supporting-transparency>

The 2016 ‘refresh’ of the indicators and the accompanying ‘at a glance guide’ can be found here:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/520455/PHOF_cons_response.pdf>

and here:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/520457/At_a_glance.pdf>

You should ensure you are familiar with these documents prior to placement.