

**Dietitians ensuring education,
teaching and professional quality
2010-13**

Work package 1: Work based and Placement Learning

Interim Report:

Map of placements for dietitians in Europe (Del 1.2)

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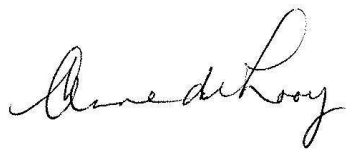
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3 Summary

This report builds on the work of the DIETS1 Network which reported in the Second Report 'Learning about European practice placement education from each other' (DIETS, 2009) that dietetic placements did not just occur in the clinical environment. The second network EU funded Thematic Network 'Dietitians ensuring education, teaching and professional quality (DIETS2) builds on this foundation.

This report shows that dietetic students may find themselves in a number of different environments and up to 15 have been identified in Europe by this stage of the project. Further work will now continue to identify learning outcomes and how the standards that ensure quality within this diversity of placements are implemented.



DIETS Network Coordinator
February 2012.

4 Background

"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".

5 Introduction

A key part of Europe 2020 is health promotion impacting not only economically through increasing workforce's productivity and less absenteeism but also reducing the burden on healthcare as people live more healthy and active lives. Dietitians can contribute to this agenda but require understanding more fully the needs of industry and enterprise. Further to support the Lisbon Strategy dietitians and their students, the future workforce need to demonstrate flexibility and preparedness (placements) to work in novel areas of food and health. A key aim of the DIETS2 project was therefore to develop, in partnership with enterprise and others, work based learning/placements to embed good and diverse practice.

Specifically this Work Package was to:

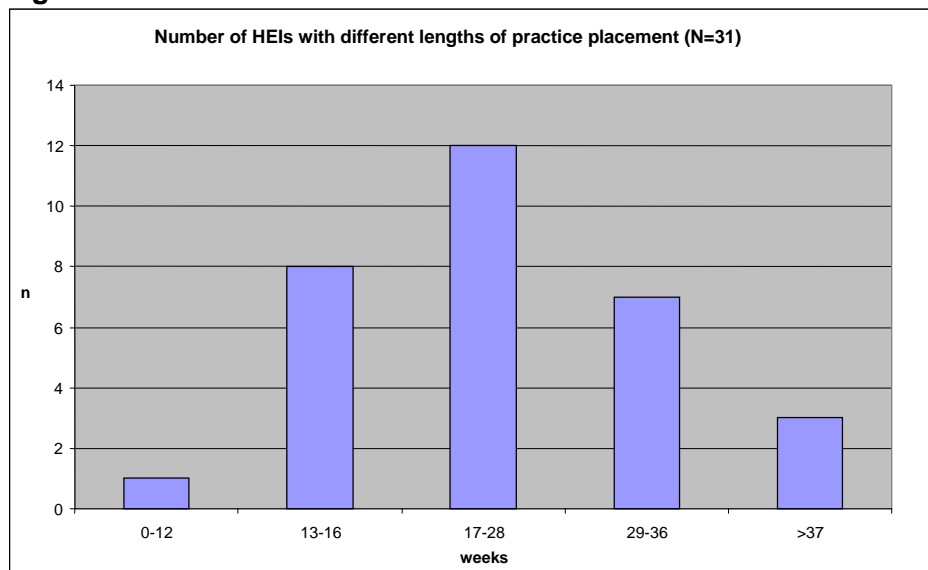
- identify how Higher Education can support high quality practice placement/work based learning; propose new methods & implementation
- describe, analyse and compare work based/placement learning opportunities (**eg food industry/private enterprise**) to diversify dietetic education (contribute to European innovation & research)

5.1 The first Thematic Network in Dietetics (DIETS1) organised 30 months of dietitian and Higher Education academic fact finding visits to different countries between 2006-09. Overall 31 visits took place. This represented actual face-to-face visits in which 45 different HEIs participated from 71 Partner HEIs in the Network, a response rate of 63%. The HEIs represented the experience of education and training of dietitians in 22 different countries. The outcomes are fully presented in Report 2: *Learning about Practice Placement Education From Each Other (DIETS, 2010)* and also by de Looy et al (2010). One finding of significance was the diversity of placement length; see below.

Practical placement design

The mean length of the practical placement from the 2008 and 2009 visits is 32 weeks (Figure 1) and weekly 31 hours. One Partner teaches only medical doctors and therefore this data is omitted from the following analysis.

Figure 1



The DIETS1 project found it difficult to arrive at a consensus about practical placements and their quality for a number of reasons:

- Many countries do not have a formally structured period of placement which is monitored for quality (ie visited by a member of the HEI for approval).
- Many students will not be asked to complete structured assessment and these are not formally graded as pass or fail.
- Some countries do not have a placement formally supervised by a dietitian.

For this reason the DIETS1 Network published Placement Standards which were subsequently adopted by EFAD in 2010 as The European Dietetic Practice Placement Standards.

5.2 This work package, for the aforementioned reasons, was designed to build on the work of DIETS1 and aims to

- identify how Higher Education can support high quality practice placement/work based learning; propose new methods & implementation
- describe, analyse and compare work based/placement learning opportunities (**eg food industry/private enterprise**) to diversify dietetic education (contribute to European innovation & research)

and in meeting the above objectives there will be a:

- ✓ development of dietetic practice through improved education of students;
- ✓ need to develop quality indicators for practical dietetics education;
- ✓ to share and disseminate best practice for teaching dietetics in practice;
- ✓ and finally to provide data for the description of all areas of dietetics practice, education and training throughout Europe (DIETS, de Looy et al, 2009).

This interim report describes the diversity of dietetic placements in Europe and acts as a Benchmark for subsequent work to be undertaken to monitor improvements in placement opportunities for dietetic students. More specifically this report provides information for deliverable 1.2 'Map of placements for dietitians in Europe'.

6 Aims

- To map current diversity of practice placement/work based learning opportunities for dietetic students in Europe.
- To analyse and compare practice placement/ work based learning opportunities to diversify dietetic education by innovative practices.
- To present the data in the form of a report which can be used as a Benchmark for subsequent initiatives to encourage diversification

7 Methods

Two methods were used to gather data for this Benchmark; a face to face workshop and a questionnaire.

7.1 Workshop

A workshop entitled 'Innovative Student Placements' was organised by the Work Package 1 (WP1) members during the kick off meeting of DIETS2 in Amsterdam, December 3rd 2010. Assuming that 'innovative student placement' can represent new and unexplored work placements as well as qualitatively upgraded existing practice in use of work placements, five questions were presented:

1. What kind of placement do you have?
2. Do you use learning outcomes for practical placement?
3. How do you ensure the quality of the practical placement? Do you have supporting documents for all parties involved?
4. How do you monitor problems during practical placement?
5. Do you provide training for practice trainers and supervisors?

Discussion groups were monitored by two WP1 members and notes were taken in order to explore the type of placements used by HEI's and the presence and quality of any supporting documents.

7.2 Questionnaire

A questionnaire was formulated and then piloted by the work package members. It was then converted to an online form by Lime Survey (SID 75837: Mapping Student Placement and their quality). The actual questionnaire is found in Appendix 1.

All Higher Education Institutions (HEI's) that were partners of DIETS2 or National Dietetic Associations (NDAs), if HEI's did not represent a partner-country, were invited to complete the survey.

The survey consisted of three sections:

Section 1: provided demographic information about the participants

Section 2: to identify the diversity of placements eg

- Clinical (public hospital/private clinic/nursing home)
- Health, Education and Social care (local health centre, doctor practice/health promotion/schools, kindergarten/local council, public health, government department, non-governmental agency)

- Catering (hospital, nursing home/school/restaurant (public or private
- Food industry/Private Industry/ Army, Navy, Air Force/health institutes/Research institutes/freelance dietitian
- Others: specify

Section 3: The quality of supporting documents for the placements ie Standards for the placement.

The survey was online accessible from mid April 2011 for 6 weeks. A reminder was sent to achieve a 50% or more response rate.

8 Results

8.1 Workshop

In total, 21 participants took part in the workshop. They were representatives of HEI's, NDAs and other public and private enterprises. Participants originated from Belgium, Czech Republic, Denmark, France, Greece, Hungary, Lithuania, Norway, Portugal, Spain, Switzerland, The Netherlands and the United Kingdom.

All discussion groups were familiar with clinical and catering settings. Specified practical placements included food industry, quality control, schools, kindergarten, the army, research institutes, health/sport institutes, private practice, cancer society, home care, local council, government (public health), European Space Centre, H&R department of large companies and supermarkets.

8.2 Questionnaire

8.2.1 Response Rate

In total, 67 HEI's (n=58) or NDAs (n=9) were asked to complete the survey (DIETS2 partners). A response rate of 58% (39/67) was achieved from the 27 surveys, 2 NDAs and 25 HEIs were fully completed and thus included for further analysis.

Responders originated from different countries: Belgium (n=5), Spain (n=3), Sweden (n=3), Austria (n=2), Greece (n=2), Lithuania (n=2), The Netherlands (n=2), France (n=1), Hungary (n=1), Iceland (n=1), Ireland (n=1), Israel (n=1), Luxembourg (n=1), Portugal (n=1) and Slovak Republic (n=1).

8.2.2 Types of placements

Figure 1 gives an overview of all types of placements. The survey identified 'Public hospital' as the most common provider of all placements with 89%. Other clinical settings described as 'Nursing homes' and 'Private clinic' were less common with 41% and 30%, respectively. Up to 48% (13/27) of responders indicated to use of at least two out of the three suggested types of 'Clinical' settings.

Placements in 'Health, education and social care' were more or less equally represented with 44% for both local health care centres and doctor practices and for health promotion placements and 41% for both schools or kindergarten and for local councils, public health, government department or non governmental agencies as placements. Fifty six percent of the responders indicated to use at least two out of the four suggested types of 'Health, education and social care' settings.

The practical placement identified as 'Catering' was undertaken in 'Hospitals' and 'Nursing homes' (70%) and undertaken in 'Schools' or 'Restaurants' (48%). Here, 44% of all the responders indicated that they used both types of placements within the 'Catering' setting. Other practical placements that were listed in the questionnaire show that 'Food industry' as the main provider (41%) followed by 'freelance dietitians' (37%), 'health institutes' (26%), 'research institutes' (22%), 'Private industry' (11%) and finally ' Army/Navy/Air force' (7%). Lastly, an option was provided in the survey to specify other placements, not identified in the list of the above mentioned categories of practical placements. This category included 5 responses. Supermarket chains, consumer association, pharmacies and shops selling dietary products, nutrition magazines and food inspection were specified as a type of placement by the responders.

Table 1 provides information of the placement diversity per country. Furthermore, it is indicated if a HEI or a NDA provided this information, as well as the number of responders per country.

Figure 1: Map of placement and their respective share (%) as a provider of placement in the education

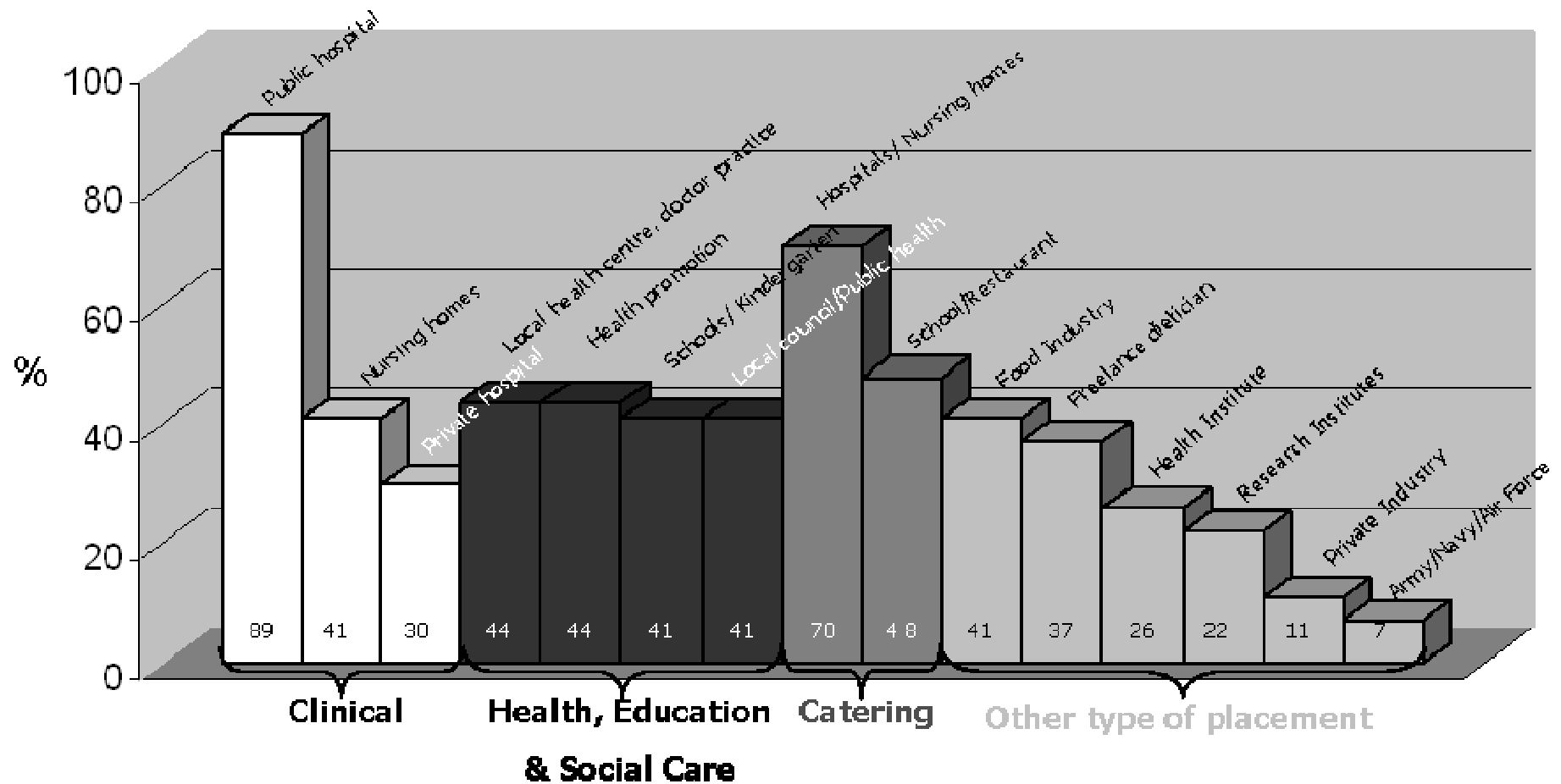


Table 1: Type of placement per country

Country	Type of placement															
	Clinical			Catering		Health, Education, Social Care				Other						
	Public hospital	Private hospital	Nursing home	Hospital, nursing home	Restaurant	Local health centre	Health promotion	School, kindergarten	Local council	Food Industry	Private Industry	Army, Navy Air Force	Health Institute	Research Institute	Freelance dietician	Other: specify
Austria *	X	X	X	X				X	X	X						
Belgium *	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Supermarkets, Dietary shops, Consumers association
France*	X	X	X			X	X	X	X	X						
Greece*	X	X	X	X	X	X	X	X		X			X	X	X	
Hungary*	X		X	X	X											
Iceland*, **				X												
Ireland*	X	X		X					X							
Israel*	X		X			X			X							
Lithuania*	X			X				X								
Luxembourg*, **	X			X		X	X									
Netherlands*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Portugal*	X		X	X	X	X	X	X	X							
Slovak Republic*	X					X										
Spain*	X	X		X	X		X	X	X	X				X	X	
Sweden*	X			X	X					X	X	X	X	X	X	Food inspection

* Austria (n=2), Belgium (n=5), France (n=1), Greece (n=2), Hungary (n=1), Iceland (n=1), Ireland (n=1), Israel (n=1), Lithuania (n=2), Luxembourg (n=1), The Netherlands (n=2), Portugal (n=1), Slovak Republic (n=1), Spain (n=3) and Sweden (n=3).

** NDAs

9 Discussion

By mapping dietetic education in Europe during 2006-2009, preliminary data were published on type of placement. Placements in the clinical setting were pointed out to be most common. Furthermore, food industry was described as an alternative placement (de Looy et al, 2010).

Now, the above mentioned data are confirmed by the results of the workshop and again by the output of the questionnaire. Despite a rather low response rate of the latter. The public hospital is the most common provider of placements. The results of the survey reveal that 89% of responders are familiar with this type of work placement in the education. Or, 14 out of 15 countries recognise the public hospital as a placement. This is to be expected as the majority of dietitians will be found in the clinical environment and can provide the necessary supervision of the student of dietetics.

Furthermore, all categories of suggested placements in the questionnaire were recognised practical placements, with 'other: Army/Navy/Air Force' as the less common subcategory. Only 7% of responders identified them as a work placement provider. Up to 56% of responders indicate to collaborate with more than one type of placement within the subclasses that have been defined. This is an indicator for the knowledge and experience of HEI's today with alternative placements.

Section two of the survey provided an extensive list of types of work placements accommodated with suitable examples. As a consequence, the survey itself could contribute towards a wider view on practical placements. However, a more important result of the survey are the suggestions made by the responders such as supermarket chains, consumer association, pharmacies and shops selling dietary products, nutrition magazines and food inspection that eventually all can be categorised under 'other, food industry and private industry'. The placements are specifically enumerated with the purpose to encourage the search towards innovative practical placements to diversify dietetic education

Further analysis is currently undertaken towards the quality and organisation of the placements. As mentioned before, in the assumption that 'innovative student placement' can represent new and unexplored work placements as well as qualitatively upgraded but existing work placements

References

DIETS (2009) Report 2: Learning about European practice placement education from each other. Found at www.efad.org

de Looy A, Naumann E, Govers E, Jaeger MJ, Liddell J, Maramba IDC, Cuervo. (2010) "Thematic Network DIETS mapping dietetic education in Europe 2006-2009: comparisons to the European Academic and Practitioner Standards of Dietetics", *Act Diet*, 14(3):109-119

EFAD (2010) European Practice Placement Standards. Available at www.efad.org

Appendix 1



Mapping Student Placements and their quality

The purpose of this questionnaire is to map student placements and their quality.

There are 3 sections to this questionnaire: First you will be asked to complete the administrative information section. Furthermore, the purpose of this questionnaire is twofold, namely to identify the diversity of placements that are used by dietetic students (second section) and secondly what documents HEI provide to support the students (third section). To fulfil this latter goal, we invite you to compare your standards with those of European Federation of the Association of Dieticians (EFAD) and to share your documents with us on the DIETS-website.

Please complete the questionnaire as fully as possible. If you have any questions please contact any member of WP1 - Supporting Work based/Placement Learning.
There are 29 questions in this survey

I Administrative information

1 Name of your Institute: *

Please write your answer here:

2 DIETS2 Partner number: *

Please write your answer here:

3 Country of Partner Institute: *

Please choose **only one** of the following:

- Belgium
- Bulgaria
- Czech Republic
- Denmark
- Germany
- Estonia
- Greece

- Spain
- France
- Ireland
- Austria
- Italy
- Cyprus
- Latvia
- Lithuania
- Luxembourg
- Hungary
- Malta
- Netherlands
- Finland
- Poland
- Portugal
- Romania
- Slovenia
- Slovakia
- Sweden
- United Kingdom
- Turkey
- Liechtenstein
- Iceland

4 Your name: *

Please write your answer here:

5 Your function: *

Please write your answer here:

6 Your Contact details (e-mail address and /or telephone number): *

Please write your answer here:

II Different types of placements used on dietetic courses

Below is a list of dietetic placements that have been used in Europe, please add to the list or tell us where you send your students.

7 Number of weeks (in total) students spend on the placement: *

Please choose all that apply and provide the number of weeks:

- Clinical – public hospital

- Clinical – private clinic
- Clinical: Nursing homes
- Health, Education and social care: Local health centre/ doctor practice
- Health, Education and social care: Health promotion
- Health, Education and social care: Schools/Kindergarten
- Health, Education and social care: Local council/ Public Health/Government department/Non Governmental Agencies (Charities)
- Catering: Hospital/Nursing homes
- Catering: School/Restaurant (private or public)
- Other: Food Industry
- Other: Private industry eg Human Resources
- Other: Army/Navy/Air force
- Other: Health institutes
- Other: Research institutes
- Other: Freelance dietitians
- Other, please specify
- Other, please specify
- Other, please specify
- Other, please specify

8 Remarks:

Please write your answer here:

9 Are students supervised on placement by a dietician employed by the placement? (If the proposed type of placement is not applicable for you, please answer "No").

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Clinical – public hospital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical – private clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical: Nursing homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Education and social care: Local health centre/ doctor practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Education and social care: Health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Education and social care: Schools/Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Education and social care: Local council/ Public Health/Government department/Non Governmental Agencies (Charities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering: Hospital/Nursing homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering: School/Restaurant (private or public)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Food Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Private industry eg Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Army/Navy/Air force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Health institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	Uncertain	No
Other: Research institutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: Freelance dietitians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III Preparation, agreements and standards in different types of placements

Practice Placement Standards were adopted unanimously by European Federation of the Associations of Dietitians (EFAD) in 2010 as best practice for the education and training of dietetic students in Europe. They compliment the European Benchmark Statement for Academic Programmes.

Please answer "Yes" or "No" to the questions of this section, because we are interested to know:

-if you are aware of these Standards

(<http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0>)

-and if so, how many of these Standards are already in place for dietetic student placements.

Finally we are also interested in your standards. Some partners have already uploaded documents for DIETS

1. If so, we kindly invite you to check the DIETS Website at:

<http://www.thematicnetworkdietetics.eu/>

For documents that are already available to support the standards. If not, and for all new partners, please upload your standards (in your language or in English) to share. If uploading is not possible, please send them to Reka Kegyes (rekaakegyes@yahoo.com).
Please mark ALL your documents with your DIETS partner number.

10 Learning outcomes are set for the practice placement(s) and they contribute to the overall aims for the programme.*

Please choose only one of the following:

Yes No

11 The learning outcomes are clear to the practice placement teacher, student and academic member of staff (They are published for all).*

Please choose only one of the following:

Yes No

12 Each learning outcome is assessed on the placement where it is taught. *

Please choose only one of the following:

Yes No

13 The Higher Education Institution (HEI) is responsible for the academic standards and quality of all practice placements. *

Please choose only one of the following:

Yes No

14 The HEI has policies, standards and procedures to test and approve practice placement and monitor their ongoing quality of delivery of learning. *

Please choose only one of the following:

Yes No

15 The practice placement has a formal agreement of the roles and responsibilities including termination of an agreement. *

Please choose only one of the following:

Yes No

16 Information, support and guidance materials are available and drawn-up and/or agreed by the practice placement partners and HEIs together *

Please choose only one of the following:

Yes No

17 Students are expected to demonstrate lifelong learning whilst on practice placement; and the HEI prepares the students in development of this skill. *

Please choose only one of the following:

Yes No

18 The practice placement AND HEI make clear the role, responsibilities and entitlements the student may expect while on their placement. *

Please choose only one of the following:

Yes No

19 Clear procedures are in place and well known if problems occur during the practice placement or a complaint needs to be made. *

Please choose only one of the following:

Yes No

20 The HEI provides clear guidance for the practice placement on how to monitor and report student progress at the end of the placement (Evaluation of the students progress). *

Please choose only one of the following:

Yes No

21 The HEI provides support and training for the teachers and supervisors. *

Please choose only one of the following:

Yes No

22 All staff in the HEI or the practice placement is encouraged (has the opportunity) to undertake staff development to maintain a high quality learning experience for the student *

Please choose only one of the following:

Yes No

23 Staff development is monitored and reviewed to make sure everyone is competent to teach students *

Please choose only one of the following:

Yes No

24 There are regular planned meetings between the practice placement and the HEI and these are used to improve the placement. *

Please choose only one of the following:

Yes No

25 The student can give feedback to improve the placements. *

Please choose only one of the following:

Yes No

26 The results of the monitoring and evaluation are available for all partners.*

Please choose only one of the following:

Yes No

27 *If you have answered "YES" to any of the questions of this section please answer:

Please choose all that apply:

Only answer this question for the items you selected in question 0 (")

Only answer this question for the items you did not select in question 0 (")

I have checked the EFAD Standards with my documents

(<http://www.efad.org/everyone/2086/9/0/32>)

I have uploaded my documents now

(<http://www.thematicnetworkdietetics.eu/frames.asp?actionID=0>) or I

have uploaded documents in DIETS1

I have sent my documents to reakegyes@yahoo.com

28 Do your documents differ according to type of placement?

Please choose all that apply and provide a comment:

Only answer this question for the items you selected in question 0 (")

Only answer this question for the items you did not select in question 0 (")

Yes

No

29 Remarks:

Please write your answer here:

Thank you for completing this survey.