

Lunchbox Learning: Delivering Online Dietetic Training With Bite!



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Introduction

Dietitians require ongoing professional development to maintain evidence-based practice and continued delivery of safe and effective patient centred care in line with regulatory body standards (HCPC, 2023). NHS Greater Glasgow and Clyde are the largest health board in Scotland. Within the health board, dietitians have a busy and wide ranging clinical workload across a wide geographical area, making attendance at traditional in-person training challenging. Alongside clinical responsibilities, the dietetic service supports practice based learning for an average of 45 pre-registration students per year.

Providing regular access to online training ensure that both staff and students can engage in consistent CPD opportunities regardless of location. This approach supports professional standards, fosters meaningful networking opportunities, and helps all learners develop a boarder understanding of the profession, its scope and complexity.

An online learning programme was introduced with aims of enhancing accessibility and engagement in continuing professional development (CPD) across the whole dietetic workforce.

Aim



To improve accessibility and engagement in CPD, the online learning programme will achieve monthly participation from at least 20% of the dietetic workforce by December 2025.

Method

A structured virtual education model was developed utilising Microsoft (MS) Teams, delivering up to two sessions per month. Sessions were delivered between 12-1pm, on varying days of the week for up to 40 minutes.

These included:

- ☐ Nutritional company representative update sessions – focussing on product and company developments (1 session per month)
- ☐ Clinical update sessions – providing service development, emerging evidence, and best practice delivered by a variety of clinical speakers. (1 session per month)



Figure 1.
Screen shot of session on Advancing Practice, September 2025. Presenter Dr Anna Julian, Advanced Practice Dietitian, NHS GGC

Ms Forms questionnaire

Attendance was recorded for each session, and additional feedback was gathered from clinical update sessions to assess overall impact. An anonymous Microsoft Forms questionnaire was distributed at both the beginning and end of each session. The questionnaire comprised of 6 questions, including ratings scales on the relevance and usefulness of the session to practitioner's work, along with open text questions on positive aspects and suggestions for improvement.

All session materials , including recording were stored within an MS Teams channel accessible to all dietetic staff.

Fig 2: Feedback questionnaire

Results

- Three nutritional company representatives' session were delivered with an average attendance of 47 participants (range 34-62), 19% of GGCs dietetic workforce
- Nine clinical sessions were delivered with an average attendance of 44 participants (range 26-82), and 18 watching recordings (range 0-31), equating to 25% of GGCs dietetic workforce
- 22% of the dietetic workforce engaged with lunchbox learning sessions in 2025, meeting project aims
- Participants rated the clinical sessions as 4.65 out of 5 in terms of usefulness.



Figure 3. Average rating of sessions provided (star scale)

- Positive feedback highlighted flexibility, relevance, interactivity, improved communication across teams, increased confidence in applying updated clinical guidance, and greater awareness of service priorities.

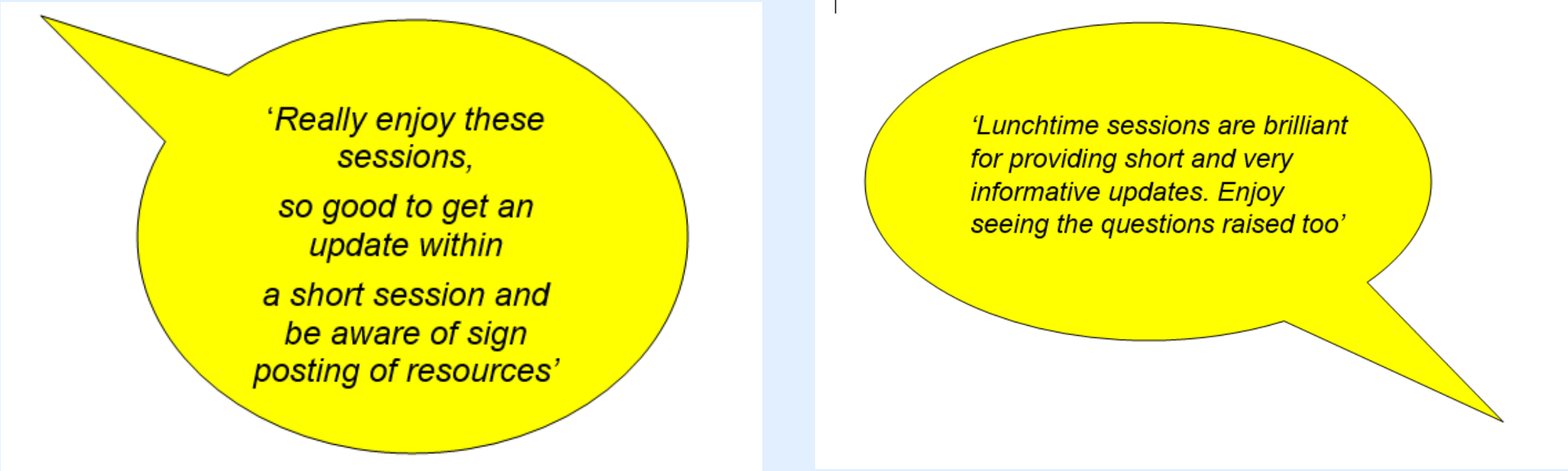


Figure 4. Speech bubbles containing staff feedback on sessions provided

- Challenges for the organisers included competing clinical prioritises, speaker availability in line with staff requests, and obtaining participant feedback.
- Any technical issues and scheduling conflicts were mitigated through recorded sessions and asynchronous resources.

Conclusion

Implementing structured online learning via MS Teams provided an effective, sustainable approach to professional development across the dietetic service. Regular virtual sessions improved accessibility, engagement, and clinical confidence. The initiative has strengthened collaboration across acute, community, and paediatric dietetic teams and continues to support knowledge translation into practice.

Acknowledgements

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References

Health and Care Professions Council (2023) *Standards of continuing professional development.*

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