

Appendix 5 Information Kit for DAA Branch Accreditation Working Party

This kit has been designed to provide Branch Accreditation Working Parties with the information required to undertake local reviews as part of accreditation and re-accreditation reviews. This important task ensures that the DAA accreditation process is relevant to the needs of the profession and provides an opportunity for DAA members to have input into the education of their future colleagues.

5.1 Role of the Branch Accreditation Working Party

A Branch Accreditation Working Party is established at branch level to support and advise DSAAC on accreditation issues in their state/territory.

This group's primary task is to review the professional practice content of the dietetic education programs that are undergoing DAA accreditation or re-accreditation.

Key tasks

1. Review the accreditation (or re-accreditation) report provided by the University and identify any areas where it is believed that the "practice" as experienced by students and the profession at the local level, differs from what is in the university report and that required by DAA;
2. To determine whether the student professional practice placement experiences meet (or continue to meet) the criteria by reviewing local placement agencies in the areas of:
 - Clinical
 - Community/public health
 - Food service
3. To identify any significant issues relating to the professional practice aspects of the course by consulting practising dietitians who participate in supervision for the university and with employers of graduates of the program (for full accreditation and re-accreditation reviews)
4. To determine whether current students and recent graduates of the program for full accreditation and accreditation reviews have any issues with regard to the quality of their professional practice experiences during their studies.
5. Develop a report for DSAAC based on the outcome of the working parties review.
6. The Chair of the working party is required to participate in the DSAAC site visit of the university.

5.2 Process for forming the Branch Accreditation Working Party

A Branch Accreditation Working Party is to be formed as part of the DAA accreditation and re-accreditation process. The working party is formed by the Branch where the university undergoing accreditation / re-accreditation is located. The Branch will call for nominations for the working party and will select a group of members that meet the membership criteria and offer a mix of professional backgrounds across core fields of practice.

Membership criteria

Senior member of the dietetics profession with full APD status and:

- At least 5 years dietetic experience
- Relevant experience as dietetic supervisor/education of dietetic students;
- Representative of one of the following fields of dietetic practice:
 - Clinical
 - Public health/community
 - Food service management

Sample Accreditation Working Party Terms of Reference

The Branch Accreditation Working Group should define their activities with a Terms of Reference. A sample terms of reference is provided below for information.

1. Name: The name of the working party shall be:

DAA (XXX Branch) Accreditation Working Party.

2. Membership:

Nomination: Working Party members are nominated by the DAA (Branch) Executive.

3. Committee governance and reporting lines:

The group will appoint a chairperson who is responsible for the coordination of meetings, circulating relevant materials received from DSAAC or other DAA representatives and for chairing the meetings. DAA National Office will provide administration support to the Chairperson for these tasks.

All communication with DSAAC and DAA National Office should be via the Chair and all official communication with the University Dietetics Course Coordinator should occur through DSAAC.

The committee will submit a final report to DSAAC, upon completion of the review.

The members of the Branch Accreditation Working Party may liaise directly with the University Dietetics Course Coordinator and other relevant university staff for routine information gathering.

The Working Party should liaise directly with relevant professional practice placement staff to undertake the necessary interviews and other data gathering activities for the review.

The committee will need to seek approval and liaise with the university to access current dietetic students for interview or other research activities for the review.

4. Committee Tasks:

a. Planning for the review

- Review of university documentation provided, any DSAAC correspondence and identification of requirements for further supporting documentation from the University. A table is available (Attachment 1) to help this review.
- Identification of key stakeholders for the purpose of consultations

b. Conduct stakeholder consultations

Information needs to be collected from:

- Placement supervisors for:
 - Clinical
 - Food service
 - Public Health / Community
- Current Students
- Recent graduates

The working party can use either focus groups or surveys to gather the required data. Attachment 2 has a range of tools for the working party to use.

c. Visit to the University (if required) for clarification of issues raised in stakeholder consultations

Members of the working party may need to visit the university staff to clarify issues raised during the consultations. This is not the formal DSAAC site visit and the university should be made aware of the nature of this visit.

d. Preparation of report for DSSAC

A report must be provided by DSAC by the working party. The suggested format for the report follows.

5.3 Suggested format for DSAAC report

1. Working group members and affiliations
2. Timeline of your review and tasks completed
3. Outcome of the review of the full accreditation or re-accreditation report
4. Course governance – note current structure and any issues
5. Professional Practice Placement program

Clinical (include any specialist clinical placements)

- overview
- outcome of consultations
- recommendations

Food Service

- overview
- outcome of consultations
- recommendations

Public Health /Community

- overview
- outcome of consultations
- recommendations

6. Student consultations – recent graduates and current final year students
7. Employer consultations
8. Sustainability issues for professional placement program

Attachment 1 Assessment of the Accreditation Report (Professional Practice Aspects)

Question (as per DAA Accreditation Manual)	Additional information/Issues requiring clarification
3.3 Do staff, students and other relevant stakeholders participate in systematic and regular planning, implementation and evaluation of the program.	
5.2 How does the course introduce students to areas of competence in a planned sequence?	
5.3 How is an adequate knowledge base for competence demonstrated?	
5.4 How does the course develop professional skills and personal attitudes and values as described in Units 2 – 8?	
5.5 In what ways does the program prepare graduates for professional career planning?	
6.2 Does the course meet the DAA expectations of professional practice placements?	
6.3 How will the university maintain its coordinating and management role for placement activities?	
6.4 What arrangements are planned for regular and as required communications with placement supervisors?	
6.5 How will the student's skill development be assessed while on placement?	
6.6 What procedures are planned for students who do not reach competence?	
6.7 How will students be involved in evaluating the placement Program?	
6.8 What plans are there for training and support programs for supervisory personal?	

Attachment 2 Sample Survey Tools

Sample Survey - Supervisors

DAA is seeking supervisors' recent experiences with the (name of university) student placements

The students I have experience with are:

Community and public health nutrition

Clinical

Food Service

- 1. Has the communication between your organisation and the University been adequate to allow for successful planning of placements? Are there any specific areas that you feel you do not have enough information? Any recommendations for change?**

- 2. Are you clear on the expectations of the university for placement experience and outcomes?**

- 3. Have you received sufficient information from the University on your role in assessment of student progress?**

- 4. What training and support has been offered to your organization to prepared staff for their role as student supervisor/s? Any recommendations for change?**

- 5. Please comment on support provided by the university (tutors and others) to students and supervisors during placements**

- 6. What do you see as the strengths with the curriculum or practical placements?**

7. What do you see as the weaknesses with the curriculum or practical placements?

8. Any other comments?

Thank you

Please send to:

Email:

or Post:

Sample Survey – Employer of new graduates

Please complete the following questions only if you have employed a recent new graduate from (name of university) or have worked closely with one.

Please nominate which work area best describes the job role undertaken by the new graduate:

Community and public health nutrition

Clinical

Food Service

Please tick your response to the following statements:

“I feel (name of university) graduates perform well compared to graduates of other universities.”

Strongly disagree disagree unsure agree strongly agree

Comments:

“There are many gaps in the skills and knowledge of new graduates.”

Strongly disagree disagree unsure agree strongly agree

Comments:

Any comments regarding your overall satisfaction with (name of university) graduates in your workplace?

Thank you!

Please send to

Email:

or Post:

Sample Survey - New graduates

1. Please tick your response to the following statements:

Please describe your current duties:

- hospital based/clinical community nutrition community dietetics
- public health nutrition private practice food service
- other _____

“I believe my (name of university) program provided me with the background knowledge I needed to perform well in my new position.”

- Strongly disagree disagree unsure agree strongly agree

“I believe the (name of university) program provided me with the necessary skills and experience to perform my current duties adequately”.

- Strongly disagree disagree unsure agree strongly agree

2. Any general comments regarding your satisfaction with the (name of university) course?

3. Any suggestions for improvement of the (name of university) course?

Thank you!

Please send to

Email:

or Post:

Attachment 3 Sample Focus Group Questions

Focus groups questions – Supervisors

1. How was your organisation selected as suitable to provide professional practice placement experience for the students? Was there any formal evaluation of suitability undertaken?
2. Do you feel this process of selection was adequate? Any recommendations for change?
3. Has the communication between your organisation and the University been adequate to allow for successful planning and implementation of the placement experience? Are there any specific areas that you feel you do not have enough information? Any recommendations for change?
4. Are you clear on the expectations of the university for placement experience and outcomes?
5. What is the student assessment process in place? Is this adequate? Any recommendations for change?
6. What support is in place for students who are not progressing as well as expected?
7. Have the students come to you with the skills you expect? Comment on any skill areas you feel they need before placement?
8. Does the professional placement program outlined by the University provide adequate opportunity for students to attain competency?
9. Is there a formal agreement between the University and your organisation in place?
10. What training and support has been offered to your organisation to prepare staff for their role as student supervisors?
11. Other comments

Focus group questions – Final year students

1. Have the facilities at your clinical placement sites been adequate?
 - rooms and aids for lectures and tutorials
 - study and meeting areas
 - library
 - computing facilities
 - other
2. How well prepared and informed did you feel upon commencing your hospital/clinical placements? Any recommendations for change?
3. Is the supervision you have been receiving from your placement supervisor/s appropriate and/or helpful? Are you regularly informed of your progress and how is this done? Comments?
4. Do you understand the assessment procedures for your professional practice experience that are in place? Do you have any comments regarding these procedures?
5. Do you feel you are receiving adequate support and communication from the University during your placements? Comments?
6. Are you aware of and do you understand the competency requirements that you need to meet for successful completion of the course?
7. Do you feel that the experience you are gaining on placement will allow you to successfully meet these competency requirements?
 - diversity of experience
 - case mix
8. Are you prepared for the expectations of professional dietetic practice – eg. the DAA Code of Ethics, professional values and how this applies to your dietetic practice?
9. Are you asked by the University to evaluate your professional practice experience? How is this done?