

## **Student led Practice Learning**

The British Dietetic Association curriculum review in 2008, gave individual Universities the freedom to review their placement model and the learning outcomes in collaboration with local practice partners. Leeds Beckett University's response has been to initiate a student-led approach to competence based practice encouraging practice assessors to stand back and facilitate the student learning process as opposed to leading the assessment process of the developing student. The emergence of this approach has involved the collaborative development of assessment processes and student and practice educator training to ensure that the philosophical shift from the knowledge based approach to the skills based model is successful and that we have a 'shared' understanding of competence. The Francis Report of the Mid-Staffordshire NHS Foundation Trust Public inquiry (Francis, 2013) has had a significant impact on all aspects of NHS governance but there is a particular focus on recruiting a workforce who are 'fit' to deliver high standards of care and compassion with the right knowledge and skills but also values and behaviours that are compatible with 'serving' patients. This recommendation is reflected in the Department of Health's mandate on workforce issue (DH, 2013a) and is one that gives credence to our approach in Dietetics which aims to develop autonomous practitioners who are self-evaluating, resilient and emotionally intelligent. There is a clear 'business case' in the NHS and PRSB at present to nurture student competencies, whilst not overloading practice supervisors whose primary focus is clinical effectiveness and our student led model of competence assessment responds to these workforce pressures. My presentation will examine my research project which aims to explore our Dietetic, practice competency model to determine whether the student led approach produces graduates with the capability and confidence to work autonomously in today's health and social care sector. I will discuss the use of Q methodology as a legitimate method for analysing the subjective opinion of both students and practice supervisors and examine my key findings to date and the recommendations for NHS practice learning which are emerging from my study.

References Department of Health (2013a) Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values. A mandate from the Government to Health Education England: April 2013 to March 2015. Report, DH, London, May. Francis, R (2013) Report of the Mid-Staffordshire Foundation Trust Public Inquiry. Report, TSO, London.

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