

Enhanced Practice Case Study:

Jess Cristofoli-King

Overview

Jess is a lecturer at the University of Chester teaching on both undergraduate and postgraduate courses. Alongside her role in academia, she co-chairs a regional steering group aiming to provide sustainable practice-based learning (PBL) capacity for dietetic learners. Jess is passionate about supporting quality practice-based learning experiences and has commenced her MSc level dissertation exploring barriers to PBL expansion.

Developing from entry level into enhanced

After earning her Postgraduate Diploma in Nutrition & Dietetics in 2015, Jess worked for five years as an inpatient dietitian at the Countess of Chester Hospital, specialising in Oncology, Frailty, ICU, and parenteral nutrition. In 2020, Jess secured a secondment as a lecturer and placement facilitator at the University of Chester. This gave her an opportunity to experience academia alongside her clinical role, as she was initially hesitant to make a permanent move. Working with dietetic learners ignited her passion for academia and after an extension to her secondment, Jess moved to a permanent lecturer position in June 2023.

Jess works across undergraduate and postgraduate Nutrition and Dietetics programmes, as well as postgraduate Human Nutrition, leading several modules. Her roles include lecturing, learner assessments, and organising guest lecturers from a range of settings and specialities. One of Jess' reasons for initially hesitating to leave clinical practice was the



worry that she would become de-skilled clinically. She has found, however, that there is a lot of opportunity to stay up to date with the latest research across diverse topics.

As a Personal Academic Tutor, Jess offers pastoral support to around 35 dietetic learners, providing guidance and connecting them with additional services when necessary. Jess also provides mentoring to a colleague who manages PBL allocation. Jess co-chairs the Northwest Placement Reform Steering Group for dietetics, representing Higher Education Institutions regionally and collaborating with partners to ensure adequate PBL capacity. This role has enabled her to enhance leadership skills and build strong networks with key stakeholders.

Jess has completed the Teaching and Learning Essentials of New Teachers (TaLENT) programme and is an Associate Fellow of the Higher Education Academy. She is pursuing a Postgraduate Certificate in Higher Education (PGCHE) with an eye on further academic qualifications. Additionally, Jess is working on her MSc research project, exploring barriers to PBL expansion in dietetics—a topic closely aligned with her work on PBL reform. This has led to opportunities to present at various conferences and webinars, sharing



her insights on innovative strategies and educational transformation. This includes submission of her work to the BDA Research Symposium.

Jess initially struggled with confidence and self-belief whilst making the move from a clinical role to that in academia. This transition, however, was well supported by the University and her colleagues. Through participation in the TALENT program and PGCHE, where her teaching was observed, she used constructive feedback and reflection to develop her skills and confidence. Jess has received highly positive feedback from her colleagues and reflecting on her achievements over the past 18 months makes her feel extremely proud.

Role Impact

Jess is passionate about shaping the future dietetic workforce by supporting dietetic learners. She recognises the challenges experienced by PBL providers and works with them to find innovative

solutions to develop sustainable models for expansion. Her positive approach has ensured dietetic learners across the Northwest of England have access to sufficient quality practice-based learning across the 4 pillars. You can read more about the impact of Jess' work here: [PBL-Educator-Chester-case-study-Countess-of-Chester.pdf](#)

Career Aspirations

Looking ahead, Jess is eager to continue expanding the scope of dietetic learners through innovative PBL expansion and by seeking opportunities to demonstrate their transferable skills across all four pillars of practice. Jess also recognises the benefit of widening participation and would like to look at being involved in the development of dietetic apprenticeships. Jess looks forward to continuing her journey within academia, contributing to the research base for dietetics and developing the pipeline of future dietitians.

How does Jess work across the 4 pillars of practice?

Jess embeds the principles of all 4 pillars within her practice and feels she is strongest in the 'facilitated learning' and 'research and evidence' pillars.

