Work package 3: Lifelong Learning for Dietitians in Europe

Final Report:
Draft „toolkit“ to record LLL (Del 3.4)
Consultation on the „toolkit“ (Del 3.5)
Guide access LLL and recording the evidence  (Del 3.7)

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Appendix 3 A shortened version of the Guide to Lifelong Learning in French

Appendix 4 A shortened version of The Lifelong Learning tools in English and translated into French and Spanish
1.0 Summary

The European Academic and Practitioner Standards for Dietetics (EDBS) were adopted by The European Federation of the Associations of Dietitians (EFAD) in 2005 to provide guidance to Higher Education (and others) on the work of the dietitian in Europe and the expected education and learning outcomes. In the DIETS1 Network European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of dietetics was developed and unanimously adopted by the EFAD General Meeting, September 2009. This Competence Framework provides for the minimum level or baseline of knowledge, skills, understanding and competence of a dietitian at the point of qualification in Europe.

However dietitians, as all other health professionals, need to remain competent and to engage in Lifelong Learning (LLL) if they are to remain safe and evidence based practitioners of the 21st century. In Europe few dietitians are required by their national authorities to demonstrate this maintenance of competence on a regular basis. The DIETS2 Network seeks, through its activities, to provide the necessary guidance and practical tools for European dietitians to engage in LLL. This final report provides information and guidance for Lifelong Learning.

DIETS Network Coordinator
December 2013.

Erasmus networks are designed to promote European co-operation and innovation in specific thematic areas of particular importance to higher education in a European context. In this way, they contribute to enhancing quality, defining and developing a European dimension within a given academic discipline, study area, or furthering innovation and good practice on other aspects of higher education development. This is achieved by means of co-operation within the network between higher education institutions, university faculties and departments. Co-operation should also involve academic and other associations, learned societies, enterprises, and professional bodies, other partners of socio-economic importance in the public or private sector and, where appropriate, student organisations. All networks should bring together an appropriate range of relevant stakeholders concerned. Co-operation within networks is expected to lead to outcomes which will have a lasting and widespread impact on higher education institutions across Europe in the field concerned.
2.0 Background
The special aim of WP3 LLL for Dietitians in Europe was to (1)
“encourage and inform dietitians in Europe how to develop their portfolios demonstrating Lifelong Learning through participation in higher education courses/ modules and programmes.”

Our objective was to develop a prototype toolkit (portfolio) for information and collection of LLL for dietitians and to promote the understanding of ECTS and use in LLL with particular respect to career development or “portfolio careers”. This report is about the steps in the development from a draft “toolkit” (DEL 3.4), through a Consultation/Review of the “toolkit” to the development of a Guide including this “toolkit”. Though the second task was also worked on by DEL 3.3 with webinars about ECTS (European Credit Transfer System) we mention it in this report because a crucial step to receiving ECTS for learning outside Higher Education Institutions (HEIs) is the documentation of learning processes and their outcomes.
3.0 Draft “toolkit” (Del 3.4)

3.1 What is a toolkit?

A toolkit is a set of tools and tools are items used for specific purpose. Tools can be physical objects such as mechanical tools including hammers and saws or a technical tool like a software programme. In the context of learning tools can be documents (like templates, checklists, collection of questions), methods or programmes.

3.2 Sources of ideas

According to the demands of the bid a call was made to all members of the network to ask about information/models to record LLL [2]. In the definition of LLL in the EU memorandum there are 3 categories of learning mentioned [3]:

- Formal
- Non-formal
- Informal

Formal learning still dominates policy making in most European countries (positive exceptions are Ireland and GB), influences the way education and training are provided and also people’s understanding of which kind of learning counts. WP3 tried to find ways to provide evidence of non-formal and informal learning as well. Due to a lack of response to the call from the network, WP3 needed to find other sources of information.

One source of initial ideas came through brainstorming sessions during two workshops at the 6th Conference in Portorož, Slovenia, on 26th-27th October 2012. These identified a huge variety of situations in the field of professional development. While some attendees reported on their struggle to get a professional education and acceptance as a dietitian because they don't have any structure in their further education, attendees for example from Great Britain explained that their National Dietetic Association and the National Health Service (the biggest UK employer of dietitians in the UK) demand professional development and offer structured material for the documentation of it. The discussion highlighted the necessity of documentation material in most European countries [4].

To create the different tools, websites of National Dietetic Associations (NDAs) were visited in order to find existing tools. Websites of the NDA of Great Britain, the USA, Ireland, the Netherlands, Austria and Germany were evaluated. In addition, a thorough internet search was conducted (search terms: tools / toolkit / lifelong learning / continuous professional development (CPD) / dietitian / health professions / doc / xls / pdf / “the respective tool”). Descriptions and explanations about the different topics were found but hardly any ready-to-use tools (= documents). Tools were developed by using the information in the internet and by discussing ideas in WP 3 and working together on documents (December 2012 – May 2103).

Another source of ideas was the book “Creating your Career Portfolio – At-a-Glance Guide for Dietitians” (2005) which is the older version of the online guide of the American Dietetic Association. Together with the ideas discussed virtually (using GoToMeeting online conferences) by members of the work package who partly work in institutions that offer
professional development courses/seminars and workshops, these ideas were transported into 15 chapters of a wiki (see Figure 1).

![Figure 1: Chapters of the Wiki, where the Toolkit was presented in the first instance (Wiki was opened to the public in May 2013)](image)

**3.3 Innovative use of ICT for the development of the draft toolkit**

WP 3 decided to use a wiki as a tool of development. A wiki is a website that allows anyone to add, delete or revise by using a web browser [5]. Our idea was to enable all WP members to visit the chapters and work on them anytime with the latest version of each document. Sending emails with the texts or tools were not necessary this way. In practice, tools were sent by email with concrete questions and invitations to work on them. Six WP 3 members (from Germany, Spain, Switzerland, the Netherlands and Great Britain) were actively involved in this process.

The chapters in the wiki followed the structure “Short description of the topic – Tool with downloads option – Detailed information about the tool / the topic – Literature” (Figure 2). In this stage it was helpful for the wiki authors themselves to explain the necessity of a topic / tool first.
3.4 Main Targets of the toolkit  During the process of structuring the information we thought about the main needs of the target group. Accordingly we agreed the following priorities:
- practical, only necessary theory with focus on helping tools (pdf, excel or word documents)
- Quick and easy to use
- further information with links
- further help by examples in the tools
- inviting illustrations to motivate reader to start working with tools

References
[1] Application Form for Call EAC 41/09 ERASMUS NETWORK, p.321
4.0 Consultation on the toolkit (Del 3.5)

4.1 Objectives
The draft „toolkit“ was circulated to National Dietetic Associations, HEIs and dietitians for systematic review/consultation according to the bid.

4.2 Methodology

As the time available for the consultation was short and due to a high number of questionnaires and calls in the final year of DIETS2 and consequently low feedback rates, WP3 decided to use several channels for the consultation of the toolkit

4.2.1 Workshop with German Dietitians during annual Congress of German Dietitians Association
4.2.2 Workshop with Austrian Students
4.2.3 Questionnaire via email to all DIETS2 Partners (NDAs/HEIs)
4.2.4 Feedback from external evaluators
4.2.5 Internal Consultation via GTM

4.2.1 Workshop with dietitians during annual Congress of German Dietitians Association
The workshop with dietitians during the annual congress in Wolfsburg April 2013 had around 40 participants, most of them dietitians, one third undertaking vocational training, two thirds working. About one third had a certificate necessary for nutritional counselling in primary health care; accordingly they have to give evidence for their professional development every 3 year. After a brief introductory presentation was given about different definitions (i.e. portfolio; continuous professional development (CPD); formal, non-formal and informal learning) a few examples of tools for documenting lifelong learning (LLL) were shown. Then the following tools of WP3 where presented in detail and participants were asked to discuss in groups of two or three their utility and possible potential for improvement:

1. **Documentation of formal and informal learning (courses/seminars):**
   A tool to help organize attendance certificates from formal and non-formal learning and to list all congresses and seminars someone has attended.

2. **Reflection on professional experience:**
   Reflecting on formal and non-formal learning as well as on informal learning situations helps to get a better understanding and makes visible what kind of progress someone has made.

3. **Self-directed learning (literature and media):**
   This tool will help organizing and reflecting self-directed learning such as reading peer-reviewed articles or books or carrying out an online research on a certain topic.

4. **Own publications:**
   This tool will help beginners to organize and reflect upon their own publications.
5. **Research activities:**
This tool will help beginners to record research activities and document new skills in different fields like literature search and review, research methods, statistics, writing a paper etc.

6. **Professional membership and affiliation:**
This tool helps to show how one can benefit with respect to LLL through membership of organizations such as a national dietetic association (NDA) or a scientific organization.

**The following questions were discussed / ideas brainstormed.**

- Tool “Documentation of formal and informal learning”:
  In a column for a short reflection not only one’s own reflection can be recorded, but also the benefit for the whole organization. ECTS and “points” (according to the duration of face-to-face lessons) should be recorded separately.
- Tool “Reflection on professional experience”:
  Should only the present situation be considered? How important is the assessment of situations or is just describing sufficient?
- Tool “Own publications”:
  The author should record the names of people contacting him because of his publication.
- How can a crucial experience be considered?
- How helpful could a learning diary be?
- What technical help can be used for quicker/more convenient documentation?
  Smartphone, Cloud, …
- How can a team profit from the tools?
- In Germany, attendance certificates have to be submitted to different institutions in order to maintain a special certificate necessary for nutritional counselling in primary health care. The question arose whether tools could help to simplify the submission process.
- Is there something like “too much documentation”?
- What benefits does peer group supervision have?

**Conclusion of the workshop**

- The participants were very interested in learning more about the tools and what they are good for. They said they need more time to think about the questions on which tools could be helpful for them.
- The workshop was a good instrument to get a first impression about what dietitians think about the toolkit for LLL. For a more thorough review it is necessary to give them the opportunity to try out the tools themselves.
- The tools have to be translated into German otherwise they won't find access into the daily routine of the dietitians.

**4.2.2 Workshop with Austrian Students (Vienna, University of Applied Science)**
48 undergraduate students (dietetic) attended this 1, 5 day workshop at the 10th/11th of June 2013 using just copies of the wiki, not working online.

**Points of discussion:**
Is there any policy, any help on how to use the tools, any introduction to the topic and the explanation of why LLL is very important?

How can interested people get the tools? How can we ensure that they reach them even if the DIETS2 Homepage changes after the end of the project.

A print version from the wiki is no good.

**Conclusion for the students workshop**

- The tools need an introduction with definitions of terms, reasons for the importance of LLL and its documentation.
- The toolkit also needs some sort of user manual.
- A printed version must have a CD with the tools ready to use and cannot be just a print of the online-version.
- The links have to be tested and updated.

**4.2.3 Questionnaire to all DIETS2 Partners**

WP3 realized that to get detailed feedback on the tools, the target group needed the chance to work with the tools themselves. We developed a Googledocs-questionnaire [1] and offered the partners the option to view and work with a pdf-version of the toolkit or to enter the wiki itself.

The questionnaire was divided into three parts: 1) EFAD/DIETS member, education, job; 2) Feedback on each tool separately and on toolkit; 3) own experiences and activities in planning and documentation of LLL.

This questionnaire was sent together with a brief introduction via email to 107 DIETS2 partners. It was also sent from WP3 members to 450 Nutrition Counsellors certified by the German Nutrition Society (a partner of DIETS 2 and involved in WP3) who are listed in the internet and work mostly as freelance dietitians/nutritionists (part time and full time).

The questionnaire was sent out 26th of May 2013 and last feedback arrived on 1st of July 2013.

**4.2.3.1 Participants in survey**

26 people answered (21 with date, 5 without), all of whom were DIETS or EFAD members, colleagues from Hungary (5), Switzerland (2), Republic of Macedonia, Netherlands, Germany (2), United Kingdom (2), Spain (3), Sweden, France (2) and Lithuania (2), others unknown.

The question concerning the current engagement/job shows, that a high percentage (48%, 12) were teachers/tutors/mentors, the proportion of clinical dietitians (12%, 3) and administrative dietitians (0%) was low (Figure 3).

2. Your current engagement/job?
Figure 3: Answers concerning current engagement/job from 26 participants

This refers to the subgroup of dietitians working for EFAD or DIETS and does not represent the workplaces of dietitians in average (see report WP2).

80% of the responders had worked more than 10 years since their graduation, 50% for more than 15 years. 20% of the participants had been working for between 0 and 5 years after graduation, none between 5 and 10 years.

4.2.3.2 Feedback to the tools
Before giving a feedback to each tool we asked if the tool was opened to make sure people have seen the tool that they evaluate. Starting with 81% of viewers for the first tool, the percentage dropped during the questionnaire depending on the length of the questionnaire and the target of the tool (volunteer-worksheet lowest rate 54%). The question „How useful is the tool“ gave the options „not helpful at all“, „provides a little bit of help“, „provides some ideas, could be useful in some circumstances“, „provides very good help, a useful tool“ and „provides excellent help, a very useful tool“. In all tools the rating was in majority between „provides some help“ and „provides excellent help.

Tool 1-0: How useful is this tool?
Not helpful at all 0 0%
Provides a little bit of help 1 4%
Provides some ideas, could be useful in some circumstances 7 27%
Provides very good help, a useful tool 4 15%
Provides excellent help, a very useful tool 8 31%

Figure 4: Feedback of participants on the example of Tool 1-0 /Mission statement

More informative for the improvement of the tools were the answers to the questions: „What would you like?“ and “What should be improved?“

Tool 1-0: What do you like? What should be improved?
• it should be more precise
• Some statements are not related to the professional work of a Dietitian
• step 3 is a little over the top, should make it core to work position
• No improvements necessary
• The use of examples
• It is a very good start
• great tool to do an introspection on our practice and personal skills
This is complete and detailed.

It is important to describe our own statement from time to time.

Feedback of participants on the example of Tool 1-0: Ideas of improvement

**Main points of the feedback to the tools**

- some tools are known already (especially teachers)
- use of examples and/or explanation sheet helps
- samples and statements should be related to the work of a Dietitian
- tools like the CV are available on the internet and it is up to you what you use
- tools might vary from one country to another
- not all tools are necessary for everybody and for every stage of career
- not all of the tools are exclusively useful for dietitians but they might be useful for other aspects of life as well
- tools must be adoptable to own needs (add possibilities to the SWAT analysis for example)
- tools should be adopted to national needs
- Self-assessment-tool is very complex, needs examples
- the technical work with the tools must be easy (easy access, open without problems)
- tools should not be too long, little effort, as paperwork takes too much time and is one omission to work with
- tools need to be encouraging to reach targets
- some tools are helpful for daily use, some just for yearly reviews

The general feedback to the toolkit under 4.1 of the questionnaire showed on the one side that the responders realized the size of the work done on the other side that the tool must be kept simple, practical and should guide dietitians through the process.

Is there anything else you would like to tell us about the toolkit?

- it should be more simple, practical, maybe with some suggestions for the next step
- It is nice to have everything together in this toolkit, even half of the tools are general tools.
- "I am not keen on the purple colour used.
- The amount of text is, in my opinion just right and the links are helpful.
- The list of definitions is not in alphabetical order and therefore not reader-friendly. This should be corrected."
- "Dear Developers, you did a great job. But I think you did a bit too much... or let's put in this way: The tools I've checked are very good but you produced 20 tools/documents which have to be downloaded and saved etc. so the handling of the tool is a bit complicated and that make them not easy to use. It would be better to have these tools in a separate programme, where all documents could be saved..."
- More links to local information, or somewhere for individuals/national bodies to adapt for use in their home country
- "Congratulations for the job! I'm sure that will be helpful for the advancement of our profession. Some comments: * Open links in separate windows.* very good recommendation to download the survey and take notes while doing the test.* identify excel cells containing notes, or include a new worksheet with help.* include in the introduction a comment similar to that performed in the tool 4, referring to the time
commitment required.* may be helpful raise a list of questions and answers in the introduction."

♦ A condensed version of this toolkit could be useful. However, the total kit is too much. I do not think anyone have time to manage all parts.
♦ Impressed by all the work done! Thank you so much
♦ LESS TEXT WOULD BE MORE APROPIATE IN ORDER TO SIMPLIFY WORK.
♦ very good and helpful work, as far as I have checked

Responses to 4.1 on the questionnaire: Is there anything else you would like to tell us about the toolkit?

A few interesting ideas like
- working abroad
- working towards a higher degree
- enterprise and innovation
- how to get money for LLL/CLP, conferences etc

Arose under the question about missing tools and some could be included into the Guide for LLL (DEL 3.7).

4.2.3.3 Own experiences and activities in planning and documentation of LLL

Asked about their own experiences with documentation of LLL activities, all participants collected evidence of formal learning, either with folder for paper documents (21%), electronically as scan (47%), paper based Portfolios (53%) or e-portfolio (16%). 63% of the participant didn’t record learning experiences from formal learning, 27% recorded their learning experiences via portfolio (learning) journal, portfolio containing certificates, abstracts, books, notes etc. or use learning journals for records. Some of the participants have to record to meet the requirements of accreditation or quality register.

Learning experiences from non-formal learning were not recorded by 53% of the participants, 5% use folder for paper documents, 11% Electronically as scan, 26% portfolio folder (paper based) and 5% E-Portfolio (software or web space).

Out of 26 participants 2 have recorded informal learning for example by a reflective log mainly while working on to obtain a PhD. 17 answered that they had not recorded informal learning yet.
While 44% of the participants assess knowledge and skills and evaluate and refocus, 22% answered that they do not plan learning activities. 17% create a learning plan and put the plan into action. Reflection was mentioned from 28% and setting goals from 33%.
Additional help concerning planning and recording LLL activities:

- It would be nice to have a European computer program to record all activities and have also all education certified, especially international congresses.
- Reminders, via an e-diary. A critical friend to share ideas and act as a peer to review them as part of a network.

The whole evaluation of the questionnaire can be seen under DEL 3.5.10 http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0

4.2.3.4 Reasons for low response rate
The response rate was below 5%; just 26 people sent their feedback. Presumably due to following reasons:

- point in time: The questionnaire reached the DIETS-Partners in the 3rd year of the project, when they had answered lots of questionnaires already and several from other Work packages just at the same time. Tiredness could be one reason.
- length/ work intensity: The questionnaire itself was about 16 pages long and asked the responder to open, view and at the best to work with the tools, which is very time intensive

4.2.4 External Evaluator
For further review from experts outside DIETS2, WP3 asked a nutritionist and a dietitian to give them some feedback on the draft toolkit [3, 4]. Both stated the toolkit as very complex and rich in ideas. One external evaluator specified that the toolkit seemed to be very helpful for the permanent reflection of the own person (own attitudes, personal details, facts and results from learning-processes as well as changes on the job). In her eyes the materials could be either used to prepare an application for a new job or to accompany professional development. The fact that all tools and the explanations are in English was regarded as a barrier to use. Even a brief translation with an automatic translation program (such as „Bing“) was felt to be insufficient, at least to a great number of not native speakers. The recommendation to overcome the language barrier was to translate tools and their explanations into the national language (in the case of the external evaluator in German) and to adapt the links as well. With regard to the dissemination to the national dietitians the following ideas were mentioned:
the use of materials with samples could simplify self-regulated learning-processes
- to implement the materials to existing curricula of courses/seminars
- to introduce them during annual congresses of NDAs
- especially to seminars/workshops for entrepreneurs
- through the teachers/tutors into the education of dietitians

With the implementation of the tools during the first degree students have the chance to discuss and edit tools and might use them from the beginning to develop their professional competences.

4.2.5 Internal review
Through further internet research, discussions with colleagues, students in practical placements and members of other Work packages new ideas about tools arose or tools where optimized.

4.3 Conclusion
In the various forms of the review the evaluators gave feedback concerning similar areas. **Complexity of toolkit and tools themselves:** Lots of comments were received about the complexity of the toolkit. While the various tools are a reflection of the areas dietitians work in the user of the guide must be able to see them as an opportunity, not a duty, and to be able to use all of them at each stage of their career. The benefits of each tool must be obvious and a guide must help to the next steps. To fill in the documents must be as easy and quick as possible, tools must be flexible and adaptable to personal needs. Examples are mentioned in the tools several times and seem to help especially with complex tools like the self-assessment tool.

**National adoption versus international or EU-wide standardization:** Translation of the tools and adoption to national needs is an important topic as some tools, such as the CV, vary from country to country and the use of the tools on a daily basis requires translation into the mother tongue of its user. However European standardization, for example in awards, is asked for as well.

**Technical aspects:** Working links, easy access to the tools and vision apps are mentioned by reviewers.
During the process of the development of the „Guide to Lifelong Learning for Dietitians in Europe“ WP3 tried to include as many comments and ideas as possible.

4.4 References
[1] DEL 3.5.2 Toolkit Questionnaire
http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0

http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0

http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0

5.0 From the Wiki to “Guide to Lifelong Learning for Dietitians in Europe. How to develop your professional competence” (Del 3.7)

5.1 Objectives

The next step after having analysed the results of the questionnaire and having feedback through workshops was to transform the wiki into a word document and a pdf document, respectively and to prepare a booklet which can be used by European dietitians for their Lifelong Learning.

5.2 The Title

Guide to Lifelong Learning for Dietitians in Europe
How to develop your professional competence

We have chosen this title with regard to its function as a prototype on the European level and the subtitle to approach the dietitian as the main customer personally.

5.3 Structure

The Guide consists of three parts:
Part I: Introduction – LLL for Dietitians in Europe
Part II: How to Develop your Professional Competence
Part III: LLL-Toolkit (former wiki)

5.3.1 Part I: Introduction – LLL for Dietitians in Europe

As the members of WP3 realized during the consultation the definitions of terms like “Lifelong Learning”, formal, non-formal and informal learning are not clear for all the dietitians, so we used the introduction to give the necessary definitions in the first chapter.

In Chapter 2 we explain the EFAD/DIETS2 LLL Strategy for Dietitians (DEV 2.2) as it “...encourages 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 to the dietetic profession, reducing inequalities and improving nutritional health in Europe.”[1]

This strategy paper also recommends six steps in professional development:

1. Stay committed to constant professional development through your career.

This is the basic idea of CPD: The individual person needs to be committed and engaged.

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.**
   1. We hope that our toolkit with its wide variety of tools visualises that learning is not just going to several courses and seminars. We regard our toolkit as flexible and always open for improvement or adoption to changing demands. The ideas mentioned in the questionnaire (like peer observation) showed that there are still more possibilities.

4. **Actively seek opportunities for lifelong learning.**

5. **Document all lifelong learning activities to review, set goals, monitor progress and demonstrate professional development**
   1. The toolkit is supposed to give a dietitian all the necessary tools and instructions to document and review goals, progress and to demonstrate professional development.

6. **Help create a culture of lifelong learning and development amongst dietitians in Europe.**
   1. The Guide to Lifelong Learning for Dietitians in Europe is the starting point. The next step is to encourage all National Dietitian Associations (NDAs) that don’t offer appropriate structures to create this culture of lifelong learning to translate and adopt the guide to the individual national demands and to communicate the guide, its aims and advantages to the dietitians through several methods of dissemination. E-learning, workshops and seminars could be helpful. Awards for good practice are another suitable way of encouragement.
   2. On the European level it will be one of the tasks of the ELLL (EFAD Education and Lifelong Learning Committee) to promote the Guide, to help the NDAs to implement it and to show by examples of good practice how it can be exploited. Due to the establishment of the ELLL there will be a long-term-impact of this deliverable.

**Chapter 3** introduces the International Code of Ethics and Code of Good Practice for Dietitians to highlight the need for dietitians all over the world to work in the same self-regulated and responsible way. We can imagine that, in future translations of the Guide through NDAs, the national standards will be another important chapter. In this Chapter the demand of reviewers for reasons for the necessity of continuing professional development as a part of Lifelong Learning is addressed.

In **Chapter 4** we familiarise the “European Dietetic Advanced Competences” (EDAC), developed by WP2 during DIETS2 (DEV 2.4), to our target group. 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. The introduction to the European Dietetic Competences (EDC) and the “European Dietetic Advanced Competences” (EDAC) as a personal source of information about competences expected at different stages of the career is important and a core tool of the toolkit is developed on those documents.

As the tool was reviewed to be quite complex it needs further explanation about the background and the relevance. The introduction of this document should make the reader eager to read on and start the process.
**Chapter 5** copes with the term “Continuing Professional Development” (CPD) as an integral part of LLL. The Professional Practice Committee of EFAD defined it as follows:

“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” [2]

Examples of evidence for CPD are highlighted in this chapter to give a more practical guide to the types of learning (formal learning, non-formal learning and informal learning) in the LLL definition. With the prominent display we try to interest our readers and to motivate them through recognition of examples relevant to their personal learning.

**Examples of best practice: Chapter 6**

The variety of the structures of professional development of Dietitians in Europe is huge, as the internet research of WP3 and the discussions during workshops at the 6th Conference in Portoroz and the 7th conference in Garda showed [3]. In some countries maintaining dietetic competence is voluntary but in others it is not. In some countries LLL or CPD policy exists with clear regulations for monitoring. Sometimes the law can oversee these regulations formally either by means of the professional body or a body outside the profession. Portfolio development is regarded as a mechanism to demonstrate professional development by both systems. A high standard of patient care and the availability of competent dietitians to all those who require nutritional care is assured by a CPD system. Accordingly, for all countries with no accreditation or credit system, EFAD recommends that such a system for rewarding learning wherever it may occur be established. To encourage NDAs to become active we presented the work of the Irish Nutrition and Dietetic Institute (INDI) and the Position Statement of the British Dietetic Association (BDA). It should not be forgotten that the Austrian Association of Dietitians and the ADA (USA) also provide examples of good practice and inspired the work of WP3 on several tools.
Chapter 7: The Use of ECTS

This chapter is another example of bringing together the work of the whole DIETS2 project in the Guide. The deliverable 3.3 of our work package was to prepare a webinar to introduce the use of European Credit Transfer and Accumulation System (ECTS) to dietitians and to encourage Higher Education Institutions (HEIs) to award small pieces of learning with ECTS credits. Using the guide to explain ECTS we promote the system to different target groups: to the NDAs, that will have to translate the guide and therefore have to cope with the topic, and to the dietitians themselves. The increasing awareness will result in more requests to the HEIs. To encourage dietitians to use ICT we advertised the availability of the ECTS webinars on the internet and by direct mailing to all DIETS stakeholders. We hoped to encourage the recording of evidence for non-formal and informal learning through the awarding of ECTS for acquired competences. As the feedback on the questionnaire showed the advantages of recording learning using ECTS was not clear to all dietitians [4].

5.3.2 Part II: How to develop your professional competence

This chapter -brief as it is- gives the reader a policy with which to start work on his or her personal professional development. Therefore this part must be short, straight to the point, structured and talking personally to the reader to invite, enable and encourage him or her to start to work with the following tools.

Accordingly it was our task to modify and adopt pedagogic theory from the literature review to meet this target.

In the bid the term “Lifelong Learning” is used [5]:

“The Commission and the Member States have defined lifelong learning, within the European Employment Strategy, as all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

LLL is not concentrated only on professional improvement. The term LLL is not very common in all countries and needed explanation. Some countries and some professions work with the term “Continuous professional development”, as it is explained in Part I, chapter 5.

In contrast to LLL, CPD concentrates -as the name says- on the professional development, is conscious and planned. It could be said that CPD is one part of LLL. With regards to the aim of the project WP3 concentrated on the CPD.

In Chapter 4 “Your CPD plan” of the wiki two CPD cycles were presented (Figure 3).
Figure 3: CPD cycles presented in Chapter 4 “Your CPD plan” of the wiki: cycle with nine steps [modified version of 6] on the left, version with four steps on the right [modified version of 7]

The CPD cycle by Tofade [7] turned out to be of major importance in the course of reworking the chapters. The detailed version (Figure 4a) was modified again by using a picture of the Coramax® edition (more than 3,800 illustrations in the field of learning, working, working together etc.) which was chosen to illustrate the LLL Guide.

While the original version starts with the step “Reflect”, in the modified version (Figure 4b) this step was called “I self-assess” . The phrase with “I” was chosen to indicate that it is an active process. This was decided because the steps “Plan”, “Act” and “Evaluate” also contain a large amount of reflection. Once this change had been made it became possible to order all tools according to the four categories of this cycle (Figure 4c), which constitutes the structure of the toolkit in the LLL Guide.
Figure 4: CPD cycle (a) by Tofade according to [7], (b) in a modified version and (c) advancement towards the order of tools in the toolkit

5.3.3 Part III: LLL-Toolkit

5.3.3.1 What is a “Toolkit”? 
The third part and the heart of the guide is the toolkit. During the consultation WP3 realized that the expression “toolkit” itself needs explanation. We stuck to the expression as it was simple to visualize the meaning and the use with the help of the pictures of the Coramax® edition and start with chapter 8 “How to use the toolkit”.

A toolkit contains different tools. For different tasks you choose the appropriate tool. Our LLL-toolkit works similarly: for the different goals of professional development the reader can choose the appropriate tool. Tools are templates, methods, checklists and other documents. During the consultation [4] some people gave us the feedback that the toolkit is not exclusively for dietitians. This is true but the carpenter has a toolkit with common tools like a screwdriver and he has some special tools just necessary for his work as a specialist. A carpenter needs common tools and his special tools. Most of the tools in the LLL-Toolkit are also useful for supporting lifelong learning for other professions. But there are tools especially necessary for dietitians like the Tool A-04-Spiderweb-EDC-DIETS2.xls. It provides an excel sheet for creating spider web graphs with the 8 fields of competences of advanced dietitians according to the EDAC-document. The composition of the documents reflects the various working fields relevant for dietitians and clinical nutritionists (see report WP2 Fields of dietetics and dietetic experiences).

5.3.3.2 FAQs
We dedicated one page to answer some of the questions of our reviewers:
- Where do I find the tools presented in the toolkit?
- Do I need special software to use the tools?
- Is it necessary to use all the tools?
How do I work with this toolkit?
We used the method of “Question & Answer” to improve the graphics. It is more interesting than searching for personally important information in long unstructured text. This method allows the reader of the booklet to have quick and easy access to relevant questions. FAQs are often used on homepages and are therefore familiar to the reader.

Chapter 9: Overview of all tools
As mentioned before, we adopted the CPD-cycle to arrange the tools into four categories. In Chapter 9 we remind the reader of this cycle and give an overview of which tools are available under each of the four categories. The reader is invited to choose the appropriate tool according to the personal situation and is reminded to use them frequently: “Use them in your daily practice!” We used this strategy because feedback from the workshops and the questionnaire revealed that the reviewer asked for guidance on the next steps.

5.3.3.3 Tools and the story of their development

Consequences of consultation on workshops, feedback from external reviewers
During the transformation from the wiki into a document, the structure of each chapter in the toolkit was organized more consistently than in the wiki, to give the reader a better overview: A box with the file name of the tool, an icon (both linked to the tool) and a short description of the tool, together with an identical illustration (only changed in colour) is presented (Figure 5a). In most chapters a screenshot of a part of the tool is presented using an identical illustration (Figure 5b).

(a) 11.1 Creating a Mission Statement

(b) 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, ...)
Where appropriate we gave recommendations and added links at the end of each chapter for further reading.

Benefits from WP3 internal review, questionnaire and external contributors
Furthermore, the 15 chapters of the wiki were extended and new tools were included:

- Preparing for a Job Interview*
- Individual Learning Style*
- Financial Plan for Learning Activities
-Peer Group Supervision
- Journal Club Presentation*
- Learning Memo
- Peer Observation

The three tools marked with * were the ideas of two students on practical placement who helped with the preparation of the guide, the other tools were ideas of WP members.

Existing tools were reworked and improved according to content and layout.

Benefits from cooperation with other Work packages
The best interaction took place for the tools which are specific for dietitians: “European dietetic competences and their performance indicators for dietitians at the point of qualification and entry to the profession of dietetics” [8] and for “advanced competences” [9]. WP 2 used the tool (a visualisation with a spider web graph) for explaining the European Dietetic Advanced Competences (EDAC) [9] in a webinar. When preparing this presentation a concrete example for one competence was created by WP 2 which further improved this tool and provided ideas for an even broader usage of the visualisation method. The first draft was one spider web graph for an overview about the 8 EDAC competences. Inspired by the discussion with WP 2
the method was also used for each EDAC competence and thereafter also for the “European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics” (EDC) [10]. All in all, instead of one spider web graph the final version included more than 15 templates for the different competence fields of dietitians in at the point of qualification and for advanced dietitians.

5.3.4 Benefits from internet and literature review

In the Guide (Part II and Toolkit), literature was cited 107 times [11]. Most literature cited did not refer to a special profession (44.9%) but were websites of companies, organisations or projects. 24.3% of the websites were from universities and the European Commission, 15% were special websites for dietitians while 15.9% were those of other professions (see Figure 6).

![Figure 6: Percentage of cited literature in Part II and the Toolkit of the LLL Guide for Dietitians in different categories](image)

Websites for health professions and nurses were cited 4 times in each case, for teachers 3 times. Other professions were cited once:

- Accounting Technicians
- Community workers
- Occupational Therapists / Physiotherapists / Speech and Language Therapists
- Pharmacists
- Physicians
- Psychologists

5.3.5 Definitions

The consultation showed that the work of the DIETS2 network was of a high academic standard and language and the results need to be translated to meet the needs of the target group: the dietitian in the field. In consequence we used the chapter „Definitions“ to clarify several of the expressions used in the guide to keep it optically as simple as possible on the pages.
5.3.6 Link list
The links are another huge source of information that can be used by the reader. In addition to the links below each chapter we put some general sources of information on the Link list at the end of the booklet.

5.3.7 Workbook-Character
We regard the LLL Guide as a very personal aid to developing professional competence. Our aim is to encourage the reader to actively use it. Consequently we left some space at the end of the booklet to add personal notices.

5.4 The Lifelong Learning Guide and toolkit
The Guide contains information on the Lifelong Learning (LLL) Strategies for European dietitians, advanced competences as well as tools for collection of the evidence for LLL. The booklet is illustrated and colourful and together with a CD containing all the tools described in the text was professionally printed and is now available on the DIETS2 website to download.

At the fourth DIETS2 conference or the seventh DIETS/EFAD conference at Lake Garda, Italy, (on 8th-9th November 2013) 200 printed copies were distributed.

In addition a presentation was made to all conference delegates on the lifelong Learning Guide and toolkit. The PowerPoint presentation is in Appendix 1.

The English version of the Guide (Appendix 2) a shortened version of key areas of the Guide has been translated into French (Appendix 3) and the ‘Tools’ have been translated into French and Spanish (Appendix 4).

6.0 Conclusion and recommendations
The Guide to Lifelong Learning for Dietitians in Europe is the result of the work of several work packages of DIETS1 and DIETS2. It is a practical handbook that encourages, informs and guides dietitians in the development of their professional competence. It is a prototype in respect to the English language and a tool for the National Dietetic Associations and HEIs to encourage dietitians and students to start the journey of Lifelong Learning. It is an important task for the future to translate the Guide into all European languages, even though competence in English is necessary to read and write scientific articles and therefore certainly important for dietitians. The feedback during the consultation underlined the importance of quick and easy access to the tools. In addition to overcoming the language barrier comfortable ICT solutions like apps would be helpful in implementing the tools into the daily routine.

A priority of the Education and Lifelong Learning Committee of EFAD, that will continue the work of dissemination and exploitation of the outcomes of DIETS 2, must be the communication of the guide to the NDAs with examples of good practice. NDAs and HEIs need to understand how they can benefit from the guide and need support to adopt it to national needs. Alerting all NDAs and HEIs to the guide and reviewing progress will help to promote it from the top down.

To encourage the dietitians from the bottom up, at the national level good ideas of communications are
* to translate and adapt to national needs
free online access to all members of the NDAs
promotion through regular magazines, newsletter of HEIs and NDAs
to implement the materials to existing curricula of courses/seminars after graduation
to introduce them during annual congresses of NDAs
especially to seminars/workshops for entrepreneurs
to introduce the guide to teachers/tutors and include it into the education of dietitians

You cannot teach a man anything. You can only help him to discover it within himself. 
*Galileo Galilei*

5.4 References


http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0

[4] 3.5.10 DIETS WP3 Questionnaire Toolkit LLL- Results
http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0


http://www.ucl.ac.uk/hr/osd/resources/documents/continuing_prof_dev_guide.pdf


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


[10] EFAD and DIETS (2009) European Dietetic Competences and their Performance Indicators attained at the point of qualification and entry to the profession of Dietetics
www.efad.org/downloadattachment/1653/
European Dietetic Competences and Performance Indicators English.pdf

Appendix 1 Introducing the Guide the Lifelong Learning and toolkit
Presentation to the IVth DIETS2 Conference in Garda Italy Nov 2013

Welcome!!
In this presentation I would like to introduce you to a Guide about LLL and about the development of Competences including tools to assess, plan, document and evaluate professional development.

Welcome!!
In this presentation I would like to introduce you to a Guide about LLL and about the development of Competences including tools to assess, plan, document and evaluate professional development.

Overview of this presentation
1. Lifelong learning (LLL) – what is it?
2. Continuing professional development (CPD)
3. EFAD/DIETS2 LLL Strategy for Dietitians
4. WP 3: LLL / LLL Guide for Dietitians
5. Overview of all tools / Toolkit
6. How to work with the tools
7. And what to do next?

Definition of LLL
European Commission
Lifelong Learning (LLL) – what is it?

"... all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."

Continuing professional development (CPD)
"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/
CPD and LLL is a process that goes constantly round. Starting with the reflection of the situation over a planning progress, the action of learning and the evaluation of it. Right in the centre - and very important for each step – is the recording and review of the process.

Evidence examples for CPD

- Case studies
- Critical literature reviews
- Policy or position statements
- Discussion documents
- Presentations / Research papers
- Articles produced for publication
- Course assignments

The International Code of Ethics and Code of Good Practice for Dietitians IOA says to the continued competence and professional accountability E Ensure accountability to the public Maintain continued competence by being responsible for lifelong learning and engaging in self-development

Recommended actions for dietitians (I)

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 and long term Lifelong Learning goals.
3. Learn how to recognize learning possibilities.

Recommended actions for dietitians (II)

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.
What are tools?
Materials / documents to describe, reflect and plan your learning activities.

What is a toolkit?
A toolkit is an assortment of tools, where you choose the tool you need.

Why tools to document, evaluate and plan LLL?
- If you don't analyse ... how do you know where you are?
- If you don't reflect ... how do you know what you have learned?
- If you don't document ... how do you give evidence?
- If you don't plan ... how can you reach your target?

Overview of tools

How is each tool presented?
- Box with short description and the link
- Further explanations
- Instructions how to work with a tool with screenshot or examples
- References and further links

Two examples of pages in the guide
To decide on your goals and referring learning needs you need to know what you really can do – your current skills and competences:
The WP3 toolkit offers some help-sheets for the self-assessment
1. create your own mission and vision
2. Make a SWOT analysis with your strengths and weaknesses, opportunities and threats
3. you can analyse it with the spider web based on the competences and Performance Indicators described in EDAC

STEP A
Start according to the cycle of professional development by reflecting yourself and your professional situation.

Examples of tools: I self-assess

STEP B
Try to develop an action plan by writing ideas down, discuss with colleagues, employer ...

STEP C
Do it!
Go to the LLL database and search for courses!

**STEP C: Tools for action**
- Reflection on formal and non-formal learning (C-01)
- Reflection on informal learning (C-02)
- 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)

How to work with the toolkit?

**STEP D**
Have a critical look at all your projects and evaluate in how far they are according to your plans. Then use the self-assessment tools to find out what kind of progress you have made.

**STEP D: Tools for evaluation**
- Managing certificates of attendance (D-01)
- Curriculum Vitae (D-02)
- Own publications (D-03)
- Memberships, affiliations (D-04)
- Scholarship and awards (D-05)

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, what you like and on the tools you already work with.

Go on the DIETS-homepage and
1. use the link to our wiki or
2. Use the pdf-version of the tools.
On the certificate you will receive the
Link to toolkit as well.

And what to do next?

**DIETs**
National Dietetic Association (NDA)
1. Take the chance and translate and adopt the guide to your national needs.
2. Put it on your website or print it.
3. Offer courses, seminars, workshops or webinars to encourage and enable your dietitians to work on their portfolio.

**DIETs**
Dietitian
1. Take the chance and have a go on the tools. Plan your career!
2. Invite all your colleagues to try the tools as well.
3. Tell us everything you think we should improve or add.
And what to do next?

Higher Education Institution (HEI)

1. Co-operate with the National Dietetic Associations (NDAs).

2. Introduce the guide to your students to start their LLL journey.

Thank you for your attention!

http://www.thematicnetworkdietetics.eu/everyone/3646/5/0/30

Any questions?!

Please contact Uta Köpcke: utakoepcke@web.de

Lifelong Learning Programme

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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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*WP3 (Work Package 3) on “Lifelong Learning for Dietitians in Europe” is one of the Work Packages of DIETS2.

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Please note
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
### List of abbreviations

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<th>Description</th>
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<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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<td>BSc</td>
<td>Bachelor of Science</td>
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<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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<tr>
<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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<tr>
<td>ECTS</td>
<td>European Credit Transfer System</td>
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<tr>
<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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<td>ICT</td>
<td>Information and communication technologies</td>
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<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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<tr>
<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.

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.

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:
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.

**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 life-long 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]

CPD evidence examples [4]
- Information leaflets
- Case studies
- Critical literature reviews
- Policy or position statements
- Discussion documents
- Business plans / protocols
- Clinical audit tools
- Course assignments
- Action plans
- Course programme documents
- Presentations
- Articles produced for publication
- Questionnaires
- Research papers / proposals

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


Position Statement of the British Dietetic Association (BDA)

The British Dietetic Association (BDA) has developed a “Continuing Professional Development Position Statement” from which the following passages derive.

“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, ie 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).

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.

- **I consider the outcomes and effectiveness of my learning activities related to my goals.**
- **I reflect on my current and future practice and self-assess my competences, development needs and goals.**
- **I self-assess**
- **I evaluate**
- **Portfolio**
- **I plan**
- **I act**
- **I implement my action plan utilizing an appropriate range of learning activities and methods. Reflection is an essential part of it.**
- **I prioritise my goals and develop an action plan to achieve intended outcomes.**
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
[2] Tofade T Continuing Professional Development (CPD). Active Learning and Assessment
AACP Annual meeting, Boston.
www.adam-europe.eu/prj/4541/prj/Unit%203%20-%20%20Maintain%20yourself%20in%20professional%20practice.doc

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/
Part III: LLL-TOOLKIT

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!

<table>
<thead>
<tr>
<th>I evaluate</th>
<th>I self-assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Managing certificates of attendance (D-01)</td>
<td>■ Mission statement (A-01)</td>
</tr>
<tr>
<td>■ Curriculum Vitae (D-02)</td>
<td>■ SWOT analysis (A-02)</td>
</tr>
<tr>
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<td>■ General competences (A-03)</td>
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<td>■ Memberships, affiliations (D-04)</td>
<td>■ Specific competences of dietitians (A-04)</td>
</tr>
<tr>
<td>■ Scholarship and awards (D-05)</td>
<td>■ Preparing for a job interview (A-05)</td>
</tr>
<tr>
<td>■ Individual learning style (A-06)</td>
<td>■ Action plan (B-01)</td>
</tr>
<tr>
<td>■ Financial plan (B-02)</td>
<td>■ Learning Memo (C-05)</td>
</tr>
<tr>
<td>■ Reflection on formal and non-formal learning (C-01)</td>
<td>■ Research, projects, innovation (C-06)</td>
</tr>
<tr>
<td>■ Reflection on informal learning (C-02)</td>
<td>■ Teaching/Peer observation (C-07)</td>
</tr>
<tr>
<td>■ Peer group supervision (C-03)</td>
<td>■ Practical placement (C-08)</td>
</tr>
<tr>
<td>■ Self-directed learning (C-04)</td>
<td>■ Work as placement teacher (C-09)</td>
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<tr>
<td>■ Learning Memo (C-05)</td>
<td>■ Volunteer work (C-10)</td>
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<tr>
<td>■ Practical placement (C-08)</td>
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</tbody>
</table>
10 Your Portfolio

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

![Image](Tool-A-01-Mission-Statement-DIETS2.doc)

**Description**
What is your mission statement? This tool will help you to define an individual and inspiring personal mission statement by using a 5-step-template. This could be a good start for analysing your competences.

**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. […]

References
    www.uoguelph.ca/cera/PDFs/Creating%20Personal%20Mission%20Statements.pdf
[2] Hansen RS The five-step plan for creating personal mission statements
    www.quintcareers.com/creating_personal_mission_statements.html
    www.efad.org/everyone
    http://examples.yourdictionary.com/examples/examples-of-mission-statements.html
    www.wou.edu/education/faculty/mahaffy/Personal%20Mission%20Statement.html

Further Reading
Self Esteem Health How to write a great personal mission statement
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
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>What do you do well?</td>
<td>What could you improve?</td>
</tr>
<tr>
<td>What unique resources can you draw on?</td>
<td>Where do you have fewer resources than others? What are others likely to see as your weaknesses?</td>
</tr>
<tr>
<td>What are others likely to see as your strengths?</td>
<td></td>
</tr>
</tbody>
</table>

**INTERNAL**
- Work experience
- Education and specialisation
- Strong methodological and counselling skills
- Strong in research techniques
- Specific skills, eg in communication, teamwork, leadership
- Personal characteristics, eg strong work ethic, self-discipline, creativity
- Good contacts / successful networking
- Lack of work experience
- Lack of specific skills, lack of goals, lack of self-knowledge
- Weak technical knowledge
- Weak language skills
- Weak skills, eg in communication, teamwork, leadership
- Negative personal characteristics, eg poor work ethic, lack of discipline, lack of motivation, indecisiveness, shyness, too emotional

**Opportunities**
- What opportunities are open to you?
- What trends could you take advantage of?
- How can you turn your strengths into opportunities?

**EXTERNAL**
- Positive trends in your field that will create more jobs, eg globalization
- Field is particularly in need of your set of skills
- Opportunities you could have through greater self-knowledge, more specific job goals
- Opportunities for professional development in your field
- Career path you've chosen provides unique opportunities
- Negative trends in your field that diminish jobs, eg downsizing
- Competition from your cohort of college graduates
- Competitors with superior skills, experience, knowledge
- Obstacles in your way, eg lack of advanced education / training
- Limited professional development in your field, so it's hard to stay marketable

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

**Further Reading**

Commission on Dietetic Registration – the Credentialing Agency for the Academy of Nutrition and Dietetics. [http://cdrnet.org/vault/2459/web/files/Step1PDP.pdf](http://cdrnet.org/vault/2459/web/files/Step1PDP.pdf)

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](http://www.seniorahp.nes.scot.nhs.uk/framework/domain-1.aspx)
11.3 Analysing General Competences

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

For particular jobs some competences are more relevant than others. For each relevant competence, performance indicators (or behavioural indicators) should be defined. [1]

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

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!

---

**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](http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm)
11.6 Individual Learning Style

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>Learning Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual:</strong></td>
<td>Preferring to see pictures and information</td>
</tr>
<tr>
<td></td>
<td>- Draw diagrams or sketches when possible.</td>
</tr>
<tr>
<td></td>
<td>- Use colour to highlight important points in texts.</td>
</tr>
<tr>
<td></td>
<td>- Use multimedia resources.</td>
</tr>
<tr>
<td></td>
<td>- Study in a quiet place with little noise and conversation.</td>
</tr>
<tr>
<td><strong>Auditory:</strong></td>
<td>Preferring to hear information</td>
</tr>
<tr>
<td></td>
<td>- Work in a study group.</td>
</tr>
<tr>
<td></td>
<td>- Create musical jingles to aid memorization.</td>
</tr>
<tr>
<td></td>
<td>- Discuss and explain concepts to others.</td>
</tr>
<tr>
<td></td>
<td>- Read the textbook aloud.</td>
</tr>
<tr>
<td><strong>Kinesthetic/Tactile:</strong></td>
<td>Preferring experiential, hands-on learning</td>
</tr>
<tr>
<td></td>
<td>- Take frequent study breaks.</td>
</tr>
<tr>
<td></td>
<td>- Move around or stand up while studying.</td>
</tr>
<tr>
<td></td>
<td>- Use bright colours to highlight important points in texts.</td>
</tr>
<tr>
<td></td>
<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!

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 (By the end of this learning I will be able to …)</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. |

C. means 1 = within one year;  
3 = within three years etc.
12.2 Financial Plan for Learning Activities

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.infonet-ae.eu/en/articles/esf-a-major-funder-for-lifelong-learning-1238

13 Tools for Action

"Experience is not sufficient, it could be a lifetime of the same experience!"

"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]

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

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

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

Rolfe 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.
3. NOW WHAT? Action oriented stage of reflection

<table>
<thead>
<tr>
<th><strong>Now what do I need to do in order to</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>– make things better</td>
<td></td>
</tr>
<tr>
<td>– stop being stuck</td>
<td></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?**
   Description stage of reflection

2. **SO WHAT?**
   Theory and knowledge building stage of reflection

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/FPHTips%20on%20Writing%20Effective%20Reflective%20Notes.pdf](http://www.fph.org.uk/uploads/FPHTips%20on%20Writing%20Effective%20Reflective%20Notes.pdf)


Northwest Service Academy, Metro Center, Portland, OR *Reflection toolkit* [www.nationalserviceresources.org/filemanager/download/615/nwtoolkit.pdf](http://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, i.e. 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
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? – Who are the consultants?</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 information</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)

**Tool C-04a** aims to help with organising and reflecting on self-directed learning such as reading peer-reviewed articles or books or carrying out an online research on a certain topic or updating knowledge by watching TV or other activities.

**Tool C-05b** is on how to prepare a journal club presentation. The completed formula could go in your portfolio.

### 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].

[^1]: See page above
[^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 your?

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.**

Learning MEMO for [Eric Example]

**How was it today? Anything important for my CPD?**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/05/22</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ...
11. ... any other sentence or just keywords ...

**Evaluation / Please give a keyword**

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

**Tool C-06a: Checklist for Research Paper**

- 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: Research Projects**

- 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

Tool-C-07a-Teaching-Portfolio-DIETS2.doc

**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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>*o.k.</td>
</tr>
<tr>
<td>Y</td>
<td>Representative course syllabi and assignments</td>
<td>*o.k.</td>
</tr>
<tr>
<td>P</td>
<td>Curriculum revisions and innovations (Course XY)</td>
<td>*I worked about 50 hours on it.</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.

<table>
<thead>
<tr>
<th>Part I: Pre-observation meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year:</td>
</tr>
<tr>
<td>Name of observer:</td>
</tr>
<tr>
<td>Name of observed:</td>
</tr>
<tr>
<td>Course content</td>
</tr>
<tr>
<td>Title, duration and level of the course:</td>
</tr>
<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

**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>Here please note</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ your main tasks</td>
<td>■ Internet search on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ special tasks</td>
<td>■ medical guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ new information</td>
<td>■ created MC questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ new ideas</td>
<td>■ used citation software</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>
</tbody>
</table>

**Summary of this week: Part 2**

**Summary of this month**

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...  

Please list categories with keywords

- Knowledge of dietetics: medical guidelines, ...
- Education skills: principles of MC...
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

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>

**Description**

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.

**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?
Tool C-10a supports planning of volunteer work.

**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?

**Tool C-10b supports documenting volunteer work (with example).**

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

**References**

[1] Citizens Information Board *Managing volunteers. A good practice guide*  
www.citizensinformationboard.ie/publications/providers/downloads/Managing_Volunteers_08.pdf

http://slic-project.eu/outcomes/handbook/index.php


www.idealista.org/info/Volunteer/Career

**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 emphasises 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

Washington Reading Corps, Office of Superintendent of Public Instruction *Creating a volunteer reading tutor program*  
14 Tools for Evaluation

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

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 Counsellor 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>27.09.12</td>
<td>2</td>
<td>27.-28.09.2012</td>
<td>Drehländertagung: “Referenzwerte für die tägliche Nahrungszufuhr” zwischen wissenschaftlicher Ableitung und praktischer Empfehlung</td>
<td>——</td>
<td>2</td>
<td>DGE, ÖGE, SGE, Vienna, Austria</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
Mind Tools Managing electronic files. Efficient file management
14.2 Curriculum Vitae (CV)/Language Skills

**Description**
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.

<table>
<thead>
<tr>
<th>PERSONAL INFORMATION</th>
<th>Betty Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>32 Reading rd, Birmingham B26 3QJ United Kingdom</td>
</tr>
<tr>
<td>Contact</td>
<td>+44 2012345679, +44 7123456789</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:smith@kotmail.com">smith@kotmail.com</a></td>
</tr>
<tr>
<td>Instant Messenger</td>
<td>AOL Instant Messenger (AIM) betty.smith</td>
</tr>
<tr>
<td>Sex</td>
<td>Female</td>
</tr>
</tbody>
</table>

| JOB APPLIED FOR       | European project manager |

<table>
<thead>
<tr>
<th>WORK EXPERIENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2002 – Present</td>
<td>Independent consultant</td>
</tr>
<tr>
<td></td>
<td>British Council 123, Bd Ney, 75023 Paris (France)</td>
</tr>
<tr>
<td></td>
<td>Evaluation of European Commission youth training support measures for youth national agencies and young people</td>
</tr>
<tr>
<td>March 2002 – July 2002</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>European Commission, Youth Unit, DG Education and Culture 200, Rue de la Loi, 1049 Brussels (Belgium)</td>
</tr>
</tbody>
</table>


Links

Europass CV Creator

Europass CV Templates and instructions

Europass CV Examples

Example of this page
Language skills

“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

**Description**
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.

**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

Scholarships and awards are milestones in one’s personal career. If applicable, they should be mentioned in the CV. Recall and keep all information you used in the application and reflect on your learning results from the application process.

There are a lot of institutions that give grants to assist you in lifelong learning activities, to continue your studies (2nd and 3rd 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
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

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
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/
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/
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/

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

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.

www.internationaldietetics.org/International-Standards/Evidence-based-Dietetics-Practice.aspx

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.

European Region of the World Confederation for Physical Therapy (2006): Informative paper with recommendations on continuous professional development.
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**
- DIETS2/WP2: European Dietetic Advanced Competences (EDAC):
  www.thematicnetworkdietetics.eu/everyone/3841/5/0/30
- 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**
Terminology of European education and training policy: A selection of 100 key terms.

Terminology of vocational training policy. A multilingual glossary for an enlarged Europe.

**Validation of learning**
Proposal for a Council Recommendation on the validation of non-formal and informal 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.

**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:

**Sectoral programmes**
- **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

**Jean Monnet Programme**
- Jean Monnet Action
- Operating Grants supporting Specified Institutions
- Operating Grants to Support Other European Institutions


**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.

**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.

**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
FOR YOUR IDEAS
1 Vue d'ensemble de tous les outils

Les outils sont présentés en quatre grandes catégories selon le cycle indiqué. Ceci est un classement sommaire car les outils peuvent être utilisés de différentes façons. Par exemple, un « portfolio » peut être utilisé pour la planification, mais il est également partie intégrante de votre évaluation. Il contient des résultats importants de votre auto-évaluation ainsi que des exemples et résultats de vos activités d'apprentissage. Par conséquent, il est présenté comme une catégorie à part.

Choisissez l'outil approprié pour voir où vous en êtes, ce dont vous avez besoin, et ce que vous souhaitez atteindre.

Utilisez les outils dans votre pratique quotidienne!

### J’évalue
- Gestion des attestations de présence (D-01)
- Curriculum Vitae (D-02)
- Publications (D-03)
- Adhésions, affiliations (D-04)
- Bourses et prix (D-05)

### J’auto évalue
- Ordre de mission (A-01)
- Analyse SWOT (A-02)
- Compétences générales (A-03)
- Compétences Spécifiques des diététiciens (A-04)
- Préparation à un entretien d'embauche (A-05)
- Apprentissage individuel (A-06)

### J’agis
- Réflexion sur l'apprentissage formel et non formel (C-01)
- Réflexion sur l'apprentissage informel (C-02)
- Groupe de supervision par des pairs (C-03)
- Auto formation (C-04)
- Mémo d'apprentissage (C-05)
- Recherches, projets, innovations (C-06)
- Enseignement/observation des pairs (C-07)
- Stage pratique (C-08)
- Travail de maître de stage /tuteur (C-09)
- Travail bénévole (C-10)

### Je planifie
- Plan d’action (B-01)
- Plan financier (B-02)
<table>
<thead>
<tr>
<th>Étape</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Tool-01-01-Portfolio-Index-DIETS2.doc</strong></td>
<td>Un portfolio est un ensemble de tous les documents importants pour votre développement professionnel continu. Cet outil est censé vous donner une idée des possibilités (comme une liste de contrôle). Il donne un exemple de structuration d'un portfolio pour vous aider à développer votre propre façon d'organiser tout le matériel d'apprentissage et de développement.</td>
</tr>
<tr>
<td>3. <strong>Tool-A-02-SWOT-Analysis-DIETS2.doc</strong></td>
<td>Avec une analyse SWOT, vous pouvez essayer d'en savoir plus sur vos forces et faiblesses, tant d'un point de vue interne qu'externe.</td>
</tr>
<tr>
<td>4. <strong>Tool-A-03-General-Competences-DIETS2.pdf</strong></td>
<td>Cet outil fournit des idées sur les compétences générales, comme la collaboration, l'initiative ou de l'innovation. Essayez de trouver les compétences les plus pertinentes pour votre travail et de réfléchir à leurs indicateurs de performance.</td>
</tr>
<tr>
<td>5. <strong>Tool-A-04a-Spiderweb-EDC-DIETS2.xls</strong></td>
<td>Cet outil traite des compétences particulières des diététiciens, soit au moment de la qualification et de l'entrée dans la profession (EDC) ou pour les diététiciens en pratique avancée (EDAC). Vous avez la possibilité de créer un graphique en toile d'araignée, de façon à visualiser votre évolution dans les différents domaines. ▶ Vous trouverez plus d'informations sur les compétences des diététiciens dans le chapitre 4 (p5)</td>
</tr>
</tbody>
</table>
Ce projet a été financé avec le soutien de la Commission Européenne. Cette publication n’engage que son auteur et la Commission ne peut être tenue responsable de l’usage qui pourrait être fait des informations qui y sont contenues.

**Tool-A-05-Job-Interview-DIETS2.doc**

**Description**
Cet outil est censé aider à vous préparer à un entretien d’embauche et d’en savoir plus sur vous-même. Il donne une liste d’exemples de questions posées.
► Pour plus d’informations sur les questions et les réponses voir sur : About.com: Job searching [1]

**Tool-A-06-Learning-Style-DIETS2.pdf**

See online questionnaires in [1] or [2].

**Description**
Utilisez les tests en ligne [1, 2] et / ou l’enquête dans [3] pour déterminer le type d’apprentissage que vous préférez. Êtes-vous favorable à un type particulier ou plutôt une combinaison ?
Être familier avec votre type d’apprentissage vous aidera à utiliser les stratégies les plus efficaces pour vous et vous permettra d’élargir votre répertoire d’apprentissage.

**Tool-B-01-Action-Plan-DIETS2.doc**

**Description**
Un plan écrit vous permettra de voir plus clairement sur quoi vous devriez vous concentrer pour rester à jour et à l’aise dans votre travail. Une planification vous aidera à coordonner votre apprentissage.
► Votre portfolio (p21) est une base pour la planification, et votre plan d’action fait partie de votre portfolio.

**Tool-B-02-Financial-LLL-Plan-DIETS2.xls**

**Description**
Dans cet outil, il est question d’argent et il est censé vous aider à calculer les coûts de vos activités d’apprentissage.
En plus des coûts directs pour les livres ou les cours, d’autres aspects comme la libération d’une journée sans solde, un allègement fiscal des frais, les subventions gouvernementales ou les frais pris en charge par l’employeur doivent être pris en compte.

**Tool-C-01-Reflecting-formal-L-DIETS2.doc**

**Description**
Cet outil pourrait vous aider à identifier si les objectifs ont été atteints au moment de choisir un cours ou une conférence et quel genre de progrès vous avez réalisé. En outre, dans votre organisation, il peut ajouter la gestion des connaissances.
► Voir l’outil D-01 pour la gestion de vos attestations de présence (p55).
La réflexion est un processus actif qui vous aidera à obtenir une meilleure compréhension de toutes sortes de situations concernant votre travail ainsi que dans votre vie privée. L’outil C-02A fournit un modèle pour une réflexion approfondie.

L’ensemble de questions dans l’outil C-02B vous aidera à trouver les bonnes questions pour réfléchir sur des situations particulières et comment leur trouver un nouveau sens.

La supervision par des pairs est une approche dans laquelle un groupe se réunit sur une base régulière afin d'examiner les compétences professionnelles. Elle encourage la participation, les retours et l’auto contrôle instructifs. Il est important d’avoir une structure claire. Cet outil vous donnera des conseils sur la façon d’effectuer la supervision.

L’outil C-04A a pour objectif de vous aider à organiser et à réfléchir sur l’auto formation, comme la lecture d’articles évalués par des pairs ou des livres ou effectuer une recherche en ligne sur un sujet donné ou encore l'actualisation des connaissances en regardant la télévision ou d’autres activités. L’outil C-05B montre comment faire une présentation dans une revue. Ce modèle pourrait être mis dans votre portfolio.

Pour les débutants, ces petites notices peuvent être utilisées comme un mémo d’apprentissage. Ecrire vos idées pourrait vous aider à être plus cohérent dans vos activités d’apprentissage. Jetez un oeil sur vos notes régulièrement une fois par semaine ou une fois par mois. C-05A donne des exemples de questions et les catégories; Il y a davantage de place pour ses propres écrits dans C-05B

Utilisez l’outil C-02a pour des réflexions détaillées (p 37).
<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’outil C-06A est une liste de contrôle pour les étudiants qui commencent à rédiger des documents sur la recherche. Il permet d’envisager toutes les tâches importantes et de réfléchir sur les progrès d’apprentissage.</td>
</tr>
<tr>
<td>L’outil C-06B peut aider à enregistrer des expériences et de nouvelles compétences à partir des activités de recherche, de projets et d'innovations.</td>
</tr>
<tr>
<td>Cet outil fournit une liste détaillée d’exemples qui pourraient faire partie d'un dossier d'enseignement, avec la possibilité de prendre des notes.</td>
</tr>
<tr>
<td>Voir p 3 de l'outil C-02B, qui contient des questions de réflexion spécifiques aux enseignants.</td>
</tr>
<tr>
<td>L’outil fournit un guide pour préparer une leçon sur la prise des notes lorsqu’un enseignant rend visite à son / sa collègue</td>
</tr>
<tr>
<td>Voir l’outil C-03 du groupe de supervision par les pairs, sorte de conseil de pairs sans meneur, qui pourrait également être utile aux enseignants.</td>
</tr>
<tr>
<td>Les élèves diététiciens ont besoin d’être supervisés pour perfectionner leurs compétences et leur pratique. Cet outil vous aidera à penser à enregistrer vos tâches et expériences quotidiennes au cours de votre stage pratique.</td>
</tr>
<tr>
<td>Cet outil vous aidera à vous souvenir des informations les plus importantes concernant votre travail en tant que maître de stage pratique en diététique.</td>
</tr>
<tr>
<td>Voir le chapitre 13.2 pour les outils sur la réflexion sur l'apprentissage informel (p36).</td>
</tr>
</tbody>
</table>
Description

Outil C-10A fournit des questions utiles à se poser avant de commencer un travail bénévole pour une organisation spécifique, des idées pour prouver officiellement votre participation active et vous aider sur la réflexion de vos résultats d'apprentissage.

L’outil C-10b fournit un tableau pour documenter le travail bénévole. Pour une documentation plus détaillée et de réflexion, vous pouvez utiliser l’outil C-02A (p 37).

Description

Ce outil vous aidera à organiser vos attestations de présence aux activités d’apprentissage formel et non formel. Vous pourrez également calculer le total des enseignements et / ou ECTS, gérer les scans des documents et ajouter un petit commentaire.

Voir l’outil C-01 pour une réflexion approfondie (p 35).

Description

Le CV est une façon de vous vendre! Deux modèles différents d’un CV sont présentés. Outil D-02a est plus détaillé; outil D-02b contient juste les titres les plus importants.


Description

Cet outil aidera les débutants à organiser et à réfléchir sur leurs publications personnelles.

Vérifier si un logiciel spécial (voir le chapitre 13.4, p 41) pour la gestion de vos publications et toutes autres sources pourrait apporter une amélioration dans votre domaine.

Description

Avec cet outil, vous pourrez enregistrer les adhésions et affiliations, la date d'entrée (et d'expiration), vos fonctions et responsabilités et ce que vous avez appris de cette expérience.
### Description

Les bourses et les prix sont des jalons dans la carrière personnelle. Le cas échéant, ils doivent être mentionnés dans le CV. Pensez à garder toutes les informations que vous avez fournies en remplissant la demande et à réfléchir sur les enseignements que vous en avez tirés.
1 Resumen de Herramientas

Las herramientas de este Kit se distribuyen en 4 grandes categorías de acuerdo al ciclo que se muestra. Sin embargo, esta clasificación es sólo aproximativa ya que las herramientas se pueden utilizar desde diferentes aspectos. Por ejemplo: el portafolio se puede utilizar para planificar, pero también es esencial en la evaluación. Contiene los resultados de su autoevaluación pero también los resultados de sus actividades de aprendizaje. Por lo tanto, el portafolio es una categoría en sí mismo.

Elija la herramienta que considere más apropiada de acuerdo a su utilidad, dónde está, qué necesita o lo que pretende conseguir en el futuro. ¡Use las herramientas en su práctica diaria!

### Evalúo
- Administración de documentos de asistencia a cursos y actividades (D-01)
- Curriculum Vitae (D-02)
- Publicaciones (D-03)
- Membresías y Afiliaciones (D-04)
- Becas y Premios (D-05)

### Reflexiono
- Plan de Intenciones de Desarrollo Personal (A-01)
- Análisis DAFO (A-02)
- Competencias Generales (A-03)
- Competencias Específicas para dietistas (A-04)
- Preparando una entrevista de trabajo (A-05)
- Estilos de aprendizaje personal (A-06)

### Actúo
- Reflexión sobre aprendizaje formal y no-formal (C-01)
- Reflexión sobre aprendizaje informal (C-02)
- Supervisión por pares (C-03)
- Aprendizaje autodirigido (C-04)
- Memo de aprendizaje (C-05)
- Investigación, Proyectos de Innovación (C-06)
- Docencia / Observación por pares (C-07)
- Practicum (C-08)
- Trabajo como tutor de Prácticas (C-09)
- Voluntariado (C-10)

### Planeo
- Plan de Acción (B-01)
- Plan de Financiación (B-02)
<table>
<thead>
<tr>
<th>Herramienta-01-01-Portafolio-Índice-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un portafolio es una forma de recoger todo el material importante para su desarrollo profesional continuado. Esta herramienta pretende dar una idea de diferentes ítems (cómo un listado). Muestra un ejemplo de cómo se puede estructurar un portafolio en un intento de ayudarle a desarrollar su forma propia de ordenar todo el material generado durante su aprendizaje permanente y su desarrollo profesional.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-A-01-Plan-de-Intenciones-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál es su plan de intenciones para su desarrollo profesional? Esta herramienta le ayudará a definir un plan de desarrollo, individual e inspirador, utilizando un modelo de 5 pasos - lo que puede ser un buen comienzo para analizar sus competencias.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-A-02-Análisis-DAFO-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediante un análisis DAFO puede intentar averiguar más sobre sus fortalezas y debilidades, tanto desde un punto de vista interno como externo.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-A-03-Competencias-Generales-DIETS2.pdf</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esta herramienta aporta ideas sobre competencias generales tales como: colaboración, iniciativa o innovación. Intente encontrar las competencias más significativas para su trabajo y piense sobre los indicadores de desempeño para las mismas.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramientas-A-04a-Gráfico-EDC-DIETS2.xls</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esta herramienta trata sobre las competencias especiales de la dietética, bien sea en el momento de la graduación y entrada en la profesión (EDC) como para un dietista avanzado (EDAC). Con ella tendrá la oportunidad de crear gráficos que le ayudarán a visualizar qué tal se desenvuelve en las diversas áreas.</td>
<td></td>
</tr>
</tbody>
</table>

> Más información sobre las competencias de la dietética en el Capítulo 4 (p 5).
<table>
<thead>
<tr>
<th>Herramienta</th>
<th>Descripción</th>
</tr>
</thead>
</table>
| Herramienta-A-05-Entrevista-de-Trabajo-DIETS2.doc | Esta herramienta le ayudará a preparar una entrevista de trabajo y a averiguar más sobre usted mismo. Da una lista de ejemplos de preguntas comunes dentro de este tipo de entrevistas.  
▶ Más información sobre preguntas y respuestas ven: About.com: Job searching |
| Herramienta-A-06-Estilo-de-Aprendizaje-DIETS2.pdf | Use estos test online [1, 2] y el cuestionario [3] para averiguar cuál es el estilo de aprendizaje de su preferencia. ¿es el suyo un estilo determinado o quizás una combinación de varios? Conocer su estilo de aprendizaje le ayudará a elegir las estrategias de formación más efectivas para su desarrollo. |
| Herramienta-B-01-Plan-de-Acción-DIETS2.doc | Un plan de acción escrito le ayuda a ver más claramente en qué aspectos se debe centrar para estar actualizado y cómodo en su trabajo. Una hoja de planificación le ayudará a coordinar su aprendizaje.  
▶ Su portafolio (p 21) es básico para su plan y su plan de acción es parte de su portafolio. |
| Herramienta-B-02-Plan-Financiero-AAP-DIETS2.xls | Esta herramienta trata de dinero y pretende ayudarle a calcular los costes de su aprendizaje.  
A parte de los costes directos, otros puntos financieros como los días que se dejan de cobrar, exención de impuestos, becas o apoyo financiero por parte de los empleadores, deben ser tenidos en cuenta al planificar sus Actividades de Aprendizaje Permanente (AAP). |
| Herramienta-C-01-Reflexión-Aprendizaje-Formal-DIETS2.doc | Esta herramienta le ayudará a identificar si sus objetivos se han logrado, tras atender a un curso o conferencia, y qué tipo de progreso se han conseguido con la realización de la actividad así como en qué ha beneficiado a su empresa.  
▶ Ver la Herramienta D-01 para el manejo de sus certificados de asistencia (p 55). |
Herramienta-C-02a-Reflexión-Aprendizaje-Informal-DIETS2.doc

Herramienta-C-02b-Cuestiones-Autorreflexión-DIETS2.pdf

**Descripción**
- Reflexionar en un proceso activo y le ayudará a una mejor comprensión de todo tipo de situaciones, tanto en el trabajo como en su vida privada. La Herramienta C-02a le proporciona un modelo para realizar una reflexión detallada.
- La colección de preguntas de la herramienta C-02b le ayuda a encontrar las preguntas adecuadas sobre las que reflexionar en determinadas situaciones y como añadir un significado añadido a las mismas.

Herramienta-C-03-Grupo-de-Supervisión-por-Pares-DIETS2.pdf

**Descripción**
La supervisión por pares es un proceso en el que un grupo de trabajo se reúne, de manera periódica, para revisar las competencias profesionales de sus componentes. El proceso, anima a la participación, la respuesta instructiva y la autoevaluación. Para ello u es de gran importancia que exista en el proceso una estructura clara. Esta herramienta le ofrece una guía sobre cómo realizar las sesiones de supervisión.

Herramienta-C-04a-Aprendizaje-Autodirigido-DIETS2.xls

Herramienta-C-04b-Club-de-Lectura-DIETS2.doc

**Descripción**
La herramienta C-04a pretende ayudarle a organizarse y reflexionar sobre el aprendizaje auto dirigido como el que se obtiene tras la lectura de artículos científicos de revistas revisadas por pares o libros o la realización de búsquedas on-line sobre un tema determinado o cualquier otra actividad que sirva para actualizar su conocimiento.

Herramienta-C-05a-Memo-Aprendizaje-DIETS2.pdf

Tool-C-05b-Memo-Aprendizaje-DIETS2.pdf

**Descripción**
Para principiantes en el Actividades de Aprendizaje Permanente (AAP) estos documentos pueden utilizarse como Memos de Aprendizaje. Escribir sus ideas, puede ayudarle a ser más consistente en sus actividades de aprendizaje. Échele un ojo a sus notas una vez a la semana, o una vez al mes. C-05a aporta preguntas y categorías, mientras que C-05b da más opción a la escritura.

► Use la Herramienta C-02a para información más detallada sobre reflexión (p 37).
**Descripción**

- **Herramienta C-06a**
  - Lista de chequeo para estudiantes que están empezando a redactar artículos científicos. Ayuda a tener en consideración las tareas más importantes en el proceso y a reflexionar sobre el aprendizaje que conlleva.
  - La herramienta C-06b ayuda a registrar las experiencias en investigación e innovación y las competencias adquiridas durante las mismas.

- **Herramienta C-07a**
  - Detallada lista de ejemplos que pueden formar parte de un portafolio de docencia, con la posibilidad de tomar notas en ella.
  - En la p 3 de la Herramienta C-02b encontrarás aspectos específicos sobre los que realizar autorreflexión como enseñante.

- **Herramienta C-07b**
  - Modelo para realizar una evaluación de la lección impartida por un/una colega.
  - La herramienta C-03 explica cómo realizar una “evaluación por pares”, una forma de supervisión, sin liderazgo, que también puede ser útil para docentes.

- **Herramientas C-08**
  - Los estudiantes de nutrición humana y dietética necesitan práctica bajo supervisión para perfeccionar sus competencias y habilidades. Esta herramienta le ayudará a recoger y reflexionar sobre las actividades y experiencias en los lugares de prácticas tuteladas.

- **Herramienta C-09**
  - Esta herramienta le ayudará a registrar la información más importante sobre su trabajo como tutor de prácticas.
  - Ver Capítulo 13.2 para herramientas sobre aprendizaje informal (p 36).
<table>
<thead>
<tr>
<th>Herramienta-C-10a-Plan-Trabajo-Voluntario-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Herramienta C-10a aporta preguntas útiles a plantearse antes de comenzar un trabajo de voluntariado en una organización específica; ideas sobre cómo probar su trabajo en la misma y ayuda para reflexionar sobre el aprendizaje derivado de la experiencia.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-C-10b-Registro-Trabajo-Voluntariado-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Herramienta C-10b permite documentar el trabajo como voluntario. Para más detalles sobre reflexión y manejo de documentos, ver Herramienta C-02a (p 37).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-D-01-Documentando-Certificados-DIETS2.xls</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esta herramienta pretende ayudarle a organizar los certificados de asistencia a actividades académicas y no académicas. Puede también calcular la suma de ECTS acumulados, manejar documentos escaneados y añadir una reflexión somera sobre la actividad.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-D-02a-CV-DIETS2.doc</th>
<th>Herramienta-D-02b-CV-DIETS2.doc</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>¡El CV es una forma de publicitarse! Se presentan dos modelos diferentes de CV. La herramienta D-02 recoge la información con más detalle; La herramienta D-02b contiene únicamente los puntos más importantes a resaltar. Para más ejemplos de CVs consultar [1] y [2].</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Herramienta-D-03-Publicaciones-DIETS2.xls</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esta herramienta ayudará a los principiantes a reflexionar sobre los artículos que publica. Aprender a manejar software especial (ver Capítulo 13.4, p 41) para el manejo de las publicaciones propias y ajenas es muy útil para mejorar su práctica profesional.</td>
<td></td>
</tr>
<tr>
<td>Herramienta</td>
<td>Descripción</td>
</tr>
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<td>------------</td>
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</tr>
<tr>
<td>Herramienta-D-04-Membresías-DIETS2.xls</td>
<td>Con esta herramienta puede recoger información sobre membresías y afiliaciones a sociedades científicas: fecha de ingreso, labores desarrolladas, reflexión sobre lo aprendido con las mismas.</td>
</tr>
<tr>
<td>Herramienta-D-05-Premios-y-Becas-DIETS2.xls</td>
<td>Becas y premios son piedras angulares en la carrera profesional de las personas y deben recogerse, cuando proceda, en el CV. En este documento puede recopilar toda la información utilizada en la solicitud de las mismas y reflexionar sobre lo aprendido en el proceso de aplicación.</td>
</tr>
</tbody>
</table>
Información sobre el documento

Este documento es un resumen de herramientas cuyo objetivo se explica en la Guía para el Aprendizaje Permanente DIETS2.

► Para más Información: www.thematicnetworkdietetics.eu

► DIETS2 Guía para el Aprendizaje Permanente

► DIETS2
La Red Temática 'Dietitians Ensuring Education, Teaching and Professional Quality' es un proyecto financiado por el programa Socrates de la UE de 3 años de duración (Octubre 2010 - Septiembre 2013) que incluye a 31 países. La Federación Europea de Asociaciones de Dietistas (EFAD) fue el miembro más importante de la Red, representando a más de 30,000 dietistas de toda Europa.

► EFAD website
http://www.efad.org

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1 Vue d'ensemble de tous les outils

Les outils sont présentés en quatre grandes catégories selon le cycle indiqué. Ceci est un classement sommaire car les outils peuvent être utilisés de différentes façons. Par exemple, un «portfolio» peut être utilisé pour la planification, mais il est également partie intégrante de votre évaluation. Il contient des résultats importants de votre auto-évaluation ainsi que des exemples et résultats de vos activités d'apprentissage. Par conséquent, il est présenté comme une catégorie à part.

Choisissez l'outil approprié pour voir où vous en êtes, ce dont vous avez besoin, et ce que vous souhaitez atteindre. Utilisez les outils dans votre pratique quotidienne!

### J’évalue
- Gestion des attestations de présence (D-01)
- Curriculum Vitae (D-02)
- Publications (D-03)
- Adhésions, affiliations (D-04)
- Bourses et prix (D-05)

### J’auto évalue
- Ordre de mission (A-01)
- Analyse SWOT (A-02)
- Compétences générales (A-03)
- Compétences Spécifiques des diététiciens (A-04)
- Préparation à un entretien d'embauche (A-05)
- Apprentissage individuel (A-06)

### J’agis
- Réflexion sur l’apprentissage formel et non formel (C-01)
- Réflexion sur l’apprentissage informel (C-02)
- Groupe de supervision par des pairs (C-03)
- Auto formation (C-04)
- Mémo d’apprentissage (C-05)
- Recherches, projets, innovations (C-06)
- Enseignement/observation des pairs (C-07)
- Stage pratique (C-08)
- Travail de maître de stage/tuteur (C-09)
- Travail bénévole (C-10)

### Je planifie
- Plan d’action (B-01)
- Plan financier (B-02)
<table>
<thead>
<tr>
<th>Outil</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outil-01-01-Portfolio-Index-DIETS2.doc</td>
<td>Un portfolio est un ensemble de tous les documents importants pour votre développement professionnel continu. Cet outil est censé vous donner une idée des possibilités (comme une liste de contrôle). Il donne un exemple de structuration d'un portfolio pour vous aider à développer votre propre façon d'organiser tout le matériel d'apprentissage et de développement.</td>
</tr>
<tr>
<td>Outil-A-01-Ordre-de-mission-DIETS2.doc</td>
<td>Quelle est votre ordre de mission? Cet outil vous aidera à définir un ordre de mission personnel et individuel en utilisant un modèle en 5 étapes. Il pourrait être un bon point de départ pour analyser vos compétences.</td>
</tr>
<tr>
<td>Outil-A-02-Analyse-SWOT-DIETS2.doc</td>
<td>Avec une analyse SWOT, vous pouvez essayer d’en savoir plus sur vos forces et faiblesses, tant d’un point de vue interne qu’externe.</td>
</tr>
</tbody>
</table>
Description
Cet outil est censé aider à vous préparer à un entretien d'embauche et d'en savoir plus sur vous-même. Il donne une liste d'exemples de questions posées.
► Pour plus d'informations sur les questions et les réponses voir sur: About.com: Job searching [1]

Description
Utilisez les tests en ligne [1, 2] et / ou l'enquête dans [3] pour déterminer le type d'apprentissage que vous préférez. Êtes-vous favorable à un type particulier ou plutôt une combinaison ?
Être familier avec votre type d'apprentissage vous aidera à utiliser les stratégies les plus efficaces pour vous et vous permettra d'élargir votre répertoire d'apprentissage.

Description
Un plan écrit vous permettra de voir plus clairement sur quoi vous devriez vous concentrer pour rester à jour et à l'aise dans votre travail. Une planification vous aidera à coordonner votre apprentissage.
► Votre portfolio (p 21) est une base pour la planification, et votre plan d'action fait partie de votre portfolio.

Description
Dans cet outil, il est question d'argent et il est censé vous aider à calculer les coûts de vos activités d'apprentissage.
En plus des coûts directs pour les livres ou les cours, d'autres aspects comme la libération d'une journée sans solde, un allégement fiscal des frais, les subventions gouvernementales ou les frais pris en charge par l'employeur doivent être pris en compte.

Description
Cet outil pourrait vous aider à identifier si les objectifs ont été atteints au moment de choisir un cours ou une conférence et quel genre de progrès vous avez réalisé. En outre, dans votre organisation, il peut ajouter la gestion des connaissances.
► Voir l'outil D-01 pour la gestion de vos attestations de présence (p 55).
Description
- La réflexion est un processus actif qui vous aidera à obtenir une meilleure compréhension de toutes sortes de situations concernant votre travail ainsi que dans votre vie privée. L’outil C-02A fournit un modèle pour une réflexion approfondie.
- L’ensemble de questions dans l’outil C-02B vous aidera à trouver les bonnes questions pour réfléchir sur des situations particulières et comment leur trouver un nouveau sens.

Description
La supervision par des pairs est une approche dans laquelle un groupe se réunit sur une base régulière afin d'examiner les compétences professionnelles. Elle encourage la participation, les retours et l’auto contrôle instructifs. Il est important d’avoir une structure claire. Cet outil vous donnera des conseils sur la façon d’effectuer la supervision.

Description
L’outil C-04a a pour objectif de vous aider à organiser et à réfléchir sur l’auto formation, comme la lecture d’articles évalués par des pairs ou des livres ou effectuer une recherche en ligne sur un sujet donné ou encore l'actualisation des connaissances en regardant la télévision ou d’autres activités. L’outil C-04b montre comment faire une présentation dans une revue. Ce modèle pourrait être mis dans votre portfolio.

Description
Pour les débutants, ces petites notices peuvent être utilisées comme un mémo d’apprentissage. Ecrire vos idées pourrait vous aider à être plus cohérent dans vos activités d’apprentissage. Jetez un œil sur vos notes régulièrement une fois par semaine ou une fois par mois. C-05a donne des exemples de questions et les catégories; Il y a davantage de place pour ses propres écrits dans C-05b.
- Utilisez l’outil C-02a pour des réflexions détaillées (p 37).
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>L'outil C-06a est une liste de contrôle pour les étudiants qui commencent à rédiger des documents sur la recherche. Il permet d’envisager toutes les tâches importantes et de réfléchir sur les progrès d'apprentissage.</td>
<td>► L'outil C-06b peut aider à enregistrer des expériences et de nouvelles compétences à partir des activités de recherche, de projets et d'innovations.</td>
</tr>
<tr>
<td>Outil-C-06a-Check-list-Recherche-DIETS2.pdf</td>
<td>Outil-C-06b-Recherche-Projets-DIETS2.xls</td>
</tr>
<tr>
<td>Outil-C-07a-Dossier-enseignement-DIETS2.doc</td>
<td>Outil-C-07b-Observation-des-pairs-DIETS2.doc</td>
</tr>
<tr>
<td>Outil-C-08-Stage-pratique-DIETS2.xls</td>
<td>Outil-C-09-Maitre-de-stage-pratique-DIETS2.xls</td>
</tr>
</tbody>
</table>
| Description | Cet outil fournit une liste détaillée d’exemples qui pourraient faire partie d’un dossier d’enseignement, avec la possibilité de prendre des notes.  
► Voir p 3 de l’outil C-02b, qui contient des questions de réflexion spécifiques aux enseignants. | |
| Description | L’outil fournit un guide pour préparer une leçon sur la prise des notes lorsqu’un enseignant rend visite à son / sa collègue (l’observation par des pairs / mutuelle).  
► Voir l’outil C-03 du groupe de supervision par les pairs, sorte de conseil de pairs sans meneur, qui pourrait également être utile aux enseignants. |
| Description | Les élèves diététiciens ont besoin d’être supervisés pour perfectionner leurs compétences et leur pratique. Cet outil vous aidera à penser à enregistrer vos tâches et expériences quotidiennes au cours de votre stage pratique. |
| Description | Cet outil vous aidera à vous souvenir des informations les plus importantes concernant votre travail en tant que maître de stage pratique en diététique (tuteur).  
► Voir le chapitre 13.2 pour les outils sur la réflexion sur l'apprentissage informel (p 36). |
<table>
<thead>
<tr>
<th>Outil</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outil-C-10a-Travail-bénévole-organisation-DIETS2.doc</td>
<td>Outil C-10a fournit des questions utiles à se poser avant de commencer un travail bénévole pour une organisation spécifique, des idées pour prouver officiellement votre participation active et vous aider sur la réflexion de vos résultats d'apprentissage. L'outil C-10b fournit un tableau pour documenter le travail bénévole. Pour une documentation plus détaillée et de réflexion, vous pouvez utiliser l'outil C-02A (p 37).</td>
</tr>
<tr>
<td>Outil-C-10b-Travail-bénévole-documentation-DIETS2.doc</td>
<td></td>
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</tbody>
</table>

| Outil-D-01-Gestion-certificats-DIETS2.xls | Description | Cet outil vous aidera à organiser vos attestations de présence aux activités d'apprentissage formel et non formel. Vous pourrez également calculer le total des enseignements et / ou ECTS, gérer les scans des documents et ajouter un petit commentaire. Voir l'outil C-01 pour une réflexion approfondie (p 35). |
| Outil-D-02a-CV-DIETS2.doc |  |
| Outil-D-02b-CV-DIETS2.doc |  |

| Outil-D-03-Publications-personnelles-DIETS2.xls | Description | Cet outil aidera les débutants à organiser et à réfléchir sur leurs publications personnelles. Vérifier si un logiciel spécial (voir le chapitre 13.4, p 41) pour la gestion de vos publications et toutes autres sources pourrait apporter une amélioration dans votre domaine. |
| Outil-D-04-Affiliations-DIETS2.xls |  |

| Outil-D-05-Bourses-Prix-DIETS2.xls | Description | Les bourses et les prix sont des jalons dans la carrière personnelle. Le cas échéant, ils doivent être mentionnés dans le CV. Pensez à garder toutes les informations que vous avez fournies en remplissant la demande et à réfléchir sur les enseignements que vous en avez tirés. |
|  |  |  |
This document is a summary of the tools explained in the DIETS2 LLL-Guide.

► See there for more information: www.thematicnetworkdietetics.eu

► DIETS2 LLL-Guide

► DIETS
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. The European Federation of the Associations of Dietitians (EFAD) was a prime partner representing some 30,000 dietitians across Europe.

► EFAD website
http://www.efad.org

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1 Short Version of all Tools

The tools are arranged into four main categories according to the cycle shown. 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 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!

<table>
<thead>
<tr>
<th>I evaluate</th>
<th>I self-assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Managing certificates of attendance (D-01)</td>
<td>▪ Mission statement (A-01)</td>
</tr>
<tr>
<td>▪ Curriculum Vitae (D-02)</td>
<td>▪ SWOT analysis (A-02)</td>
</tr>
<tr>
<td>▪ Own publications (D-03)</td>
<td>▪ General competences (A-03)</td>
</tr>
<tr>
<td>▪ Memberships, affiliations (D-04)</td>
<td>▪ Specific competences of dietitians (A-04)</td>
</tr>
<tr>
<td>▪ Scholarship and awards (D-05)</td>
<td>▪ Preparing for a job interview (A-05)</td>
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<td></td>
<td>▪ Individual learning style (A-06)</td>
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<tr>
<th>I act</th>
<th>I plan</th>
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<tbody>
<tr>
<td>▪ Reflection on formal and non-formal learning (C-01)</td>
<td>▪ Action plan (B-01)</td>
</tr>
<tr>
<td>▪ Reflection on informal learning (C-02)</td>
<td>▪ Financial plan (B-02)</td>
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<tr>
<td>▪ Peer group supervision (C-03)</td>
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<td>▪ Self-directed learning (C-04)</td>
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<td>▪ Learning Memo (C-05)</td>
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<td>▪ Research, projects, innovation (C-06)</td>
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<td>▪ Teaching/Peer observation (C-07)</td>
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<td>▪ Practical placement (C-08)</td>
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<td>▪ Work as placement teacher (C-09)</td>
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<td>▪ Volunteer work (C-10)</td>
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<tr>
<td>Description</td>
<td>Tool name</td>
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<tr>
<td>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.</td>
<td>Tool-01-01-Portfolio-Index-DIETS2.doc</td>
</tr>
<tr>
<td>What is your mission statement? This tool will help you to define an individual and inspiring personal mission statement by using a 5-step-template. This could be a good start for analysing your competences.</td>
<td>Tool-A-01-Mission-Statement-DIETS2.doc</td>
</tr>
<tr>
<td>With a SWOT analysis, you can try to find out more about your strengths and weaknesses, both from an internal and an external point of view.</td>
<td>Tool-A-02-SWOT-Analysis-DIETS2.doc</td>
</tr>
<tr>
<td>This tool provides ideas about general competences like collaboration, initiative or innovation. Try to find the most relevant competences for your job and think about their performance indicators.</td>
<td>Tool-A-03-General-Competences-DIETS2.pdf</td>
</tr>
<tr>
<td>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.</td>
<td>Tool-A-04a-Spiderweb-EDC-DIETS2.xls Tool-A-04b-Spiderweb-EDAC-DIETS2.xls</td>
</tr>
<tr>
<td>Tool-A-05-Job-Interview-DIETS2.doc</td>
<td>Description</td>
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<tr>
<td>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.</td>
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<tr>
<td>► For more information on questions and answers see: About.com: Job searching</td>
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<tr>
<th>Tool-A-06-Learning-Style-DIETS2.pdf</th>
<th>Description</th>
</tr>
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<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?</td>
<td></td>
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<tr>
<td>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>
<td></td>
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<tr>
<th>Tool-B-01-Action-Plan-DIETS2.doc</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
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<tr>
<td>► Your portfolio (p 21) is a base for your planning. And your action plan is part of your portfolio.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Tool-B-02-Financial-LLL-Plan-DIETS2.xls</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tool is about money and is supposed to help you calculate the costs of your learning activities.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Tool-C-01-Reflecting-formal-L-DIETS2.doc</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>► See Tool D-01 for managing your certificates of attendance (p 55).</td>
<td></td>
</tr>
</tbody>
</table>
**Tool-C-02a-Reflecting-informal-L-DIETS2.doc**

**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.

**Tool-C-02b-Questions-for-Reflection-DIETS2.pdf**

**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.

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**Tool-C-03-Peer-Group-Supervision-DIETS2.pdf**

**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.

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**Tool-C-04a-Self-directed-Learning-DIETS2.xls**

**Tool-C-04b-Journal-Club-Presentation-DIETS2.doc**

**Description**
- Tool C-04a aims to help with organising and reflecting on self-directed learning such as reading peer-reviewed articles or books or carrying out an online research on a certain topic or updating knowledge by watching TV or other activities.
- Tool C-05b is on how to prepare a journal club presentation. The completed formula could go in your portfolio.

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**Tool-C-05a-Learning-Memo-DIETS2.pdf**

**Tool-C-05b-Learning-Memo-DIETS2.pdf**

**Description**
- 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).

---

**Tool-C-06a-Checklist-Research-Paper-DIETS2.pdf**

**Tool-C-06b-Research-Projects-DIETS2.xls**

**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.
Tool-C-07a-Teaching-Portfolio-DIETS2.doc

**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.

Tool-C-07b-Peer-Observation-DIETS2.doc

**Description**
The tool provides a template for preparing a visit of a lesson for taking notes when a teacher visits her/his colleague.
► See Tool C-03 for peer group supervision, a form of leaderless peer group counselling, which could also be useful for teachers.

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.

Tool-C-09-Placement-Teacher-DIETS2.xls

**Description**
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 36).

Tool-C-10a- Volunteer-Work-Planning-DIETS2.doc
Tool-C-10b-Volunteer-Work-Recording-DIETS2.doc

**Description**
► Tool C-10a provides helpful questions to be asked before you start volunteer work for a specific organisation, ideas for official proof of your active participation and help on reflecting your learning outcome.
► Tool C-10b provides a table for documenting volunteer work. For a more detailed documentation and reflection you can use Tool C-02a (p 37).
<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool-D-01-Documenting-Certificates-DIETS2.xls</td>
<td>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).</td>
</tr>
<tr>
<td>Tool-D-02a-CV-DIETS2.doc</td>
<td>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].</td>
</tr>
<tr>
<td>Tool-D-02b-CV-DIETS2.doc</td>
<td></td>
</tr>
<tr>
<td>Tool-D-03-Own-publications-DIETS2.xls</td>
<td>This tool will help beginners to organise and reflect upon their own publications.  ▶ Check if special software (see Chapter 13.4, p 41) for managing your own publications and all other sources would be an improvement for your working field.</td>
</tr>
<tr>
<td>Tool-D-04-Memberships-DIETS2.xls</td>
<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>
<tr>
<td>Tool-D-05-Scholarships-Awards-DIETS2.xls</td>
<td>Scholarships and awards are milestones in one’s personal career. If applicable, they should be mentioned in the CV. Recall and keep all information you used in the application and reflect on your learning results from the application process.</td>
</tr>
</tbody>
</table>
This document is a summary of the tools explained in the DIETS2 LLL-Guide.

► See there for more information: www.thematicnetworkdietetics.eu

► DIETS2 LLL-Guide

► DIETS2
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► EFAD website
http://www.efad.org

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