

Appendix 2 Accreditation Report Templates

Appendix 2.1 Provisional Accreditation Report

The following template is to be used for the development of the university provisional accreditation report.

1. Philosophy and goals of the program - Identification, articulation and ongoing evaluation of philosophies and goals enable the program to be developed in a planned way.

1.1 Has a needs assessment been undertaken?

Evidence guideline - *There is involvement of DAA and relevant health authorities in the needs assessment. Short and long term workforce issues have been considered.*

Response	Reference to attachments

1.2 Are the philosophy and objectives clearly articulated?

Evidence guideline: *Included in documentation e.g. university approval documents of program or handbooks.*

Response	Reference to attachments

1.3 How does program philosophy reflect needs of the wider community?

Evidence guideline: *Acknowledges and consistent with contemporary health policies and strategies.*

Response	Reference to attachments

1.4 Are DAA Education Policy and National Competency Standards for Entry-level Dietitians (DAA, 1994) acknowledged?

Evidence guideline: *Included in appropriate documentation.*

Response	Reference to attachments

1.5 Does the program seek advice on an ongoing basis from individuals and groups outside the university?

Evidence guideline: *Representation of other educators, members of the profession (e.g. DAA Branch representatives, and employers) on program advisory, curriculum planning and student selection committees. The advisory role of DAA is demonstrated. Terms of Reference, membership and meeting schedule of program advisory committee demonstrate active engagement with DAA, profession, employers and other educators and students.*

Response	Reference to attachments

2 Resources - Effective education requires a minimum of resources. This includes competent administrative and academic staff and sufficient support personnel and adequate services.

2.1 Is there evidence that the administrative support, learning resources and physical facilities needed are available?

Evidence guideline: *Documentation of available teaching resources and aids, student facilities, library resources, computing and laboratory facilities are described (see Appendix 3 for the specific areas to be addressed in the report). Documentation demonstrating the university's commitment to current and planned resourcing to help ensure program sustainability.*

Response	Reference to attachments

2.2 How does the Department/School/Faculty ensure that adequately qualified and experienced dietitians are available for teaching, research and professional leadership in the program?

Evidence guideline: *Teaching and administrative responsibilities and qualifications and experience of dietitians on University staff and/or involved in teaching. Involvement of dietitians in program planning and management. It is expected that there would be at least 4 FTE academic staff with APD credentials, at least one of whom should be Level C or above.*

Response	Reference to attachments

3 Program management and evaluation - Achievement of intended program outcomes needs to be validated through internal and external evaluation

3.1 Is the University located within Australia and registered with the AEC Register of Tertiary Education? Is the award appropriately titled and positioned within the Australian Qualifications Framework?

Evidence guideline: *Reference to documentation verifying listing on AQF register.*

Response	Reference to attachments

3.2 Has the program received formal university approval?

Evidence guideline: *Relevant university documentation*

Response	Reference to attachments

3.3 Do staff, students and other relevant stakeholders participate in systematic and regular planning, implementation and evaluation of the program?

Evidence guideline: *Documentation of process and outcomes.*

Response	Reference to attachments

3.4 Are major program changes planned?

Evidence guideline: *DSAAC needs to be aware of planned changes to programs. Highlighting areas of change, development or where there is perceived need for change facilitates a collaborative approach to program development and may expedite the review process.*

Response	Reference to attachments

3.5 How is teaching performance appraised?

Evidence guideline: *Evidence of university evaluation of teaching. Where available, outcome data should be provided.*

Response	Reference to attachments

4 Accountability to students - Accountability to students. Consideration for students, both potential and those within programs, provides a basis and rationale for fair and equitable treatment.

4.1 How are current and prospective students made aware of the program?

Evidence guideline: *A detailed program prospectus, which states type of program, cost to student, entry requirements, credit arrangements and expected outcomes.*

Response	Reference to attachments

4.2 How are students selected?

Evidence guideline: *Description of selection policies procedure, including special entry and quotas and procedures for fee paying students.*

Response	Reference to attachments

5 Curriculum - The basis of an entry-level dietetic program is to provide learning experiences which result in the competence required to practise nutrition and dietetics to the standards set by the DAA. Program activities provide the process by which program inputs are transformed into outcomes. The curriculum will vary with the institutional environment, anticipated student intake, type and goals of the program, and intended program outcomes.

5.1 How does the curriculum reflect the philosophy and goals of the program?

Evidence guideline: *Program outline describing approaches to skill development, guided learning experiences, self-directed learning opportunities, specific content related to philosophy/goals.*

Response	Reference to attachments

5.2 How does the program introduce students to areas of competence in a planned sequence?

Evidence guideline: *Program curriculum outline. Copies of subject outlines with clear, written objectives, specific learning and behavioural objectives statement of assessment methods, and appropriate reading lists.*

Response	Reference to attachments

5.3 How is an adequate knowledge-base for competence demonstrated?

Programs are encouraged to use DAA's competency standards, as well as to incorporate new and innovative material. The subject areas listed in Part 1 of Section 5 of the Manual provide some detail of the areas of knowledge expected to support Unit 1 of the competency standards. The following table should be completed to indicate where in the curriculum these areas are covered.

Core Knowledge	Subject /program title	Reference to attachments
Theory of human nutrition and dietetics		
Role and function of nutrients – energy, protein, fat, carbohydrate, alcohol, fibre, water, vitamins, minerals, electrolytes and trace elements – in human metabolism, including : <ul style="list-style-type: none"> • requirements through the lifecycle • effects of deficiency and toxicity • food sources 		
Role and function of non-nutritive substances in human metabolism		
Impact of nutrition on physical performance and well-being		
Nutrition needs of various community groups and the nutrition problems of specific at-risk groups, particularly in Australia		
Role and function of major body systems including GIT, cardiovascular, renal, pulmonary, immune and endocrine		
Major diseases related to nutrition		
Biochemical and physiological parameters of disease		
Nutrient–drug interactions		
Methods of assessment for individuals and groups		

Core Knowledge	Subject /program title	Reference to attachments
Dietary interviews, history-taking and recording, description of food habits		
Anthropometric methodology, reference standards and their applications		
Clinical signs of nutrition status, the definition and classification of nutrition disorders		
Factors affecting biochemical measurements, and reference standards		
Qualitative and quantitative methods of estimating nutrient intakes		
Food use in society, especially Australia		
The nature of society and factors affecting its subgroups in respect of food and eating		
Ecological issues of food supply and food policy		
Environmental and psychosocial influences on lifestyle development through the lifecycle		
Food consumption trends in Australia		
Food habits of common ethnic or cultural groups in Australia		
Influence of cultural issues on food choice		
Factors affecting attitudes to food and health		
Patterns of food marketing, distribution and consumption		
History and future use of food		
Practices in domestic and institutional food use		
Preparation and ingredient composition of foods and meals		

Core Knowledge	Subject /program title	Reference to attachments
Impact of foods eaten away from home		
Influences of cultural background on food choices		
Indigenous health issues		
Equity and equality issues		
Food science, as it relates to nutrition and dietetics		
Food analysis and estimation of food consumption, including additives and nutrients		
Nature and behaviour of food under various conditions, cooking methods, organoleptic properties of food, recipe construction and modification, knowledge of food serving sizes		
Food technology, methods and effects of food processing and packaging		
Principles of food microbiology, hygiene and toxicology		
Special diet food products and formulations and their applications		
Functional foods		
Food labelling and health claims		
Variety of food analysis packages		
Food standards and food regulation legislation		
Food service systems		
Principles of food service		
Large and small scale cooking equipment		

Core Knowledge	Subject /program title	Reference to attachments
Principles of menu planning and recipe standardisation		
Principles of food preparation on small and large scale		
Principles of portion control and equipment size		
Quantity cookery equipment and methods of use		
Staff classification and award conditions		
Principles of education theory as it applies to dietetic practice		
Theories of learning and food education, including principles of adult learning		
Philosophy of nutrition education		
Characteristics of helping relationships		
Group education techniques		
Theories of communication including counselling, behavioural science		
Theories of behavioural changes and behaviour modification		
Communication theory		
Sociology and human behaviour		
The communication process, models, enhancers and distractors		
Principles of individual counselling in the community		
Methods of self-analysis		
The practice of interviewing and history-taking		
Theories of organisation and management		

Core Knowledge	Subject /program title	Reference to attachments
Types of groups and their dynamics		
Organisational structure and behaviour		
Principles of industrial relations		
Theories of planning, including strategic planning		
Business planning and principles of financial planning		
Principles of quality management, including accreditation		
Management and leadership styles		
Measuring outcomes and evaluation, including benchmarking		
Methods for compiling reports and submissions		
Principles of human resource management		
Acts of law, including Workplace Health and Safety, Anti-discrimination Act, Privacy Act		
DAA policies and guidelines		
Meeting etiquette		
Codes of professional conduct and ethics		
Theory of health promotion, community and public health		
Definition, history and philosophies of public and community health movements		
Australian Federal and State Health policy, including nutrition guidelines and policies		
International health and nutrition policies, such as those promoted through the World Health Organisation		

Core Knowledge	Subject /program title	Reference to attachments
Description of community profiles		
Needs assessment of communities and populations		
Nutrition and health in developing countries		
Nutrition problems in Australian communities		
Theories of health education, health promotion, health advocacy and community development		
Principles of program management, including assessment, planning, implementation and evaluation		
Issues which influence the nature of, access to and effectiveness of health services		
Knowledge of local food use information from demographic, epidemiological and anthropological sources		
Consumer legal issues		
Health promotion strategies		
Nutrition research and evaluation		
Research ethics and principles for conducting clinical trials		
Principles of research design, including data management and statistical analysis		
Quantitative and qualitative research methodology		
Principles of evidence based practice, including critical appraisal of the literature		
Principles of epidemiology and sampling methodology		

5.4 How does the program develop professional skills and personal attitudes and values, as described in Units 2-8?

The subject areas listed in Part 2 of Section 5 of the Manual provide some detail of the areas of skills expected to support Units 2-8 of the competency standards. The following table should be completed to indicate where in the curriculum these areas are covered

Competencies	Key Assessment Activities Refer to Core Activities (Appendix 1.3)	Units or Topics in Curriculum
<p>Unit 2. Interprets and translates scientific knowledge</p> <p>2.1 Utilises nutrition and health-related data and scientific literature to identify nutrition problem in individuals and in the community</p> <p>2.2 Translates technical nutrition information into practical advice on food and eating</p> <p>2.3 Develops education resource material</p>	<p>For example:</p> <p>Preparation of patient education resources</p> <p>Material developed on community placement</p> <p>Assignments in university units</p>	
<p>Unit 3. Collects, organises and assesses health and nutrition data</p> <p>3.1 Collects food intake data</p> <p>3.2 Provides quantitative and qualitative assessments of food intake data</p> <p>3.3 Collects social, biomedical and environmental data.</p> <p>3.4 Assesses and assigns priorities to all data</p> <p>3.5 Draws sound conclusions from all data</p>	<p>For example:</p> <p>Individual case management on placement, community profiles done in university assignments or on placement</p> <p>Pilot research projects</p>	
<p>Unit 4. Manages nutrition care for individuals</p> <p>4.1 Negotiates case management goals</p> <p>4.2 Prepares plan for achieving goals</p> <p>4.3 Counsels individuals and families on nutrition, food and diet issues</p> <p>4.4 Plans and implements meal and food orders for individuals</p> <p>4.5 Monitors progress of the individual's condition and care and adapts plan as necessary</p> <p>4.6 Documents all steps of the process</p>	<p>For example:</p> <p>Case studies on placement, case studies in University clinics</p> <p>Observation of practice on placement</p>	

Competencies	Key Assessment Activities Refer to Core Activities (Appendix 1.3)	Units or Topics in Curriculum
<p>Unit 5. Manages components of programs which deal with nutrition issues in the community</p> <p>5.1 Determines goals for dealing with nutrition issues in the community</p> <p>5.2 Develops plans for dealing with nutrition issues in the community</p> <p>5.3 Develops plans for group education sessions</p> <p>5.4 Facilitates learning in small groups</p> <p>5.5 Documents all steps of the process</p>	<p>For example: Assignments for community health subjects, activities performed on placement</p>	
<p>Unit 6. Influences and contributes to activities promoting a safe and nutritious food supply</p> <p>6.1 Acts as an advisor and advocates on behalf of individuals, groups and the profession to positively influence the wider, social and commercial environment about factors, which affect eating behaviour and nutrition standards</p> <p>6.2 Applies nutrition principles to food service</p> <p>6.3 Describes meal plans and menus for individuals and groups, including the formulation and modification of suitable recipes and serving methods</p>	<p>For example:</p> <p>Activities performed on placement for public, private or NGO sectors</p> <p>Assignments for university units</p>	
<p>Unit 7. Demonstrates basic skills in research and evaluation</p> <p>7.1 Adopts a questioning and critical approach to all aspects of practice</p> <p>7.2 Evaluates practice on an ongoing basis</p> <p>7.3 Applies research and evaluation findings to practice</p>	<p>For example:</p> <p>Activities conducted as research elective</p> <p>Independent study</p> <p>Presentations developed for professional development purposes</p>	

Competencies	Key Assessment Activities Refer to Core Activities (Appendix 1.3)	Units or Topics in Curriculum
<p>Unit 8. Demonstrates an organised professional and ethical approach to work</p> <p>8.1 Works effectively within the organisation</p> <p>8.2 Develops and maintains a credible professional role by commitment to excellence of practice</p> <p>8.3 Applies quality management principles to all aspects of professional practice</p> <p>8.4 Demonstrates professional leadership to promote the contribution of nutrition and dietetics to health and disease</p>	<p>For example: All placement activities</p>	

5.5 In what ways does the program prepare graduates for professional career planning?

Evidence guideline: *Contact with range of professional role-models and DAA representatives, opportunities for students to discuss employment options, practice in writing job applications and curriculum vitae, Student membership of DAA and support in accessing information on the APD program.*

Response	Reference to attachments

6 Professional practice program - The professional practice program provides the experience necessary to integrate the theory and practice of nutrition and dietetics.

6.1 Is professional practice in the 4th year of program final year of Masters program?

Evidence guideline: *Description of program structure*

Response	Reference to attachments

6.2 Does the program meet the DAA expectations of professional practice placements?

Evidence guideline: *Description of professional placement organisation and structure*

Response	Reference to attachments

6.3 How will the university maintain its coordinating and management role for placement activities?

Evidence guideline: *Documented arrangements.*

Response	Reference to attachments

6.4 What arrangements are planned for regular and as required communications with placement supervisors?

Evidence guideline: *Documented arrangements.*

Response	Reference to attachments

6.5 How will the student's skill development be assessed while on placement?

Evidence guideline: *Documented assessment and communication processes.*

Response	Reference to attachments

6.6 What procedures are planned for students who do not reach competence?

Evidence guideline: *It is recommended that there be a written policy on failure and guidelines for the continued practice of students who are not competent.*

Response	Reference to attachments

6.7 How will students be involved in evaluating the placement program?

Evidence guideline: *It is recommended that regular meetings of students and supervisors occur and that at the end of placement students have the opportunity for comment on placement and supervision*

Response	Reference to attachments

6.8 What plans are there for training and support programs for supervisory personnel?

Evidence guideline: *Regular reviews of practice programs and the program with supervising dietitians and any non-dietitian directors are expected, as well as training and support for all participating dietitians*

Response	Reference to attachments

6.9 How will the university ensure continued development activities and support of agencies involved in professional practice programs?

Evidence guideline: *Details of Placement Education PD Programs.*

Response	Reference to attachments

Appendix 2.2 DAA Accreditation application protocol for full accreditation and re-accreditation reviews

Section 1 (To be completed by DAA)

Name of course	
Current accreditation status	
Date of last accreditation approval	
End of accreditation period	
Accreditation status addressed by this application	
Summary of main issues raised by DAA in response to the previous application	

Section 2

Report Format and Presentation

DAA require that usual academic standards are applied to the presentation of this report including clearly labelled figures and tables and definitions of abbreviations. Statements need to be supported by evidence. Sufficient detail is required to enable a reviewer who is not familiar with the university or course to readily read and understand the material provided. For example local terminologies such as unit values, subject codes and year level progressions should be explained. Information and data should be summarised succinctly with some synthesis, analysis, interpretation and reflection. For example raw student evaluation data is unacceptable and care should be taken to protect privacy. DAA requires clear evidence of ongoing systematic quality assurance systems, the outcomes of these systems over at least 3 years and evidence of response to this feedback. Any descriptions of change should include rationale for change and be detailed enough in the current report to enable the reviewer to understand and evaluate the nature and implications of the change.

1. Response to main issues raised by DAA in response to the previous application as above

2. Philosophy and goals of the program - Underlying the establishment of any dietetic program are certain philosophical premises that determine its broad goals. Identification, articulation and ongoing evaluation of these philosophies and goals enable the program to be developed in a planned way. Please refer to Section 1 of the DAA Accreditation Manual p.3-5.

Criteria	Evidence Guideline	Response and any reference to attachments
Philosophy and goals of the program	<ul style="list-style-type: none"> • Describe any changes to program nomenclature. • Provide updated program handbooks or web information about the program • Detail program structure and entry requirements • Detail specialisations within the program and current links to other programs • Outline strategic workforce planning influencing changes to course • Outline planned changes to scope, direction and size of course, including student numbers 	

3. Resources - Effective education requires a minimum of resources. This includes competent administrative and faculty staff and sufficient support personnel and adequate services. Reviewers require a clear picture of the teaching resources allocated to the N&D components of the program.

Criteria	Evidence Guideline	Response and any reference to attachments
Current resources for the program	<ul style="list-style-type: none"> • Staff profile and teaching allocation for all nutrition and dietetic subjects including qualifications and APD status, employment fractions, primary employer, unfunded teaching • Professional and research staff • Physical resources including computer and laboratory facilities • Details of how budget is allocated and managed 	

4. Program management - The management of a dietetic program in terms of reporting structures and relationships within and outside the University needs to be outlined as part of quality assurance activities.

Criteria	Evidence Guideline	Response and any reference to attachments
<p>Management and evaluation of the program</p>	<ul style="list-style-type: none"> • Provide information on how the program fits into the overall Faculty organisational structure. • Describe the program Advisory committee structure, including terms of reference and membership, including DAA and student representation, decision making representatives of the profession and accountability of programs via these committees. • List of evaluation and quality assurance activities undertaken for the program including summaries of university feedback from the Graduate Destination Survey and the Course experience questionnaire. The activities undertaken as a result of these evaluations also need to be provided. • Evaluation outcomes of surveys with employers of new graduates and any changes made as a result of feedback. 	

5. Student accountability. Consideration for students, both potential and those within programs, provides a basis and rationale for fair and equitable treatment.

Criteria	Evidence Guideline	Response and any reference to attachments
<p>Provide details on current and potential students and processes for progression of students to graduation</p>	<ul style="list-style-type: none"> • Outline student selection process. • Since the last Accreditation, provide the number of student applications, number of admissions, nos. currently enrolled in the program, with UAI cut-off and their progression, since enrolment. • Outline the number of international and domestic students, including mature age and indigenous students. • Provide details on links to other related courses and programs. • Detail processes for students who fail in their final year and information on exit points. • List student representation on program committees. • Provide details of insurance for students on practice and agreements off-campus sites. 	

6. Evaluation and quality assurance activities – Ongoing evaluation and quality assurance is an important component of any program and needs to be integrated into the program function and clearly transparent in line with AUQUA principles

Criteria	Evidence guideline	Response and any reference to attachments
Demonstrate quality assurance activities.	<ul style="list-style-type: none"> • Outcomes from evaluation of teaching and learning, including Student Evaluation of Teaching and Student Evaluation of Units (last 3 years for re-accreditation and last 2 years for full accreditation) and actions undertaken as a result. • Provide any details and actions from internal university reviews relevant to the program. 	

7. Curriculum - The basis of an entry-level dietetic program is to provide learning experiences which result in the competence required to practice nutrition and dietetics to the standards set by the DAA. Program activities provide the process by which program inputs are transformed into outcomes. The curriculum will vary with the institutional environment, anticipated student intake, type and goals of the program, and intended program outcomes. Please refer to Section 2.1, p.7-8 and dot point 7 for the overall science content of the program and Section 5 for details of examples of core fields of study.

Criteria	Evidence guideline	Response and any reference to attachments
Provide details on the program curriculum (noting any changes since the last accreditation review)	<ul style="list-style-type: none"> • Copies of subject content, objectives, credit points and sequencing for all units/subjects in program. • Information on the introduction of new teaching/assessment methods. 	

8. Professional practice program - The professional practice program provides the experience necessary to integrate the theory and practice of nutrition and dietetics. In completing this section, please refer to Section 2.2, p 8-10.

a) Duration of the Professional Practice Program

The program must continue to include the minimum requirements outlined below:

Practice Area	DAA Standard	Program weeks in current program (please state)
Management of individual care	Within that program, a minimum of 10 weeks full-time is required in developing competencies for safe practice in managing nutrition care of individuals. At least 4 weeks of this period should be undertaken in a clinical setting in a hospital where at least two full-time equivalent dietitians are employed. Placements within private practice and clinics not part of the public health system may also be undertaken provided they meet the supervisory and assessment requirements.	
Participation in programs addressing community and population health issues	A minimum of 4 weeks should be allocated to addressing development of skills in community and population health nutrition, including group education and health promotion activities. These locations may vary, but include nutrition units in community health centres, non-government organizations, government department, and the food industry.	
Management and advocacy in food and nutrition systems	A minimum of 4 weeks should be allocated to practice in this area, and at least two weeks should be related to the provision of food services in the healthcare context. Examples include food industry experience, food service management in corrective services, child care centres, meals on wheels, voluntary meal provision, school canteens, nutrition service management, quality coordination, government policy advice, information management	

b) Management of the Professional practice program

Criteria	Evidence Guideline	Response and any reference to attachments
Outline management the professional practice program.	<ul style="list-style-type: none"> • Current list of sites used, number of students at each site and at what stage they are at in the program at each site. • Update on the organisational processes for placements, including planning and evaluation processes for sites • Update on the modes of supervision and assessment used for students on placement. • List the number of students not reaching competence after placements and how these students are being dealt (in the last 2-3 years). • Provide process and outcomes of student evaluation of placements including data from last three years (2 years for full accreditation). 	
Outline processes in place to communicate with and support supervisors and students during placements.	<ul style="list-style-type: none"> • Describe the provision of supervisor training and support by the university. Note any programs run, the numbers attending and any evaluation outcomes. • Describe the method of communication with and supporting students and supervisors on practice placement 	