Dietitians Ensuring Education, Teaching and Professional Quality (2010-2013)

Guide to Lifelong Learning for Dietitians in Europe

How to develop your professional competence

Lifelong Learning Programme
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Literature last accessed in August 2013.
Foreword

The work of the EU Thematic Network DIETS2 project (2010-2013) has been concerned with ‘Dietitians ensuring education, teaching and professional quality’. The Network has therefore concentrated on providing guides, analysis, courses, information and support to European national dietetic associations (NDAs) and their dietitians. The current ‘Guide to Lifelong Learning for Dietitians in Europe: How to develop your professional competence’ provides support to professionals who are committed to improving their knowledge, understanding, skills and attitudes. Within Europe, dietitians work to improve health through nutrition and food. They are to be found in clinical areas, in the community, in public health and in food management and administration. Wherever dietitians are found, the public, employers, civil society and policy makers expect dietitians to be fully competent and undertake their roles with professionalism and dedication.

This guide, together with the EFAD Policy on Lifelong Learning for Dietitians in Europe (www.efad.org), provides direction, tools, examples and knowhow for dietitians dedicated to the people they serve and their profession. The tools in this guide have been carefully researched and organised in order to take you, the healthcare professional, through the key steps to constructing your portfolio and demonstrating you are committed to lifelong learning (LLL). Links to external sources provide contemporary information and have been tested at the time of writing, but as with all LLL, situations change and new ways are discovered. I encourage you to explore the wealth of resources available from your own professional body and also on the worldwide web.

You will also find links to the resources available through the website of the DIETS2 project. These are a rich source of encouragement, for example: ‘European Dietetic Advanced Competences’, E-courses, a ‘Guide to E-learning’ (using information and communication technology in novel ways both in practice and education), ‘Guide to best practice; practice placements’ and using the European Credit Transfer Scheme (ECTS) to advance careers.

This guide is the work of a very dedicated small team of DIETS2 partners from practice and education working together. I hope that it will inspire dietitians and other healthcare professionals.

Anne de Looy
Professor of Dietetics, Plymouth University, UK
DIETS2 Network Coordinator and
Hon President of the European Federation of the Associations of Dietitians

Anne
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADA</td>
<td>American Dietetic Association (In January 2012, the ADA changed its name to The Academy of Nutrition and Dietetics)</td>
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<td>BDA</td>
<td>British Dietetic Association</td>
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<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
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<tr>
<td>CPD</td>
<td>Continuing professional development</td>
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<td>CPE</td>
<td>Continuing professional education</td>
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<td>CV</td>
<td>Curriculum Vitae</td>
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<td>DIETS2</td>
<td>Thematic Network ‘Dietitians ensuring education, teaching and professional quality’ (2010-2013)</td>
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<tr>
<td>EACEA</td>
<td>The Education, Audiovisual and Culture Executive Agency</td>
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<td>ECTS</td>
<td>European Credit Transfer System</td>
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<td>EDBS</td>
<td>European Dietetic Benchmark Statement (European Academic and Practitioner Standards for Dietetics, 2005)</td>
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<td>EDAC</td>
<td>European Dietetic Advanced Competences (2012)</td>
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<td>EFAD</td>
<td>European Federation of the Associations of Dietitians</td>
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<td>EQF</td>
<td>The European Qualifications Framework for Lifelong Learning</td>
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<td>ESF</td>
<td>The European Social Fund</td>
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<td>EU</td>
<td>European Union</td>
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<td>HCPC</td>
<td>The Health and Care Professions Council (UK)</td>
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<td>HEI</td>
<td>Higher Education Institution</td>
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<td>ICDA</td>
<td>International Confederation of Dietetic Associations</td>
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<tr>
<td>ICT</td>
<td>Information and communication technologies</td>
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<tr>
<td>INDI</td>
<td>The Irish Nutrition and Dietetic Institute</td>
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<td>LLL</td>
<td>Lifelong Learning</td>
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<td>LLP</td>
<td>Lifelong Learning Programme (of the European Commission)</td>
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<td>MSc</td>
<td>Master of Science</td>
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<td>NDA</td>
<td>National Dietetic Association</td>
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<td>PhD</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>PI</td>
<td>Performance indicator</td>
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<tr>
<td>SWOT analysis</td>
<td>Analysis of strengths, weaknesses, opportunities and threats</td>
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Part I: INTRODUCTION – LLL FOR DIETITIANS IN EUROPE

1 Lifelong Learning (LLL)

Definitions of LLL

Lifelong Learning (LLL) is

"... the lifelong, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. The overall aim of learning is to improve knowledge, skills and competences." [1]

"... all forms of learning undertaken by adults after having left initial education and training." [2]

"... all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." [3]

Different Types of Learning

Formal learning takes place in education and training institutions and leads to recognised diplomas and qualifications. [3]

Examples: “Bachelor of Science (Hons) Dietetics” or “Master of Science Advanced Professional Practice (Paediatric Dietetics)”.

Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certification. It may be provided in the workplace and through the activities of civil society organisations and groups and can also be provided through organisations or services that have been set up to complement formal systems. [3]

Examples:
Courses, conferences, in-house seminars, workshops or webinars.

Informal learning is a natural accompaniment to everyday life not necessarily intentional learning, and so may not be recognised even by individuals themselves as contributing to their knowledge and skills. [3]

This learning, which derives from experience of day-to-day practice, is also referred to as: situated or experiential or incidental or unplanned learning. [4]

Examples: Learning from experience, tacit knowledge, transfer of learning and intuitive practice. [5]
References


2 EFAD/DIETS2: LLL Strategy for Dietitians

Dietitians need to be committed to constant development as they progress through their career; making effective use of LLL to increase their competence and attain a high quality of performance, creativity and innovation together with safe practice.

The purpose of the strategy is to encourage individual dietitians to improve their scientific and professional skills throughout their career. **Lifelong Learning has a key role to play in ensuring a safe and knowledgeable profession, which practices in an evidence-based manner and in advancing the status and reputation of the dietetic profession, reducing inequalities and improving nutritional health in Europe.**

Continued development will also ensure fulfilment of the professional code of ethics and good practice (see Chapter 3) adopted by the European Federation of Associations of Dietitians (EFAD) which states that European dietitians should have continued competence and professional accountability.

**Continued competence and professional accountability**

- Ensure accountability to the public.
- Accept responsibility for ensuring practice meets legislative requirements.
- Maintain continued competence by being responsible for lifelong learning and engaging in self-development.

Recommended actions for dietitians

1. Stay committed to constant professional development through your career.
2. Use basic and advanced level benchmark competence statements for European dietitians to set up ‘short-term’ and ‘long term’ lifelong learning goals.
3. Learn how to recognize learning possibilities.
4. Actively seek opportunities for lifelong learning.
5. Document all lifelong learning activities to review, set goals, monitor progress and demonstrate professional development.
6. Help create a culture of lifelong learning and development amongst dietitians in Europe.

**Citation from:**

DIETS2 Strategy for lifelong learning for dietitians in Europe
3 International Code of Ethics and Code of Good Practice for Dietitians

International code of ethics

Dietitians practice in a just and equitable manner to improve the nutrition of the world by:

- Being competent, objective and honest in our actions
- Respecting all people and their needs
- Collaborating with others
- Striving for positive nutrition outcomes for people
- Doing no harm
- Adhering to the standards of good practice in nutrition and dietetics

International code of good practice

Provision of service and application of knowledge:

- Provide high quality, cost-efficient services in nutrition and dietetics
- Provide services based on the expectation and needs of the community or client
- Competently apply the knowledge of nutrition and dietetics and integrate this knowledge with other disciplines in health and social sciences
- Work co-operatively with others to integrate nutrition and dietetics into overall care/service regardless of context
- Work in partnership with clients and users of the service

Developing practice and application of research

- Interpret, apply, participate in or generate research to enhance practice
- Develop a unique body of knowledge
- Have an in-depth scientific knowledge of food and human nutrition
- Develop practice based on evidence

Communication

- Communicate effectively through nutrition education, education and training, development of policy and programs
- Advocate for nutrition and dietetics, the alleviation of hunger and the value of services
- Advance and promote the dietetics profession

Quality in practice

- Systematically evaluate the quality of practice and revise practice on the basis of this feedback
- Strive to improve services and practice at all times
- Maintain continued competence to practice

Continued competence and professional accountability

- Ensure accountability to the public
- Accept responsibility for ensuring practice meets legislative requirements
- Maintain continued competence by being responsible for lifelong learning and engaging in self-development

Citation from: ICDA (2008) International Code of Ethics and Code of Good Practice
4 Competences of a Dietitian

The “European Academic and Practitioner Standards for Dietetics” (EDBS) [1] serve as a dietetic benchmark statement for the education and training of dietitians throughout Europe.

The competence statement “European Dietetic Competences and their Performance Indicators” [2] provide for the minimum level or baseline of knowledge, skills, understanding and competence of a dietitian at the point of qualification in Europe.

The “European Dietetic Advanced Competences” (EDAC) [3] provide the baseline of knowledge, skills, attitudes and understanding (competence) of a dietitian working as a dietetic practitioner at advanced and specialist level in Europe. This paper defines the competences highly qualified dietitians should be able to reach after ‘some years’ of practical experience combined with continued education and other experiences of LLL. [1, 2]

Advanced practice can take place in either a general or a specialist field. It results from an expanded and specialized knowledge set, skills, competence and experience. It is characterized by the integration of a broad range of unique theoretical, research-based and practical knowledge that occurs as a part of training and experience.

An expert is a person with extensive knowledge, skills or ability based on research and experience in a particular area of study, ie dietetics. [3]
Dietitians in Europe work in four areas. [3]
In addition to the General Dietitian, specialisation can occur in any of these three areas of dietetic practice:

**Administrative Dietitian**
A dietitian with an education focused on food service management with responsibility for the feeding of groups of people in health and disease in an institution or a community.

**Clinical Dietitian**
A dietitian with an education focused on clinical nutrition and dietetics with responsibility for dietary prevention and treatment of groups and individuals in an institution or a community.

**Public Health or Community Dietitian**
A dietitian directly involved in health promotion and policy formulation that leads to the promotion of food choice amongst individuals and groups to improve or maintain their nutritional health and minimize risk from nutritionally derived illness.

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**References**

www.thematicnetworkdietetics.eu/downloadattachment/2388/3506/efAD_BenchmarkJune2005_UK.pdf

[2] EFAD and DIETS (2009) *European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics*

5 Continuing Professional Development (CPD) as an Integral Part of LLL

What is professional development or continuing professional development (CPD) or continuing professional education (CPE)?

The Professional Practice Committee of EFAD defined it as follows:

“For individual professionals professional development means the commitment to lifelong learning to maintain the knowledge and skills necessary for providing quality care in a constantly changing work environment.” [1]

The Health and Care Professions Council (HCPC) defines CPD as “… a range of learning activities through which professionals maintain and develop throughout their career to ensure that they retain their capacity to practise safely, effectively and legally within their evolving scope of practice”. [2]

In the USA, the Commission of Dietetic Registration of the Academy of Nutrition and Dietetics (formerly the ADA) defines CPE as education beyond that required for entry into the profession.

“The dietetics practitioner engages in lifelong development to maintain and improve knowledge and skills for competent practice. This includes continuous self-assessment to identify professional strengths and learning needs, establishment of short- and long-term goals for individual professional development and selection of appropriate CPE to meet these goals.” [3]

CPD activity can take place as work-based learning, professional activity, formal/educational activities, and self-directed learning. CPD evidence examples can include things you may have produced and materials demonstrating reflection and evaluation of learning and practice. [4]

<table>
<thead>
<tr>
<th>CPD evidence examples [4]</th>
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<tbody>
<tr>
<td>Information leaflets</td>
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<td>Case studies</td>
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<tr>
<td>Critical literature reviews</td>
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<td>Policy or position statements</td>
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<td>Discussion documents</td>
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<tr>
<td>Business plans/protocols</td>
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<td>Clinical audit tools</td>
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<td>Course assignments</td>
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<td>Action plans</td>
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<td>Course programme documents</td>
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<td>Presentations</td>
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<td>Articles produced for publication</td>
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<tr>
<td>Questionnaires</td>
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<tr>
<td>Research papers/proposals</td>
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CPD activities must be dietetics related. What does ‘dietetics related’ mean?

According to the Academy of Nutrition and Dietetics it is defined as “the integration and application of principles derived from the sciences of food, nutrition, management, communication, and biological, physiological, behavioural, and social sciences to achieve and maintain optimal human health.” [Citation taken from 5]
Principles of CPD
"CPD is a planned process.

- Individuals are responsible for determining what they need to learn, and for managing and undertaking their own CPD activity.

- Managers are responsible for encouraging and supporting staff, and providing feedback, as appropriate.

- Professional development is a continuing process of assessment, analysis, action, and review.

- Learning objectives should be based on clear identifiable outcomes, and serve organisational as well as individual goals." [6]

These principles inform evidence-based dietetics practice (see p 65). This includes reflection on how a dietitian’s own perspectives or biases may influence the interpretation of evidence. It is obvious that lifelong learning is essential for a safe and knowledgeable profession.

References


6 Best Practice Examples of Professional Development

The EFAD Strategy for Lifelong Learning includes amongst others aims [1]:

- To create a culture of LLL and professional development amongst dietitians in Europe.
- To support individual NDAs to develop their commitment to LLL for/of their members.

In some countries in Europe maintaining dietetic competence (which may be defined by the professional body) is voluntary. In other countries it is not voluntary, as LLL or CPD policy exists with clear regulations for monitoring the maintenance of competence. The law can oversee these regulations formally, by means of the professional body or a body outside the profession.

Both systems recognise portfolio development as a mechanism to demonstrate professional development and LLL.

A CPD system sets a high standard of patient care and it ensures that competent dietitians are available to all those who require nutritional care.

For countries that do not yet have an accreditation or credit system, EFAD would recommend that NDAs (and/or their education providers) establish a system for rewarding learning (professional development and LLL) wherever it may occur.

The following examples from Ireland and the UK will show the importance of LLL for working successfully in dietetics.

Reference
see www.efad.org/everyone

The Irish Nutrition and Dietetic Institute (INDI)

Dietitians/clinical nutritionists work in a changing environment, as healthcare delivery evolves with consequent demands on the profession to change their work practices, increase specialisation and advance scope of practice. INDI supports the education and development of dietitians/clinical nutritionists to meet the needs of service providers and service users. [1]

The mission of INID is to encourage, foster and maintain the highest possible standards in the science and practice of human nutrition and dietetics, to positively influence the nutrition status and health of the individual and the population in general. This incorporates clinical nutrition, community nutrition, business and industry, research, education and private practice. [2]

INDI is committed to supporting members to engage in CPD throughout their career regardless of the area of practice. An important aspect of the INDI CPD system is providing quality assurance system for formal CPD activities that relate to nutrition and dietetics. [2]

Citations from:
"Dietitians must engage in CPD activity which is grounded in reflection, evaluation and everyday practice. This requires a record of their CPD, to use a mixture of relevant learning activities and to seek to ensure that their CPD contributes to the quality of their practice and benefits the service user.

The evolving nature of healthcare requires dietitians and support workers to develop their skills and knowledge throughout their careers, evolving their practice to meet the changing demands of clients, healthcare and their current scope of practice.

CPD activities include work-based learning such as reflective practice, clinical audit or journal club; professional activity including active membership of a specialist group, mentoring or teaching; or formal education from short courses to higher degrees.

The need for different blends of learning will vary with the practice and career aspirations of the individual and the demands of their current post or practice.

CPD is based on the following principles:

1. Individual responsibility
   CPD is the responsibility of the individual and applies to all members irrespective of their grade and area of work. Practitioners are responsible for planning and engaging in CPD activities which are relevant to their scope of practice. Reflection and self-evaluation are crucial to this process. Time and funding for CPD activities and recording are a shared responsibility between the individual and the employer and negotiated in accordance with the employer’s policy.

2. Enhancement of service delivery and professional excellence
   Engagement in CPD activities should promote a critically reflective approach to practice, leading to enhanced quality and delivery of care. Dietitians and dietetic support workers should recognise the links between CPD and quality and, in so doing, should adopt a planned and systematic approach to CPD, which enables a more explicit connection to be made.

3. Adoption of an outcomes and competence-based approach
   The CPD process should be planned and based on identified outcomes and competence achieved by the individual. Members should reflect on the knowledge and skills acquired as a result of engagement in their CPD activity and seek to apply this learning in a manner which will enhance their practice.
4. Recognition of a range of learning activities

CPD is not just about course attendance and must reflect a wide range of learning activities, both formal and informal. Work-based learning is the basis of CPD for healthcare staff and learning opportunities available at work should be recognised and recorded. Learning takes place as part of daily activities and is a lifelong process.

5. Establishment and maintenance of a portfolio

Keeping and maintaining a portfolio encourages a structured approach to CPD, as it supports the planning and evaluation of learning and enables the individual to reflect on the learning acquired and the impact that this learning has on their practice.

Citation from: British Dietetic Association (BDA) (June 2008) Continuing Professional Development Position Statement
7 The Use of ECTS to Quantify and Give Recognised Credit for Learning

The European Credit Transfer System (ECTS) was introduced in 1989 within the framework of Erasmus to facilitate the recognition of periods of study abroad and thus to enhance the quality and volume of student mobility in Europe. It is the only credit system that has been successfully tested and used across Europe. It is a cornerstone for the success of the Bologna Process as it makes study programmes comparable across teaching institutions and methods of tuition.

1 ECTS credit corresponds to 25-30 hours of work.

A full-time student needs to complete 60 ECTS credits per academic year.  

1 year at university = 1500-1800 hours of work

The system is aimed at creating a uniform language for allocating academic credit across Europe and it is based on learning outcomes, i.e., what a learner is expected to know, understand and be able to do after successful completion of a process of learning. In fact, what ECTS credits measure is the time that students typically need to complete all learning activities required to achieve the expected learning outcomes, the so-called workload.

ECTS credits can be applied to all types of programmes, whatever the mode of delivery (school-based, work-based), the learner’s status (full-time, part-time) and the kind of learning (formal, non-formal and informal).

The accumulation of ECTS credits will help dietitians to move forward within the levels of the European Qualifications Framework for Lifelong Learning (EQF):

- **First cycle (Bachelor)**
  awards 180-240 credits and so applies to the first 3-4 years of study.
  (= level 6 of EQF)

- **Second cycle (Master)**
  awards 60-120 credits over 1-2 years of study and follows on from the first cycle.
  (= level 7 of EQF)

- **Third cycle (Doctoral/PhD)**
  is awarded for 3-4 years of study and follows on from the second cycle.
  (= level 8 of EQF)

People often possess valuable competences acquired outside higher education, through other types of learning activities, work or life experience. By using ECTS, non-traditional learners may also benefit from the transparency and recognition that HEIs can provide.

**Example:**
Previous experience in working as a cook can be awarded the same ECTS credits allocated to a formal course about “gastronomy and cooking skills” provided it can be shown that the experience is equivalent to the achievement of learning outcomes recognised by the credit awarding institution.
What to do?!

**Dietitians**
Plan your career and your (future) specialisation. Consider how ECTS may contribute to both and how you may obtain ECTS for your work experience.

**National Dietetic Associations (NDAs)**
Think about cooperation with HEIs to make it easier for them to recognise your courses and to award them with ECTS.

**Higher Education Institutions (HEIs)**
Think about how LLL courses and experiences from work/life may contribute to your study programme and how these LLL competences can be recognised.

Recognizing and awarding credit to the learning that has been demonstrated strengthens the social dimension of HEIs. HEIs facilitate access to learners already engaged in professional life and a range of non-traditional learning environments, and thus contribute to making lifelong learning a reality.

**References/Further Reading**


Listen to the webinars on the DIETS2 website about ECTS held by Anne Payne, Àngela García González or Anne de Looy:
Part II: HOW TO DEVELOP YOUR PROFESSIONAL COMPETENCE

Professional development is essential to maintain a high level of professional competence by continually improving knowledge and skills and reflecting on one’s own perspectives. It provides the drive to progress your career and can maximise your potential for lifetime employability.

*Professional development* can be broken down into different stages and *shown as a cycle*, often referred to as the CPD cycle.

1. **I reflect** on my current and future practice and self-assess my competences, development needs and goals.
2. **I self-assess**
3. **I evaluate**
4. **I plan** I prioritise my goals and develop an action plan to achieve intended outcomes.
5. **Portfolio**
6. **I act** I implement my action plan utilizing an appropriate range of learning activities and methods. Reflection is an essential part of it.
7. **I consider** the outcomes and effectiveness of my learning activities related to my goals.
Possible stages are: Assess your current skills – Identify your learning needs – Define expected learning outcomes – Identify suitable learning activities – Undertake learning activity – Reflection on outcomes – Apply to your work practice – Assess impact – Identify further needs – and then start all over again [1]. In the model presented here, all these activities are summarized in four stages [based upon 2].

In a portfolio you document significant aspects of this process to support your reflection and learning (see Chapter 10, p 21). This includes formal and non-formal learning as well as learning from everyday professional activity and other life experiences because these are all part of your professional development.

Maintaining and developing your professional competence [3]

- Identify the professional standards expected in your area of work, by referring to appropriate sources of information.
- Accurately identify your own skills and competences, and review these against the relevant standards.
- Identify general areas for development and specific objectives for improving your own practice.
- Make sure you are legally compliant.
- Choose objectives for improvement that are challenging, realistic and achievable.
- Regularly update your development objectives.
- Make sure you devote enough time and resources to development to enable you to reach your objectives.
- Evaluate the history, significance and forces affecting your area of work, and use this to inform your professional activities.

References

[1] UCL Human Resources Continuing personal and professional development at UCL www.ucl.ac.uk/hr/osd/resources/documents/continuing_prof_dev_guide.pdf

Further Reading

Commission on Dietetic Registration Professional development portfolio guide http://cdrnet.org/pdp/professional-development-portfolio-guide

ADAM, the project and product portal for Leonardo da Vinci. www.adam-europe.eu/
Welcome to the toolkit!
8 How to Use the Toolkit

Imagine you want to fix something in your home with the help of a toolkit containing different tools. For each different task you will choose the appropriate tool: the screwdriver for building a rack, or the hammer for putting a nail into the wall in order to hang a picture there.

This LLL-toolkit works the same way: for different goals of your professional development you can choose the appropriate tool. The tools are templates, methods, checklists, and other documents. Most of the tools are common methods also useful for supporting lifelong learning for other professions. But the composition of documents reflects the various working fields relevant for dietitians and clinical nutritionists.

Also have a look at Part I of this Guide to find out more about standards in the field of dietetics, especially the “European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of dietetics” and the “European Dietetic Advanced Competences (EDAC)” (see p 5).

In this guide, screenshots of parts of tools are provided to give you an idea about what they are like. To really find out if a tool might be helpful for you: Open the document itself!

This symbol is used for indicating screenshots of a tool (or parts of it).

Let’s go and work on your professional development!
Q: Where do I find the tools presented in this toolkit?
A: The tools in this guide are accessible for DIETS2 partners only. Click on the file name or the icons in the boxes at the beginning of each chapter.

DIETS2 partners can find all tools also on the DIETS2 website in the folder Tools to work with under:
www.thematicnetworkdietetics.eu/folders/4041

If you are not a DIETS2 partner and like to find out more about the tools please contact: network.manager@thematicnetworkdietetics.eu

Q: Do I need special software to use the tools?
A: No. The tools in this toolkit are mostly Microsoft Word 2003 and Microsoft Excel 2003 files. You can also use them with OpenOffice. Use print-outs of the pdf files.

Just in case you would like to check on the appearance of a tool: Pdf files of all documents are presented in the folder Tools just to look at under:
www.thematicnetworkdietetics.eu/folders/4041

Q: Is it necessary to use all tools?
A: No! The toolkit is a collection of ideas and methods to choose from. It depends on what you want to achieve and of course on what methods you already use. Your needs might change during your career according to different jobs or different personal situations. Some tools are only suitable for specific situations, eg the tool for volunteer work. Just see which tools might be useful for improving your learning and your learning outcomes. You have a free choice!

Q: How do I work with this toolkit?
A: We recommend that you start according to the cycle of professional development (see p 14) by reflecting on yourself and your professional situation. Then try to develop an action plan by writing your ideas down. If appropriate, discuss your plans with colleagues and also your employer or supervisor. Also have a look at the tools of the action and evaluation stage and see whether they might give you new ideas about your fields of learning and action.

Put significant documents into your portfolio, work regularly on your portfolio and: HAVE FUN!
9 Overview of all Tools

The tools are arranged into four main categories according to the cycle shown in Part II (p 14). This is only a rough classification because tools can be used for various aspects. For example, a portfolio can be used for planning but is of course also an integral part of your evaluation. It contains important results from your self-assessment and examples and results from your learning activities. Therefore the ‘portfolio’ is presented in Chapter 10 as a category of its own.

Choose the appropriate tool for thinking about where you are, what you need, and what you want to achieve. Use the tools in your daily practice!

I evaluate
- Managing certificates of attendance (D-01)
- Curriculum Vitae (D-02)
- Own publications (D-03)
- Memberships, affiliations (D-04)
- Scholarship and awards (D-05)

I self-assess
- Mission statement (A-01)
- SWOT analysis (A-02)
- General competences (A-03)
- Specific competences of dietitians (A-04)
- Preparing for a job interview (A-05)
- Individual learning style (A-06)

I act
- Reflection on formal and non-formal learning (C-01)
- Peer group supervision (C-03)
- Self-directed learning (C-04)
- Learning Memo (C-05)
- Research, projects, innovation (C-06)
- Teaching/Peer observation (C-07)
- Practical placement (C-08)
- Work as placement teacher (C-09)
- Volunteer work (C-10)

I plan
- Action plan (B-01)
- Financial plan (B-02)
10 Your Portfolio

Tool-01-01-Portfolio-Index-DIETS2.doc

Description
A portfolio is a collection of all material important to your continuing professional development. This tool is supposed to give you an idea of possible items (like a checklist). It shows one example of structuring a portfolio in order to help you develop your own way of organising all the material of your learning and development.

What is a portfolio?
A portfolio is a collection of evidence of learning and development and can also be used as a tool to plan future learning. It demonstrates your commitment to lifelong learning and provides a powerful resource for performance reviews, job interviews and career advancement. It promotes ongoing safe, ethical and competent dietetic practice. Maintaining a portfolio should be an integral part of a dietitian’s professional development. [1, 2]

A portfolio can be paper based (eg in a ring binder) and/or an electronic version. E-Portfolios are similar to personal websites. They provide the possibility to upload digital evidence (eg scanned documents, photos, videos). [3]

Your portfolio is personal to you; use it in the way that suits you best!

That means, your portfolio is …
- a full record of achievements to date
- a proof of your competence and knowledge
- a full resource bank of your abilities
- a reference tool for staff appraisal
- a basis for career development
- a record of your continuing professional development. [4]
- always a “work in progress”!

How to arrange a portfolio
There are no strict rules as to what order materials in a portfolio should be arranged.
Consider the following questions:
- Is it logically arranged?
- Does it “tell a story”?
- Does it highlight your best material?
- Is it easy for the user to find items? [5]
Let your portfolio work for you!

Have a look at the following example from nurses [6] and try to figure out for yourself whether you have already found "the diet that works for you" in your LLL activities.

“Only a portfolio that is kept up to date will accurately reflect your current level of knowledge, experience and self-awareness. However, after a hard shift how many nurses want to sit down and update their portfolio? Like healthy eating, portfolio development is about finding a diet that works for you. Unfortunately there are no quick-fix solutions and taking drastic action the day before an interview, for example, is not a recipe for success. Instead, do a little at a time and try to be consistent. You should not view portfolio work as being separate from your working life. Keep the portfolio at work rather than on a shelf at home and discuss some of the content in clinical supervision or with a colleague.” [6]

References

Further Reading
11 Tools for Self-assessment

"Where are you now?"

An assessment of your competence – that includes knowledge, skills, and attitudes – is essential to know where you stand. Only when you do that as objectively as possible will you be able to identify your specific learning needs.

For you, it is the first step of your career planning process. It can also help you feel fulfilled in your job. For employers, it is (or should be) of interest to develop the skills, knowledge and competences of their staff.

This chapter provides six different tools for analysing your competences as well as one tool on your learning style.
11.1 Creating a Mission Statement

What is a mission statement? [1]
Companies and individuals can use a mission statement can be used by companies and individuals. As a self-assessment tool it can help individuals with career planning and day-to-day decision-making.

- It could be the first component of your skills portfolio.
- It is dynamic as roles, jobs, and interests change.
- It can serve as a guide for you as you look at job opportunities and career aspirations.
- It can give employers a sense of your goals in work and life.
- Your mission statement should inspire you!

The tool provides five steps to create a mission statement:
Step 1: Identify your past successes.
Step 2: Identify core values.
Step 3: Identify contributions.
Step 4: Identify goals.
Step 5: Write Mission Statement.

Tool A-01 provides a template for writing a mission statement.

Step 1: Identify your past successes. Spend some time identifying four or five examples where you have had personal success in recent years – at work, in your community, at home, etc.

… and now: try to identify whether there is a common theme – or themes – to your examples.

Step 2: Identify core values. Develop a list of attributes that you believe identify who you are and what your priorities are. The list can be as long as you need. (examples: hard-working, creative, problem-solving, decision-maker, friendly, positive, analytical, …)

See an example created with this method in [2].
Example 1:
The EFAD mission statement
“Our mission is to support member associations in developing the role that dietitians have in reducing inequalities and improving nutritional health in Europe.” [3]

Example 2:
Mission statement of a coach
"I will coach this team with integrity and honour. I will expect of my players no more and no less than I would expect from myself. I will dedicate myself to giving us the best possible chance of being winners whether we’re on the field or off." [4]

Example 3:
Mission statement of a teacher
"I am an educator. I am passionate about supporting the growth and education of others – in whatever context that might be. I believe in empowerment. I will treat all people with the same respect regardless of race, gender, ability or disability.

[...] A quote that describes my aspiration for myself as an educator: The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. William Arthur Ward (Motivational Author)." [5]

References

Further Reading
11.2 SWOT Analysis

**What does SWOT stand for?**

- **S** Strength: Internal positive aspects that are under your control and upon which you may capitalize in planning
- **W** Weakness: Internal negative aspects that are under your control and that you may plan to improve
- **O** Opportunities: Positive external conditions that you do not control but of which you can plan to take advantage
- **T** Threat: Negative external conditions that you do not control but the effect of which you may be able to lessen [1, 2]

Thinking about "Strength" and "Weakness" is mainly oriented in the present; dealing with "Opportunities" and "Threats" more in the future oriented.

**How to do it**

Explore your self-perception of your strengths and weaknesses. Try to put yourself inside a prospective employer's head and consider the point of view of the people around you. Avoid false modesty, but be honest and realistic with yourself. Start out by simply making a list of words that describe you. [3]

What makes a SWOT analysis especially powerful is that it can help you uncover opportunities that you would not otherwise have spotted. And by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward. Have a look at the example on the next page.

**References**

[1] Ahmed A Personal skills SWOT analysis
www.academia.edu/537701/Personal_Skills_SWOT_Analysis.

[2] Mind Tools Personal SWOT analysis. Making the most of your talents and opportunities
www.mindtools.com/pages/article/newTMC_05_1.htm

www.quintcareers.com/SWOT_Analysis.html
Tool A-02 provides a template for a SWOT analysis (with example).

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do well?</strong></td>
<td><strong>What could you improve?</strong></td>
</tr>
<tr>
<td><strong>What unique resources can you draw on?</strong></td>
<td><strong>Where do you have fewer resources than others?</strong></td>
</tr>
<tr>
<td><strong>What are others likely to see as your strengths?</strong></td>
<td><strong>What are others likely to see as your weaknesses?</strong></td>
</tr>
<tr>
<td>Work experience</td>
<td>Lack of work experience</td>
</tr>
<tr>
<td>Education and specialisation</td>
<td>Lack of specific skills, lack of goals, lack of self-knowledge</td>
</tr>
<tr>
<td>Strong methodological and counselling skills</td>
<td>Weak technical knowledge</td>
</tr>
<tr>
<td>Strong in research techniques</td>
<td>Weak language skills</td>
</tr>
<tr>
<td>Specific skills eg in communication, teamwork, leadership</td>
<td>Weak skills, eg in communication, teamwork, leadership</td>
</tr>
<tr>
<td>Personal characteristics, eg strong work ethic, self-discipline, creativity</td>
<td>Negative personal characteristics, eg poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional</td>
</tr>
<tr>
<td>Good contacts / successful networking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What opportunities are open to you?</strong></td>
<td><strong>What threats could harm you?</strong></td>
</tr>
<tr>
<td><strong>What trends could you take advantage of?</strong></td>
<td><strong>What is your competition doing?</strong></td>
</tr>
<tr>
<td><strong>How can you turn your strengths into opportunities?</strong></td>
<td><strong>What threats do your weaknesses expose you to?</strong></td>
</tr>
<tr>
<td>Positive trends in your field that will create more jobs, eg globalization</td>
<td>Negative trends in your field that diminish jobs, eg downsizing</td>
</tr>
<tr>
<td>Field is particularly in need of your set of skills</td>
<td>Competition from your cohort of college graduates</td>
</tr>
<tr>
<td>Opportunities you could have through greater self-knowledge, more specific job goals</td>
<td>Competitors with superior skills, experience, knowledge</td>
</tr>
<tr>
<td>Opportunities for professional development in your field</td>
<td>Obstacles in your way, eg lack of advanced education / training</td>
</tr>
<tr>
<td>Career path you've chosen provides unique opportunities</td>
<td>Limited professional development in your field, so it's hard to stay marketable</td>
</tr>
</tbody>
</table>

Questions and examples taken from [1] and [2] (see page before). More help is provided in [2].

Further Reading


EFAD and DIETS2 (2012) *European Dietetic Advanced Competences*  

NHS Education for Scotland *Senior AHP Website*  
www.seniorahp.nes.scot.nhs.uk/framework/domain-1.aspx
11.3 Analysing General Competences

Tool A-03 helps defining general competences/performance indicators.

<table>
<thead>
<tr>
<th>General competences</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>++</td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
</tr>
<tr>
<td>Attention to detail</td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

So, choose 3-5 job-related competences from the list in Tool-A-04 that best achieve your goals and/or development opportunities. If possible, do this together with your supervisor and your team. In the next step, all of you should agree on relevant performance indicators (PIs) for each competence because they define performance expectations.

**Example: Performance Indicators for ‘innovation’**

Innovation applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services. These are possible PIs for ‘innovation’ [2]:

- Keeps up-to-date on current research and technology.
- Identifies novel approaches for completing work assignments more effectively or efficiently and works within the ‘established’ system to push for ‘a better way’.
- Reviews, selects and disseminates information regarding key technologies, best practices and tools to others in the group.
- Understands technical aspects of one's job and uses appropriate technology for the situation at hand.
- Tries new approaches when problem solving, seeking ideas or suggestions from others as appropriate.

**References**

http://youremployment.biz/competency/competency-form/#sthash.1H5einFI.dpuf

http://humanresources.syr.edu/staff/nbustaff/comp_library.html
11.4 Analysing Specific Competences of Dietitians

Description
This tool deals with special competences of dietitians, either at the point of qualification and entry into the profession (EDC) or for advanced dietitians (EDAC). You have the opportunity to create a spiderweb graph, so you can visualise how well you perform in different areas.

Find more information on competences of dietitians in Chapter 4 (p 5).

Eight competences in EDAC for advanced dietitians [1]
In the spiderweb graph you see the eight EDAC competences. This dietitian is excellent in ‘Dietetics’ and ‘Process and Reasoning’, but her/his ‘Entrepreneurial skills’ are rather poor. Visit the excel file to find out how to create such a graph. Of course, you can use this method also for all other competences shown in Tool A-02. If you do such an analysis once a year you have the opportunity to compare the spiderweb graphs over the years.
So you can see the progress you have made!

Listen to the webinar on the DIETS2 website about EDAC held by Agneta Hörnell:
www.thematicnetworkdietetics.eu/everyone/3837/5/0/30 (2013-07-02). Also see Chapter 4 (p 5).

References
[1] EFAD and DIETS (2009) European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics (EDC)
11.5 Preparing for a Job Interview

Description
This tool is supposed to help you prepare for a job interview and to find out more about yourself. It provides a list of interview questions.

► For more information on questions and answers see: About.com: Job searching

How to prepare for your next job interview

- Work regularly on your professional development portfolio!
- Be honest with yourself when applying methods of self-assessment.
- Find out as much as you can about your target company and prepare your own questions.

Interviews often feature competence-based questions. Candidates are asked to give examples from their real life, to explain why they made that decision, what the outcome was and what they learned from the experience.

How to answer competence based questions? With SOAR!

- S for Situation: What was the situation?
- O for Objective: What was your objective or goal?
- A for Action: What action did you take to achieve the objective?
- R for Result: What was the result? (for you / your learning / your employer)

Examples for interview questions and appropriate answers

<table>
<thead>
<tr>
<th>Interview question</th>
<th>Your possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What have you learned from your mistakes?&quot;</td>
<td>&quot;I think one of the most important things I’ve learned is persistence. Not to give up too soon, because the solution is probably right in front of me.&quot;</td>
</tr>
<tr>
<td>&quot;How would you describe your ability to work as a team member?&quot;</td>
<td>&quot;I enjoy working in a team environment, and I get along well with people. In my past work experience, I implemented a system to help organize the communication between my co-workers to enhance our productivity as a team.&quot;</td>
</tr>
</tbody>
</table>

Reference
About.com Job searching http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm
11.6 Individual Learning Style

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the online tests [1, 2] and/or the survey in [3] to figure out which learning style you prefer. Do you favour one particular style or rather a combination? Being familiar with your learning style will help you to use those learning strategies which are most effective for you and to expand your learning style repertoire.</td>
</tr>
</tbody>
</table>

**Learning styles [4]**

To put it simply, your learning style (or learning preference) is the way you tend to learn best. Learning styles do not tell us about a person's abilities or intelligence, but can help to understand why some tasks seem easier than others. Different situations and learning environments require different learning strategies, so it's best to have a large repertoire from which to draw.

**Recommendations for different learning types [5]**

<table>
<thead>
<tr>
<th>Visual: Preferring to see pictures and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Draw diagrams or sketches when possible.</td>
</tr>
<tr>
<td>■ Use colour to highlight important points in texts.</td>
</tr>
<tr>
<td>■ Use multimedia resources.</td>
</tr>
<tr>
<td>■ Study in a quiet place with little noise and conversation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auditory: Preferring to hear information</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Work in a study group.</td>
</tr>
<tr>
<td>■ Create musical jingles to aid memorization.</td>
</tr>
<tr>
<td>■ Discuss and explain concepts to others.</td>
</tr>
<tr>
<td>■ Read the textbook aloud.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinesthetic/Tactile: Preferring experiential, hands-on learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Take frequent study breaks.</td>
</tr>
<tr>
<td>■ Move around or stand up while studying.</td>
</tr>
<tr>
<td>■ Use bright colours to highlight important points in texts.</td>
</tr>
<tr>
<td>■ Listen to relaxing music while studying.</td>
</tr>
</tbody>
</table>

**Questionnaires and References**


12 Tools for Planning

12.1 Action Plan for Professional Development

<table>
<thead>
<tr>
<th>Tool-B-01-Action-Plan-DIETS2.doc</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A written plan enables you to see more clearly what you should focus on in order to stay up to date and to be confident in your job. A planning sheet provides help to coordinate your learning.</td>
</tr>
<tr>
<td></td>
<td>Your portfolio (p 21) is a base for your planning. And your action plan is part of your portfolio.</td>
</tr>
</tbody>
</table>

Planning is important!

Patients have the right to expect that dietitians will provide services in a competent and contemporary manner that meets best practice standards. Done well, LLL and concrete planning have many benefits for dietitians and their patients. Planning also helps employers to identify and coordinate the learning and development needs of their staff.

An action plan (also called education action plan or CPD plan) is an essential part of your lifelong learning!

Tool B-01 contains a form for an action plan: Example on next page.

Use this form as an example and think about whether you need more or less information in your own action plan, eg, is it important to use different categories just as “task based” or “behaviour based”? Or will it be helpful to mention categories of learning, eg, according to the European Dietetic Advanced Competences (see p 5)?

Using other tools provided in this toolkit, eg for self-assessment, reflection, self-directed learning and so on, outcomes will give important information for building on your action plan. Try the tools in this toolkit to find out which ones are of most help in generating your own action plan!

Further Reading


The Professional Body for Accounting Technicians (aat) Effective CPD = development www.aat-interactive.org.uk/effectivecpd/effective_cpd.pdf

**EXAMPLE for Tool B-01: Action Plan**

<table>
<thead>
<tr>
<th>Name</th>
<th>Erica Example</th>
<th>Date</th>
<th>2011-12-06</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A. Learning / Development need</th>
<th>B. Desired outcome</th>
<th>C. Period</th>
<th>D. Activities required</th>
<th>E. Resources and support needed</th>
<th>F. Time frame (To be achieved by ...)</th>
<th>G. Achieved</th>
<th>H. Progress made / benefit / evidence</th>
</tr>
</thead>
</table>
| **Dietetics:** Update my knowledge about enteral nutrition for premature infants | ... apply my knowledge in practice and also teach it to students | 1 | ■ Reading specialist literature, discuss it with the nutrition team  
■ 1 Seminar  
■ 2 Congresses | ■ Time for literature search and reading / for meetings  
■ Professional development days with the specialists and the nutrition team  
■ Time and financial support for courses | ■ Monthly meeting with nutrition team  
■ Professional development days 2012-05-08 and 2012-10-11  
■ Congress in March and April, Seminar in June | ✓ | ■ I am responsible in the nutrition team for that topic now  
■ Successful oral presentation in my clinic  
■ I developed new teaching material; positive feedback from colleagues |
| **Counselling:** Improve my group counselling techniques | ... to use a variety of different methods and I will be more confident in dealing with difficult situations | 1 | ■ Reading books  
■ Write a reflection about five situations in group counselling  
■ Peer observation  
■ 1 Microteaching seminar | ■ Time for reading and writing reflection  
■ Ask 2 colleagues for peer observation  
■ Time and financial support for attending the courses | ■ Reflections till end of May  
■ Peer observations in June and July  
■ Seminar in September | ✓ | ■ Better feedback from members of group counselling  
■ I created a wiki to share different methods with my colleagues.  
■ I feel more confident now. |
12.2 Financial Plan for Learning Activities

Description
This tool is about money and is supposed to help you calculate the costs of your learning activities. Apart from direct costs for literature or courses, other aspects like unpaid day release, tax relief on fees, government grants or employer-paid fees should be taken into account.

On some occasions, further education and trainings might be free, eg oral presentations at universities or seminars by companies. Typically, you have to pay for conferences, workshops, seminars, journals, books, brochures, and other learning activities. On the other hand, financial support may be available. Talk to your employer about his support of your professional development and inform yourself about grants, sponsorships and national funding programmes.

Planning costs for LLL
- Conferences, courses, seminars, workshops …
  - Attendance fee
  - Costs for travel
  - Costs for accommodation
  - Costs for subsistence
  - Loss of salary if you get unpaid day release
  - Loss of shift allowance if you work normally on Sundays or weekends or nights
  - Cost of a credit for financing the fee or the loss of salary
  - Sum of interest if you need a credit
- Literature
- Technical equipment
- Software

Possible resources
- Study loans, sponsorships, appropriation programmes, funding (eg ESF)
- Vouchers or individual learning accounts
- Refund from employer
- Refund from fiscal authorities

References / Further Reading
Financial Consumer Agency of Canada Your financial tool kit

The European Social Fund (EFS). http://ec.europa.eu/esf/home.jsp

www.info-net-a-e.eu/en/articles/esf-a-major-funder-for-lifelong-learning-1238

Reflection is a skill, more accurately a cluster of skills, involving observation, asking questions, and putting facts, ideas, and experiences together to add new meaning to them all.” [1]

Listen to the webinar on the DIETS2 website on ‘reflective learning’ held by Anne de Looy:
www.thematicnetworkdietetics.eu/everyone/3837/5/0/30

Reference
1] The National Service-Learning Cooperative, ServeAmerica K-12 Clearinghouse, Pennsylvania Institute for Environmental and Community Service Learning, Northeast Regional Technical Assistance Center
How to guide for reflection http://learningtogive.org/doc/how2guide.doc
13.1 Reflection on Study Programmes / Seminars: Formal & Non-formal Learning

**Description**
This tool might help to identify if your goals were fulfilled when choosing a course or conference and what kind of progress you have made. Moreover, it can add to the knowledge management in your organisation.

► See Tool D-01 for managing your certificates of attendance (p 55).

**Attending formal and non-formal activities**

"Which new knowledge and competences have you acquired?" is only one question you and probably your employer will ask when you come back from a course or workshop. But this is not the only question to be answered. Other aspects are also important regarding your goals: the application of new competences, the benefit for you and your organisation, and the transfer of knowledge within the company.

**Tool C-01 provides help for a reflection (in 9 sections) on courses.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Function</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Duration (ECTS or hours or units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1. Goals** Why did you choose this seminar / course / congress? What were your goals?

**Recommendation!**
Search for interesting courses, modules, conferences, workshops, or webinars for dietitians and nutritionists in the:

**DataBase of LLL courses**
www.thematicnetworkdietetics.eu/everyone/3646/5/0/30
13.2 Reflection on Situations "on the job": Informal Learning

Description

- Reflection is an active process and will help you to get a better understanding of all sorts of situations “on the job” and also in your private life. Tool C-02a provides a template for a detailed reflection.

- The collection of questions in Tool C-02b supports you in finding the right questions to reflect on special situations and how to add new meaning to them.

Reflection and reflective writing

Reflecting on learning situations or specific situations on the job helps to get a better understanding of one’s own competences and find out what kind of improvement is possible. It promotes an ongoing safe, ethical, competent, lifelong practice.

Rolle et al's reflective model [1] works with three simple questions:

► WHAT? Please describe the situation/problem.

► SO WHAT? Why did you act in this particular way? Please refer to the literature if possible.

► NOW WHAT? Are there any strategies to overcome such a problem next time?

Please refer to the literature if possible. What is important: Keep your writing formal and try to avoid colloquial language.
Tool C-02a provides a template for writing a reflective report.

3. NOW WHAT? Action oriented stage of reflection

<table>
<thead>
<tr>
<th><strong>Now what</strong></th>
<th><strong>Description stage of reflection</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>do I need to do in order to</td>
<td>1. WHAT?</td>
</tr>
<tr>
<td>– make things better</td>
<td>2. SO WHAT?</td>
</tr>
<tr>
<td>– stop being stuck</td>
<td><strong>Theory and knowledge building stage of reflection</strong></td>
</tr>
<tr>
<td>– improve my patient’s care</td>
<td></td>
</tr>
<tr>
<td>– resolve the situation</td>
<td></td>
</tr>
<tr>
<td>– feel better</td>
<td></td>
</tr>
<tr>
<td>– get on better</td>
<td></td>
</tr>
<tr>
<td>– improve my effectiveness</td>
<td></td>
</tr>
<tr>
<td>– …</td>
<td></td>
</tr>
</tbody>
</table>

**Now what** broader issues need to be considered if this action is to be successful?

**Now what** might be the consequences?

The first two sections of this tool contain these questions:

1. WHAT?
2. SO WHAT?

References

Further Reading
Faculty of Public Health of the Royal Colleges of the Physicians of the United Kingdom *Faculty of Public Health Tips on writing effective reflective notes* www.fph.org.uk/uploads/FPH%20Tips%20on%20Writing%20Effective%20Reflective%20Notes.pdf
Northwest Service Academy, Metro Center, Portland, OR *Reflection toolkit* www.nationalserviceresources.org/filemanager/download/615/nwtoolkit.pdf
13.3 Peer Group Supervision

What is peer group supervision?
Peer group supervision (or peer supervision) is a systematic counselling interview approach in which colleagues take different roles and discuss professional issues with one another, ie Case Presenter, Moderator, and Consultant [1]. The conversation is structured into steps and has the following characteristics:

- It is a self-directed activity and involves two or more participants.
- It requires a strong motivation and commitment from all participants to drive the process. All participants share the responsibility for the group, its wellbeing and ensuring it meets its purpose.
- It requires a clear purpose and structure. Contracts and/or agreements are important and should address goals, expectations of participants, how the process will work and any “ground rules”.
- It often works well with participants of similar training and experience that share values but hold a range of experiences. [based upon 2]

Benefits of peer group supervision [based upon 3]

For individual participants, benefits include:
- Improved communication and interactive skills
- Providing sympathy and support in difficult situations
- Providing a feeling of solidarity in knowing that others are having similar experiences
- Promotion of good physical and mental health
- Improvement in problem-solving skills
- Increasing work satisfaction
- Assisting professional discussions
- Increasing access/frequency of supervision
- Increasing skills and responsibility for self-assessment

For organisations, benefits include:
- Improvement in quality of work and better work performances
- Cost-effective personnel development as dependency on expert supervision decreases
- Better qualified employees
- Development of a shared supportive organisational culture
- A positive impact on client service

Description
Peer group supervision is an approach in which a group meets on a regular basis in order to review professional competence. It encourages participation, instructive feedback and self-monitoring. A clear structure is of high importance. So this tool offers you guidance on how to perform the supervision.
Roles in peer group supervision [1]

Case Presenter
The Case Presenter introduces the key topics of her/his case or problematic situation. She/He provides all pieces of information that are important from her/his point of view, and formulates a key question that expresses her/his needs.

Moderator
The Moderator conducts the Peer Group Supervision session, guiding the group through all the phases. She/He assists the Case Presenter by clear and concise questions and keeps an eye on her/his autonomy and that all participants treat her/him with respect.

Consultants
The remaining participants of the group become Consultants. For the current peer group supervision session the Moderator is guiding them. They listen attentively to the narration of the Case Presenter and ask comprehensive questions in the early phases. Their main task is to offer their ideas and perspectives in the consulting phase.

Tool C-03 provides an 8-step approach to peer group supervision.

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Method</th>
<th>Case Presenter</th>
<th>Consultants</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 min</td>
<td>Casting</td>
<td>Who is the case presenter?</td>
<td>– Who is the moderator?</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– Who are the consultants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5 min</td>
<td>Case Presentation</td>
<td>… gives information about her/his case and formulates a key question</td>
<td>… listen and take notes</td>
<td>Do not ask yet!</td>
</tr>
<tr>
<td>3</td>
<td>15 min</td>
<td>Consultation</td>
<td>… gives detailed answers</td>
<td>… put comprehensive</td>
<td>– Only questions for comprehensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

Further Reading
STEPS2GROWTH Workplace counselling www.steps2growth.ca/rm-peer-group-supervision.html
McMahon M Structured peer group supervision by email: An option for school guidance and counselling personnel/ www.groups.psychology.org.au/Assets/Files/supervision_email_article.pdf
13.4 Self-directed Learning (Literature and Media)

Journal clubs, e-journals and other ideas
You learn a lot by reading and studying texts. Yet, even if you read a text very carefully, learning might not be very sustainable as the activity is rather passive. However, you may strengthen your learning process by:

- Summarising the new knowledge.
- Writing a reflection about the transfer of new knowledge to your practice (how will/has the new knowledge influenced your practice? Where/how were you able to apply it?)
- Transforming it into a further education event for your colleagues.

Of course there are many other possibilities to consolidate your knowledge, be creative!

If you and your colleagues read peer-reviewed articles on a regular basis, a more challenging option is to organise a journal club. You should plan your journal club and ideally include three or more professionals. It aims at an in-depth discussion of articles in peer-reviewed journals.

An even more demanding and more active possibility to learn from the publications of other professionals is to write a literature review on a certain topic.

Recommendation!
The DIETS e-journal for Students [1*] gives students the opportunity to present and share scientific and research activities. Take the opportunity!
Other ideas of making self-directed learning visible (eg in a blog or on Facebook) are presented in the DIETS Guide to e-learning [2*].

* see page above
Important to know about scientific articles

Database PubMed comprises more than 22 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites. (www.ncbi.nlm.nih.gov/pubmed).

The impact factor of a journal shows the importance of the journal. It is a measure of the frequency articles of that journal have been cited in a given period of time. (www.sciencegateway.org/rank/index.html).

Citation software

Also called bibliographic software, citation managers, or reference managers. They help you to:

- Import citations from your favourite databases and websites.
- Build and organise bibliographies.
- Format citations for papers.
- Save and organise documents like PDFs, graphs, images, and other files.

Which citation software is right for you?

Use what you like! There is no one perfect programme; it depends on what your individual work is like or what your fellow students or collaborators use. Records can be transferred from one programme to another.

A few examples for citation software

- **Citavi**: supports the entire research process from searching for sources to finishing your paper. Free of charge for small projects up to 100 references. Available in English, German, French, Italian, Polish (www.citavi.com/en/index.html)
- **Mendeley**: is a free reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research (www.mendeley.com/).
- **Readcube**: helps you to create your article library instantly, as all relevant articles are automatically recommended every day (www.readcube.com/).
- **Zotero**: is a free, easy-to-use tool to help you collect, organize, cite, and share your research sources (www.zotero.org/).

References


Further Reading

Taylor D, Procter M *The literature review: A few tips on conducting it* University of Toronto, Health Sciences Writing Center. www.writing.utoronto.ca/images/stories/Documents/literature-review.pdf

For more information on citation software

Georgia Tech Library. http://libguides.gatech.edu/content.php?pid=82449&sid=611730
13.5 Learning Memo

For beginners of LLL, these small notices can be used as a Learning Memo. Writing down your ideas could help you to be more consistent in your learning activities. Have a look at your notes regularly once a week or once a month. C-05a provides questions and categories; C-05b has more space for own writing.

► Use Tool C-02a for detailed reflections (p 37).

This tool is supposed to be printed. Cut the paper in the middle so that the memos have A5 format. Put them in a place where you can see them every day and try to use them regularly to record everything that you feel is important for your learning and professional development.

Tool C-05a is a "Learning Memo" for reflection in everyday work life.

How was it today? Anything important for my CPD?

1. Today I learnt … and this is important because …
2. Today I was very successful/proud because …
3. Today I was finally able to make progress because I …
4. The most important feedback today was …
5. Today I had a problem trying to …
6. Today I realized that I need to improve …
7. What can I do next time if …
8. Today, I changed the way I … because …
9. One thing I learned today about myself as a … is …
10. One thing I learned today about how I learn is …
11. … any other sentence or just keywords …

2013/05/22
Mon X
Tues
Wed
Thurs
Fri
Sat
Sun

1. … that Motivational interviewing (MI) is a method that has recently become a topic of great interest for nutrition counselling. Motivating clients is very important (and difficult)! And I was searching for new methods anyway …

9. … as teacher is that I don’t give encouraging feedback. Situation: Feedback to a student who’s report was rather poor. I was pointing out everything that was wrong and did not mention the positive aspects of the report. The student seemed to be rather discouraged afterwards.

Evaluation / Please give a keyword

- Wow, I did that REALLY well:
- I could reflect more deeply on …
- I discovered a learning need in …
- I have an idea for a LLL activity: MI
13.6 Research, Projects, Innovation

Description
► Tool C-06a is a checklist for students starting to write research papers. It helps to consider all important tasks and to reflect on the learning progress.
► Tool C-06b can help record experiences and new skills from activities in research, projects and innovations.

Doing research requires a thorough knowledge of different fields such as framing and designing a project, literature search and review, research methods, statistics, writing a paper, and a deep knowledge about the research topic.

Project management and managing other innovations include skills in planning, organising and controlling resources as well as in motivating the team.

Tool C-06a provides a checklist on preparing a research paper.

Phase 3: Writing

3.1 I am familiar with the required citation techniques

3.2 I am familiar with plagiarism rules

I know the content of different sections of research papers

Tool C-06b provides a table to record and to reflect activities.

<table>
<thead>
<tr>
<th>No.</th>
<th>1. Activity</th>
<th>2. Name and description of the activity</th>
<th>3. Professional role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What kind of activity did you do? Project, Research, Innovation</td>
<td>What is the name of the project? Please describe it.</td>
<td>What was your role (according to the competence profile) in the activity?</td>
</tr>
</tbody>
</table>

Further Reading

Wax D Advice for students: 10 steps toward better research
www.lifehack.org/articles/communication/advice-for-students-10-steps-toward-better-research.html

Project Check Checklist for checklists
www.projectcheck.org/checklist-for-checklists.html
13.7 Teaching / Peer Observation

**Description**
This tool provides a detailed list of examples that could be part of a teaching portfolio, with the possibility to take notes.

► See p 3 in Tool C-02b which contains questions for reflection specifically for teachers.

A portfolio is a collection of materials to show one's competence. Different items can convey one's abilities, strengths or style, and achievements as teacher. Materials could include [1]:

- Teaching statement, teaching philosophy
- Description of teaching experience
- Teaching artefacts
- Evidence of teaching effectiveness
- Teaching awards and recognition
- Professional development efforts and teaching goals
- Main topics

Tool C-07a facilitates collecting material about your teaching results.

### Teaching Portfolio: List of Materials

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation/Department/Function</th>
<th>Month/Year</th>
</tr>
</thead>
</table>

#### 1. Personal material

<table>
<thead>
<tr>
<th>Y/P</th>
<th>Description of material</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/P</td>
<td>Statement of teaching responsibilities, including courses, enrolments, and brief descriptions of your role</td>
<td>*My statement is too old, I will revise it this year.</td>
</tr>
<tr>
<td>Y</td>
<td>Reflective statement of teaching philosophy</td>
<td><em>o.k.</em></td>
</tr>
<tr>
<td>Y</td>
<td>Representative course syllabi and assignments</td>
<td><em>o.k.</em></td>
</tr>
<tr>
<td>P</td>
<td>Curriculum revisions and innovations (Course XY)</td>
<td><em>I worked about 50 hours on it.</em></td>
</tr>
</tbody>
</table>
The competences of dietitians in the field of teaching can be described as [1]:

- Demonstrating responsibility to contribute to the education and training of patients and clients, students, dietitians, and other health professionals
- Demonstrating ability to prepare and present educational material through the critical evaluation and synthesis of relevant information to meet learning outcomes in appropriate settings and using effective media

Performance Indicators (PIs): This means that a dietitian ... [2]

- has an extensive knowledge and critical understanding of effective educational methods and pedagogy to influence the behaviour of individuals and groups, as well as students and other professionals
- uses educational techniques to empower patients/clients, students, professionals and other people to identify their potential and seek out opportunities to improve nutritional health and reduce inequalities
- ensures that individuals are encouraged and supported, wherever possible, to be self-sufficient in managing their own educational or health related needs
- facilitates learning in practice, mentoring and coaching to promote a positive learning environment for students and other relevant professionals
- is able to perform a systematic literature review to critically appraise current evidence and synthesize an informed strategy, to teach best practice for a specific dietetic question
- creates a culture of challenge and support where critical feedback is received positively and mistakes are regarded as learning opportunities
- provides positive critical feedback, coaches team members to enhance their performance and clarify their roles and responsibilities
- initiates, manages and demonstrates exemplary supervisory skills within dietetic practice and supports the development of supervision skills in others (students, colleagues and other professionals)

Further Reading

University of Nebraska Peer Review of Teaching Project. Examples for teaching portfolios
Guidelines for developing a teaching portfolio.


Zubizarreta J The teaching portfolio for improvement and assessment of teaching performance
Peer observation of teaching (also: POT) is where two or more colleagues collaborate in observing each other’s teaching and then they provide feedback and suggestions for improvement [1]. This is also referred to as peer review or peer evaluation. These terms include assessment of teaching in all its forms, not only visiting the lesson. [2]

**Peer review for improved quality of teaching and learning [2]**
- Development of collegial conversations about teaching and learning
- Building of trust between colleagues
- Providing a system of mutual support for academic colleagues
- Identifying ongoing academic development needs of teachers
- Raising the profile of the scholarship of teaching and learning
- Dissemination of effective teaching practices and strategies
- Encouraging self-reflection on teaching and learning
- Developing individual teaching portfolios

Tool C-07b provides a template for a peer observation process.

### Part I: Pre-observation meeting

<table>
<thead>
<tr>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of observer:</td>
</tr>
<tr>
<td>Name of observed:</td>
</tr>
</tbody>
</table>

**Course content**

<table>
<thead>
<tr>
<th>Title, duration and level of the course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and characteristics of students:</td>
</tr>
<tr>
<td>Pattern of teaching (number and frequency of lectures/seminars/practical training/etc.):</td>
</tr>
</tbody>
</table>
A peer observation process consists of four parts [3]

- **Initiating the process**
  A teacher invites a colleague to sit in on a teaching session at a time convenient to both.

- **Pre-observation meeting**
  The colleagues discuss the purpose and structure of the teaching session. They agree on areas for comment and how to explain the observer's presence to the students. The person who is being observed 'owns' the process and should feel confident in proposing the ground-rules, criteria and method.

- **Observing the teaching session**
  A teaching session is not just a performance by a teacher, but also an educational event involving students as well. A pro-forma is helpful to provide a structure for observation notes.

- **Post-observation meeting**
  This meeting should be a conversation between colleagues, not the delivery of a judgment.

---

**Good practice in teaching identified through such review processes should be part of your portfolio!**

---

**References**


13.8 Learning Through a Placement

Tool-C-08-Placement-DIETS2.xls

Description
Student dietitians need to practise and perfect their abilities under supervision. This tool will help you to record and think about your daily tasks and your daily experiences during your practice placement.

Work-based placements or practice placements are related to the role that the dietitian will play in her/his own country. It is important to integrate theoretical learning into the complexity of workplace practice and to demonstrate competence in related work-based placements. [1]

Tool C-08 is for documenting and reflecting on a practical placement.

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Here please note</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>your main tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>special tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>new information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>new ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet search on medical guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>created MC questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>used citation software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>created graphs with excel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of this week: Part 2

Please try to find categories for your skills

- Knowledge of dietetics: I know where to find and how to interpret guidelines.
- Education skills: I know how to create MC questions.
- Research skills: I am able to work with a

Summary of this month

Please list categories with keywords

- Knowledge of dietetics: medical guidelines,
- Education skills: principles of MC
- Research skills:
For help in defining categories for your various tasks, have a look at the paper about dietetic competences and their performance indicators [2] and the European dietetic advanced competences [3]. By the way, Standard No. 10 of the “European Practice Placement Standards” [1] for Dietetics says:

"Students will be expected to demonstrate the use of reflection and its use in lifelong learning whilst on practice placement; the awarding institution (HEI) should prepare the students for this process adequately."

European Practice Placement Standards for Dietetics [1]
The quality of the learning experience in the practice placement should be of equal value to the learning the student experiences within the HEI. In order to achieve this goal, "European Practice Placement Standards for Dietetics" were developed. These standards should be established for all dietetic placements and work-based learning placements as good practice to ensure the quality of the learning experience while on placement. The 18 standards are arranged under seven headings:

1. Practice placement learning outcomes
2. Responsibilities for academic standards and quality
3. Responsibilities of the partners working together
4. Responsibilities and entitlements of students
5. Support for the practice placement partners
6. Staff development for all those teaching students
7. Monitoring and evaluation of the student experience

Recommendation!
Have a look at the "European Practice Placement Standards for Dietetics" [1] for detailed information about practical placement. The standards are also available in French, German, Greek, Romanian and Turkish.
Where do placements take place?

Dietitians in Europe work in many different environments that require dietetic expertise, including clinical practice, public health, administrative or food service and research and development. Consequently there are many possible settings for practice placement:

- Clinics, Hospitals
- Nursing homes
- Health centres
- Health, education and social care
- Health promotion
- Schools
- Food industry
- Catering
- Research institutions
- Scientific societies and associations
- The practices of freelance dietitians
- Other fields

References


[2] EFAD and DIETS (2009) *European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics*


Further Reading


European Commission *ERASMUS student mobility for placements*
http://ec.europa.eu/education/erasmus/placement_en.htm

Calendars

www.timeanddate.com/calendar/generate.html
www.kalenderpedia.de/dauerkalender-vorlagen.html
13.9 Work as a Practice Placement Teacher

This tool will help you to recall the most important information about your work as a dietetic practice placement teacher.

► See Chapter 13.2 for tools about reflection on informal learning (p 37).

Being a dietetic practice placement teacher is not only part of your work but it also supports your professional development: Teaching is one of the best ways to learn!

The challenge of helping students to develop the competences they need to be good professionals requires teachers to be up to date and to acquire new skills. Recalling information about the work as a placement teacher is not only necessary to be able to properly demonstrate your experience in the future, if needed, but it will also help you to reflect on your skills and so improve your personal and professional strengths.

Tool C-09 helps to record work as a dietetic practical placement teacher.

<table>
<thead>
<tr>
<th>1. HEI</th>
<th>2. Academic Tutor</th>
<th>3. Number of Students</th>
<th>4. Students (Family Name, First Name)</th>
<th>5. Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendation!

Have a look at the European Practice Placement Standards for Dietetics [1] for detailed information about practical placement. The standards are also available in French, German, Greek, Romanian and Turkish. The Pedagogic Standards for Dietetic Teachers will be available on the DIETS2 website at the end of 2013.

Reference


Further Reading

EUE-Net Guidelines for Practical Placements of Students.
13.10 Volunteer Work

Volunteering is defined as **work carried out voluntarily** and without remuneration for persons outside one's own household. Volunteers are able to acquire valuable skills and competences through their voluntary work – and should document learning outcomes and reflect on them. [1, 2]

### Why do people engage in volunteering?
- enjoyment and opportunity to help others
- opportunity to meet people and make friends
- opportunity to use skills and knowledge
- opportunity to share experiences
- opportunity to learn
- important for public welfare
- volunteering helps you to stay active
- volunteering expands personal horizons
- working for a good cause
- social recognition
- people may help me when I need help
- volunteering may help me in my job
- volunteering may help me to find paid work [3].

The **opportunity to learn** is only one of the motivations, but should be part of your career development. When you think about a volunteer opportunity, consider the following questions to help you find ways to give back while pursuing your professional development [4]:

- What are your personal and professional talents?
- What skills would you like to apply in new ways? Keep sharp?
- What skills or knowledge would you like to gain or learn from your volunteer experience?
- Are you interested in contributing skills related to your career? Or would you prefer to do something entirely different?
- Who do you want to work with, get to know, learn from?
- Are there particular roles, careers or organization types that you have wanted to explore?
Plan volunteer work

1. Questions to be asked when you start a volunteer work

- Do volunteer policies and procedures exist? Or a commitment to the role of volunteers?
- Does a description of your task as volunteer exist?

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>Month</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Start</td>
<td>End</td>
<td>Hours</td>
</tr>
<tr>
<td>Fri, 30\textsuperscript{th}</td>
<td>09:00</td>
<td>12:00</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References


European Youth Portal
http://europa.eu/youth

Youthpass for younger people:
Why Youthpass for European Voluntary Service?
Youthpass is the official proof of an active participation in a European Voluntary Service project. For example, young people can use it as a reference when they apply for a job or an educational course. But more importantly, a Youthpass identifies active participation in a project, mobility experience and emphasizes the ability of young people to learn from this intercultural experience and to develop personally and professionally.

Further Reading
World Volunteer Web.
www.worldvolunteerweb.org/resources/how-to-guides/volunteer/doc/benefits-of-volunteering.html

14 Tools for Evaluation

14.1 Managing Certificates of Attendance from Formal and Non-formal Learning

**Tool-D-01: Documenting Certificates-DIETS2.xls**

**Description**

This tool aims to help you to organise your certificates of attendance from formal and non-formal learning activities. You can also calculate the sum of lessons and/or ECTS, manage scans of the documents and add a short reflection.

► See Tool C-01 for detailed reflection (p 35).

How many conferences, meetings or seminars did you attended last year? Just one glance at your list and you know! A list of all formal and non-formal learning activities is essential. If applicable, these activities of further education should also be mentioned in the CV.

**Tool D-01 is a central document for recording all your certificates.**

<table>
<thead>
<tr>
<th>Start</th>
<th>Days (n)</th>
<th>Date</th>
<th>Topic</th>
<th>Duration (Units)</th>
<th>ECTS</th>
<th>Organizer / Place</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.01.13</td>
<td></td>
<td>31.01.2013</td>
<td>Gestational diabetes - moving from evidence-based guidelines to practical application</td>
<td>2</td>
<td>—</td>
<td>American Dietetic Association</td>
<td>OL</td>
</tr>
<tr>
<td>21.01.13</td>
<td>30</td>
<td>21.01.-03.05.2013</td>
<td>Nutrition Counselor of the German Nutrition Society (Ernährungsberater/DGE)</td>
<td>215</td>
<td>—</td>
<td>German Nutrition Society (DGE), Bonn, Germany</td>
<td>CC</td>
</tr>
<tr>
<td>26.10.12</td>
<td>2</td>
<td>26.-27.10.2012</td>
<td>6th Conference of the EFAD/DIETS Thematic Network “Lifelong learning for a secure nutrition future”</td>
<td>—</td>
<td>—</td>
<td>EFAD/DIETS, Portorož, Slovenia</td>
<td>M</td>
</tr>
<tr>
<td>20.04.12</td>
<td>2</td>
<td>20.-21.04.2012</td>
<td>54. Bundeskongress VDD</td>
<td>—</td>
<td>—</td>
<td>German Dietitian Association (VDD), Wolfsburg, Germany</td>
<td>C</td>
</tr>
<tr>
<td>26.10.11</td>
<td>4</td>
<td>26.-29.10.2011</td>
<td>11th FENS European Nutrition Conference</td>
<td>—</td>
<td>—</td>
<td>FENS - Federation of the European Nutrition Societies, Madrid, Spain</td>
<td>C</td>
</tr>
<tr>
<td>21.10.11</td>
<td>2</td>
<td>21.-22.10.2011</td>
<td>5th Conference of the EFAD/DIETS Thematic Network “Building a strong evidence-based approach to nutrition and dietetics”</td>
<td>—</td>
<td>—</td>
<td>EFAD/DIETS, Barcelona, Spain</td>
<td>M</td>
</tr>
</tbody>
</table>

Put the most up-to-date course on top of the list. In the last column (not visible) you have the possibility for a short reflection. In another sheet (not shown here) you can quantify your activities.
Managing certificates of attendance and other important documents
Have your papers in an organised, safe and secure place, eg file folder, pocket folders, paper portfolio, hanging file box.

To help organise your documents:

- Make digital copies of paper documents with a scanner and store them as pdf documents.
- Use a consistent method for naming your files and folders.
- When incorporating a date at the beginning of the filename, a structure like “2012-12-18” will help order the files.
- File names should be short and easy to understand.
- Back up your files regularly.

Find help on finding courses and conferences
DIETS2 DataBase of LLL courses
www.thematicnetworkdietetics.eu/everyone/3646/5/0/30

Find help on file organisation
Working Moms Organize your paper files.  6 questions to ask before you file it http://workingmoms.about.com/od/yourcareer/a/Organize-Your-Paper-Files.htm
14.2 Curriculum Vitae (CV)/Language Skills

<table>
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<tr>
<th>Description</th>
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</table>
| The CV is a way to market yourself!
Two different templates of a CV are presented. Tool D-02a is more detailed; Tool D-02b just contains the most important headlines. |
| Find more examples of CVs in [1] and [2]. |

A CV is a longer (two or more pages) and more detailed synopsis than a résumé (usually limited to one page). It includes a summary of the educational and academic background, as well as teaching and research experience, publications, presentations, awards, honours, affiliations, and other details [1]. The CV helps to present skills and qualifications effectively and clearly. There is not one standard format. In each discipline and country, there are different requirements. A good CV is one that emphasizes the points that are considered to be most important in your discipline, conforms to standard conventions [3] and should show your personality.

How to write a good CV? With STAR! [4]

- **S** for simple: Information in a concise way, not too many adjectives.
- **T** for True (with a twist: that means truthful but as positively as possible!)
- **A** for Action-oriented: What do you DO at your job – what is your actual experience?
- **R** for Results: What results for your former employer(s) have you achieved?

Recommendation!

Your CV must be up-to-date and show your competences. Its content should vary according to the job you are seeking. The style might change depending on the stage of your career. The Europass CV [see next page], available in different languages, is an excellent option for students, for more experienced dietitians an individual CV might be more appropriate.

References

[3] Purdue Online Writing Lab Writing the Curriculum Vitae http://owl.english.purdue.edu/owl/resource/641/01/

Further Reading

Europass

You can create your CV online using tutorials or download the template, examples and instructions. It's available in 26 languages.

Links

Europass CV Creator

Europass CV Templates and instructions

Europass CV Examples

Example of this page
Language skills

“English is the language for science.”

The Language Passport is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.

Europass Language Passport
Part of the European Language Portfolio developed by the Council of Europe

© Council of Europe: Common European Framework of Reference for Languages (CEF)

Links

Recommendation!
Have a working knowledge of English in order to update yourself with the professions’ body of knowledge!
English is necessary for reading scientific articles, attending international conferences or working in international teams, eg in Work Packages of DIETS2.
14.3 Own Publications

You need to keep an up-to-date list of your publications. It is an important part of your application documents.

Tool D-03 supports reflection on own publications.

Some of the categories in the Excel sheet:
- Peer reviewed?
- Language
- Number of words/characters (with blanks)
- Reflection: Learning "What have you learned through your activity?"
- Reflection: Goals "How does it fit to your goals?"
- Feedback on article "Contacts: Personal/in the journal"

How to cite?
Styles and forms used to cite sources are not yet standardised. Some of the most widely used styles of citation are listed in [1]; one example of author guidelines with information on reference style is given in [2].

Recommendation!

Citation style: Use the style your instructor, your institution, or your collaborators use. Whatever style you choose, accuracy, clarity and consistency are the most important factors when citing information sources.

If you write for a journal, the author guidelines are obligatory.

References
14.4 Professional Memberships, Affiliations

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>With this tool you can record memberships and affiliations, the date of entry (and termination), your duties and responsibilities and what you learned from this experience.</td>
</tr>
</tbody>
</table>

**Benefits of a membership**
As an active member of organisations such as your National Dietetic Association (NDA) or scientific organisations you can benefit from shared experiences and have the opportunity to undertake different tasks.

**Other possible benefits**
- Showing your commitment to your profession
- Providing close professional linkages
- Access to journals, publications, newsletters, private member forum
- Information about/opportunity to attend conferences, courses, seminars
- Access to employment opportunities
- Access to fellow memberships or awards (see next page)
- Be active in professional interest groups/working groups
- Professional networking
- **In summary: A lot to learn!**

**Further Reading**
European Federation of the Associations of Dietitians (EFAD)
www.efad.org/everyone
14.5 Scholarships and Awards

There are a lot of institutions that give grants to assist you in lifelong learning activities, to continue your studies (2\textsuperscript{nd} and 3\textsuperscript{rd} cycle), to gain international experience or to participate in research.

The European Council, national governments, HEIs, private health foundations, scientific societies etc publish their scholarships regularly in the web, in scientific and professional publications and in governmental bulletins. Some of them are focused on work and studies about a specific subject, while others are more general. Look for the one that fits your expectations best. The same institutions give prizes and awards to the best academic records, work or research projects, entrepreneurship, ideas etc. Some NDAs also offer awards.

Recommendation!
Talk to your university, to your NDA or other institutions to find out more about the specific scholarships and awards in your country and in Europe (also see LLP in the Link List).
On the EFAD homepage you find the address of each NDA in Europe: Click on the flag.

Be proud of what you do and apply for scholarships or awards!
Whether you finally receive the grant / the award or not, recall and keep all information you used in the application as well as the reply documents from the awarding institution, it can be a good help for next time.
Don’t give up!

Further reading
European Commission European awards for lifelong learning
http://ec.europa.eu/education/llp/european-awards_en.htm
European Commission Lifelong Learning Programme (LLP) Guide 2013 Part I: General provisions
European Federation of the Associations of Dietitians (EFAD)
www.efad.org/everyone
DEFINITIONS

- **Competence**
  A consistent display of knowledge, skill, attitude, based on actual performance.
  *The Employment Studies Institute (esi): Definition of Competency.*
  [http://youremployment.biz/competency/#sthash.5wn5mQai.dpuf](http://youremployment.biz/competency/#sthash.5wn5mQai.dpuf)
  A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.
  *Business Dictionary.*
  [www.businessdictionary.com/definition/competence.html#ixzz2bVAC1uPH](http://www.businessdictionary.com/definition/competence.html#ixzz2bVAC1uPH)

- **CPD = Continuing Professional Development**
  CPD is the process by which professionals update, maintain and enhance their knowledge, skills and expertise in order to ensure their continuing competence to practise. The process is systematic and ongoing.
  [www.indi.ie/docs/1544_European_Practice_Placement_Standards_for_Dietetics.pdf](http://www.indi.ie/docs/1544_European_Practice_Placement_Standards_for_Dietetics.pdf)
  CPD is the way professionals continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to work safely, legally and effectively.
  *Health and Care Professions Council (HCPC).*
  [www.hcpc-uk.org/registrants/cpd/](http://www.hcpc-uk.org/registrants/cpd/)
  **CPD activity** can take place as work based learning, professional activity, formal / educational activities, and self-directed learning.
  *Health and Care Professions Council (HCPC).*
  [www.hcpc-uk.org/registrants/cpd/activities/](http://www.hcpc-uk.org/registrants/cpd/activities/)
  **CPD evidence examples** can include things you may have produced and materials demonstrating reflection and evaluation of learning and practice.
  *Health and Care Professions Council (HCPC).*
  [www.hcpc-uk.org/registrants/cpd/evidence/](http://www.hcpc-uk.org/registrants/cpd/evidence/)

- **Dietitian**
  A dietitian is a person with a qualification in Nutrition and Dietetics recognized by national authority(s). The dietitian applies the science of nutrition to the feeding and education of groups of people and individuals in health and disease. The scope of dietetic practice is such that dietitians may work in a variety of settings and have a variety of work functions.
  *EFAD.*
  [www.efad.org/everyone/1273/5/0/32](http://www.efad.org/everyone/1273/5/0/32)

- **DIETS**
  DIETS is the acronym for the Thematic Network ‘Dietitians Improving the Education and Training Standards’ (October 2006 to September 2009).

**Aims of DIETS**

1. Describe all areas of dietetic practice, education and training throughout Europe and develop the utilisation of ECTS (European Credit Transfer and Accumulation System)
2. Develop quality indicators, in particular in practice education
3. Improve communications between educators and dietetic practitioners about practice competencies through the development of a dedicated website and associated databases
4. Facilitate sharing of knowledge and disseminate research findings concerning practice education competencies
5. Develop the role of the dietitian in the promotion of nutritional health through embedding lifelong learning competencies in first cycle degrees
6. Develop and promote education courses for dietitians and to publicise best practice
7. Contribute to the research capacity and capability of dietitians

The European Federation of the Associations of Dietitians (EFAD).
www.efad.org/EFADEducation/1110/5/0/42

DIETS2
The Thematic Network ‘Dietitians ensuring education, teaching and professional quality’ was an EU Socrates funded 3-year project (October 2010 to September 2013) spread over 31 countries. EFAD was a prime partner representing some 30,000 dietitians across Europe.

Aims of DIETS2
1. Create dietetic specific 2nd and 3rd cycle competence statements and encourage increased offer at postgraduate level
2. Improve the educational/pedagogic quality and the diversity of dietetic practice placements
3. Increase the understanding of dietitians of Lifelong Learning (LLL) and encourage greater engagement thereby enhancing competence of dietitians
4. Increase the use and application of Information & Communication Technologies (ICT) in education by dietitians
5. Embed enquiry-based approach to learning at 1st cycle degree
6. Share innovations, inform other networks and contribute to improved healthcare in Europe

DIETS2 website: www.thematicnetworkdietetics.eu/everyone

EFAD
European Federation of the Associations of Dietitians
EFAD was established in 1978 in Copenhagen, Denmark.

The aims of EFAD are to:
– Promote the development of the dietetic profession
– Develop dietetics on a scientific and professional level in the common interest of the member associations
– Facilitate communication between national dietetic associations and other organisations – professional, educational, and governmental
– Encourage a better nutrition situation for the population of the member countries of Europe
– Membership of the Federation is open all National Associations of Dietitians from member states of Europe

EFAD currently has 31 member associations, representing over 30,000 dietitians in 25 European countries. The General Meeting is made up of delegates from each of the Member Associations. The Federation is directed and represented by an Executive Committee. The Honorary President and the Member Associations of the Executive Committee are elected at the General Meeting. EFAD has links with other organisations in the field of nutrition and dietetics and with other professionals.

EFAD website: www.efad.org
ECTS

European Credit Transfer System
ECTS is the credit system for higher education used in all countries engaged in the Bologna Process. ECTS credits measure the workload. The workload is the time students typically need to complete all learning activities – lectures, seminars, projects, practical work, self-study and examinations – in order to achieve expected learning outcomes.

1 ECTS credit corresponds to 25-30 hours of work.
A full-time student needs to complete 60 ECTS per academic year.
1 year at university = 1500-1800 hours of work

Basic information about ECTS:

Evidence-based dietetics practice
Evidence-based dietetics practice is about asking questions, systematically finding research evidence, and assessing the validity, applicability and importance of that evidence. This evidence-based information is then combined with the dietitian's expertise and judgment and the client’s or community’s unique values and circumstances to guide decision-making in dietetics.

Further Education
Further education means ‘courses of study for adults’.
(Merriam Webster Lerner's dictionary. www.learnersdictionary.com/search/further%20education)

Learning: Formal, non-formal and informal
Formal learning takes place in education and training institutions and leads to recognised diplomas and qualifications.

Non-formal learning takes place alongside the mainstream systems of education training and does not typically lead to formalised certification. It may be provided in the workplace and through the activities of civil society organisations and groups and can also be provided through organisations or services that have been set up to complement formal systems.

Informal learning is a natural accompaniment to everyday life not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.

Informal learning, which derives from experience of day to day practice both in and out of the workplace, is also referred to as: situated or experiential or incidental or unplanned learning.
**Lifelong Learning (LLL)**
There are quite a few different definitions of Lifelong Learning. Three examples are presented.

**LLL**
is the lifelong, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons.
*European Commission Eurostat.*

**LLL**
is all forms of learning undertaken by adults after having left initial education and training.
*Commission of the European Communities (2006): Adult learning: It is never too late to learn.*

**LLL**
is all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.

**Portfolio**
Portfolios, in education and personal or professional development, are collections of documents and other objects that can be shown as evidence to support claims people make about what they know, what they have achieved, and what they can do.
www.jisc.ac.uk/whatwedo/programmes/edistributed/myworld.aspx

A portfolio is a personal record of all CPD activities: a collection of documents and other objects that can be used to demonstrate learning and development. It can also be used to identify knowledge and skills in your field and as a tool to plan future learning. A portfolio can be paper based and/or electronic.

**Peer**
One that is of equal standing with another / One belonging to the same societal group especially based on age, grade, or status.
*Merriam Webster Lerner’s dictionary. www.merriam-webster.com/dictionary/peer*

**Toolkit**
A toolkit basically means a set of tools designed to be used together or for a particular purpose.

With respect to learning, a toolkit is a set of tools (eg documents) to assist professionals in developing their individual continuing professional development (CPD) portfolio.

**Tools**
A tool is an item or implement used for a specific purpose. A tool can be a physical object such as mechanical tools including saws and hammers or a technical object such as a web authoring tool or software program. Furthermore, a concept can also be considered a tool.
*BusinessDictionary. www.businessdictionary.com/definition/tool.html#ixzz2Sv37Fpam*

With respect to learning, tools can be documents (like templates or checklists or a collection of questions), methods, and software programs.
**LINK LIST**

**DIETS2 deliverables supporting LLL**

All deliverables can be found on: www.thematicnetworkdietetics.eu/everyone/3841/5/0/30

**Examples**

- Database with formal and non-formal courses. www.thematicnetworkdietetics.eu/apps/dietscoursesnew/index.php
- Webinars about the use of ECTS, the DIETS2 e-guide, dissemination and overview of DIETS2 deliverables, reflective learning. www.thematicnetworkdietetics.eu/everyone/3820/5/0/30
- E-courses on teaching enquiry. www.thematicnetworkdietetics.eu/everyone/3857/7/0/30

**Glossaries on education and training policy**


**Validation of learning**


**European Commission**

Education and training: general framework

Education and training play a key role in transforming the European Union (EU) into a world-leading knowledge-based society and economy. Since the adoption of the Lisbon Strategy in 2000, political cooperation in education and training has been strengthened – first by the “Education and Training 2010” work programme, followed-up by the strategic framework for European cooperation in education and training “ET 2020”. This cooperation has led to the formulation of common targets and initiatives that encompass all types of education and training and all stages in lifelong learning. They are supported by a number of funding programmes, such as the Lifelong Learning Programme 2007-13 and Erasmus Mundus 2009-13. Furthermore, a number of networks and agencies support action in education and training, namely the Audiovisual, Education and Culture Executive Agency and the European Institute of Innovation and Technology. http://europa.eu/legislation_summaries/education_training_youth/general_framework/index_en.htm

**The Education, Audiovisual and Culture Executive Agency (EACEA)**

EACEA is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual. http://eacea.ec.europa.eu/about/about_eacea_en.php
**Lifelong Learning Programme (LLP)**
The Lifelong Learning Programme (LLP) is the successor to the Socrates, Leonardo da Vinci and ICT/Open & Distance Learning (2000–2006). It supports learning opportunities from childhood to old age in every single life situation through different programmes:

![Diagram showing sectoral programmes and transversal programme activities]

- **COMENIUS** Schools
- **ERASMUS** Higher Education
- **LEONARDO DA VINCI** Vocational Training
- **GRUNDTVIG** Adult Learning

**Transversal Programme**
- **Key Activity 1** Policy Cooperation & Innovation in LLL
- **Key Activity 2** Languages
- **Key Activity 3** Development of ICT-Based Content
- **Key Activity 4** Dissemination and Exploitation of Results


**Erasmus**
Erasmus is the EU's flagship education and training programme in the field of higher education. The Erasmus programme not only supports mobility (for students, professors, or other higher education staff/enterprises wishing to study, teach and work abroad), but also provides co-funding to HEIs working together through transnational cooperation projects.

Individual grants and scholarships are managed by the National Agencies, while Erasmus centralised actions designed to support cooperation projects are managed by the EACEA. [http://eacea.ec.europa.eu/llp/erasmus/erasmus_en.php](http://eacea.ec.europa.eu/llp/erasmus/erasmus_en.php)

**Grundtvig – Adult Learning**
Launched in 2000 and now part of the overarching Lifelong Learning Programme, Grundtvig aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable.

It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres. [http://eacea.ec.europa.eu/llp/grundtvig/grundtvig_en.php](http://eacea.ec.europa.eu/llp/grundtvig/grundtvig_en.php)

**Mobility and Lifelong Learning Instruments**
There are several related initiatives to help make qualifications, experiences and skills better appreciated and easier to recognise throughout the EU. The aim is to give greater access to learning or employment opportunities in different countries and encourage greater mobility – for individuals, businesses and other organisations. [http://ec.europa.eu/education/lifelong-learning-policy/mobility_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/mobility_en.htm)
FOR YOUR IDEAS