CAAM-HP Nutrition Education Database

# Section III – Educational Programme

## [Name of school]

## [Date of submission]

**GUIDELINES FOR SCHOOLS**

This data base section has been prepared as an editable template in Microsoft Word format

Shaded text boxes and tables are provided as guidelines for entering text in response to each item.

Where additional documents are requested, a place has been provided for the school to indicate a reference to an appendix

In some cases, tables may need to be expanded or duplicated and column or row headings may need to be adjusted to conform to terminology used by the school

Schools should make every effort to be concise in their responses while ensuring that each required item is addressed adequately

##### Part A: Key Quantitative Indicators

1. Total number ofscheduled weeks of instruction for the complete educational programme.
2. Provide the examination results for first-time takers of promotion exams during the three most recently completed academic years.

1st Year: Exam Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. Examined** | **% Passing** | **Mean GPA** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2nd Year: Exam Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. Examined** | **% Passing** | **Mean GPA** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

3rd Year: Exam Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. Examined** | **% Passing** | **Mean GPA** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

4th Year: Exam Title

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. Examined** | **% Passing** | **Mean GPA** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Final/Graduating exam

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. Examined** | **% Passing** | **Mean GPA** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Graduation, licensure and placement data for the last **five** years

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| from: to: | **Last Year** | **2 years prior** | **3 years prior** | **4 years prior** | **5 years prior** |
| **No.** | **%** | **No.** | **%** | **No.** | **%** | **No.** | **%** | **No.** | **%** |
| Graduation numbers (and % of starting cohort) |  |  |  |  |  |  |  |  |  |  |
| Licensure rates of graduates(if applicable and available) |  |  |  |  |  |  |  |  |  |  |
| Graduates placed in supervised practice (actual no. and % of graduating class) |  |  |  |  |  |  |  |  |  |  |
| Graduates successfully completing supervised practice (actual no. and % of graduating class) |  |  |  |  |  |  |  |  |  |  |

**Part B: Narrative Data and Tables**

1. **Curriculum Development and Management**

**ED.1 The nutrition degree programme must prepare graduates to function ethically and safely as a practitioner in all health care or other settings, contributing to health promotion, restoration and maintenance of health and the care of individuals across the lifespan, their families, and in community groups.**

1. Describe where in the curriculum students acquire the relevant knowledge and skills in the content areas listed above and the number of hours/weeks devoted to each.

**ED.2 The nutrition faculty or department should have the responsibility and authority for the design, implementation, and evaluation of a coherent and coordinated curriculum; are accountable for the programme outcomes and have sufficient resources to fulfill this mandate.**

*An institutional body (commonly a curriculum committee) oversees the educational programme as a whole. An effective central curriculum authority exhibits:*

* *Faculty, student, and administrative participation;*
* *Expertise in curricular design, pedagogy, and evaluation methods; and*
* *Empowerment to work in the best interests of the institution’s programmes without regard for parochial or departmental pressures.*

*The phrase "coherent and coordinated curriculum" implies that the programme as a whole is designed to achieve the faculty or department’s overall educational objectives. Evidence of coherence and coordination includes:*

* *Logical sequencing of the various segments of the curriculum;*
* *Content that is coordinated and integrated within and across the academic periods of study (horizontal and vertical integration); and*
* *Methods of pedagogy and student evaluation that is appropriate for the achievement of the programme’s educational objectives.*

*Evidence of effective curriculum management includes:*

* *Evaluation of programme effectiveness by outcome analysis;*
* *Monitoring of content and workload in each discipline, including the identification of omissions and redundancies; and*
* *Reviewing the stated objectives of individual courses and practical experiences, as well as methods of pedagogy and student evaluation to assure congruence with institutional educational objectives.*

*Minutes of the curriculum committee meetings and reports to the faculty governance and director document that such activities take place and show the committee's findings and recommendations.*

1. Provide the terms of reference for the membership of the curriculum committee. Please include the criteria for membership and the term of service. The terms of reference should also outline the number os members and the frequency of meetings
2. Supply a copy of the Course Schematic showing the sequencing of all courses offered in each academic period of the curriculum.
3. Briefly summarize the process through which courses are submitted and the process involved for the approval of courses for inclusion in the nutrition programme. Include how members of staff and students are informed of these approvals.

**ED.3 The curriculum is congruent with and responsive to any national or regional guidelines and standards.**

*There is evidence of the use of national or regional nutrition regulations and other related documents, such as internationally defined competencies for the professional nutritionists and dietitians and the nutrition code of ethics.*

1. Please describe how the school ensures that these guidelines and standard are addressed.

**ED.4 The curriculum must be designed, developed, implemented and evaluated to reflect clear statements of expected student learning outcomes that are consistent with the overall programme expectations.**

1. List the general objectives of the educational programme.
2. Indicate the year in which they were originally adopted and the year in which they were most recently reviewed or revised.

|  |  |
| --- | --- |
| Year adopted |  |
| Year last revised |  |

Describe how the general objectives of the educational programme are made known to:

1. students;
2. teaching staff, including full-time and part-time faculty, graduate students;
3. the academic leadership of the parent institution and its affiliated institutions.

**ED.5 The curriculum scope, objectives, course descriptions, sequencing, and methods of integration should guide faculty and students’ progression at each level of implementation.**

*The educational objectives represent the cognitive, affective, and psychomotor domains consistent with the level of behaviour the student is expected to exhibit at that particular stage of the curriculum.*

*Student achievement of these objectives is shown by specific and measurable outcomes as documented in the courses.*

**ED.6 Sequence, relevance, relatedness, integration, and internal consistency should be observed in defining curriculum statements, course objectives, and content, learning objectives, teaching/learning methods, learning experiences, student evaluation methods, and enable students to develop life-long self-directed study skills.**

1. Indicate the process through which courses are approved for inclusion in the nutrition programme. Include how sequence, relevance, relatedness, integration, and internal consistency are observed during the process.

**ED.7 The curriculum should prepare nutrition students to recognize and appropriately address gender, cultural and religious biases in themselves and others during the process of providing nutrition care and counseling to individuals, populations, and communities.**

1. Indicate where in the curriculum students develop competencies related to gender, cultural and religious biases. Note whether the instruction occurs through formal teaching or as a result of exposure in the clinical setting.

**ED.8 The curriculum content must cover cultural diversity and belief systems with respect to health and illness and the manner in which people of diverse cultures and belief systems perceive and respond to health, illness, various symptoms, and treatments.**

*Faculty and students should demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments.*

*To demonstrate compliance with this standard, the nutrition programme must document objectives relating to the development of skills in cultural matters, knowledge of international codes of professional conduct, and demonstrate the extent to which the objectives are being achieved.*

1. Describe where in the curriculum students acquire the relevant knowledge and skills in the content areas listed above and the number of hours/weeks devoted to each.

1. Supply a table showing the approximate sequence of courses, and the objectives in relation to the development of skills in cultural matters and, knowledge of international codes of professional conduct.

**ED.9The nutrition programme must observe the following minimum standards which include the didactic programme and supervised practice experience:**

* + 1. *120 total credits for the didactic portion of the programme in Nutrition*
		2. *The programme determines the minimum GPA requirements and qualifying examinations such as CAPE and CXC for acceptance into the programme*
		3. *The programme determines its length after taking into consideration learning activities that students must accomplish to obtain 120 credit hours, and*
		4. *Completion of 1200 hours of supervised practice experience to fulfill the requirements of the B.Sc. Degree in Nutrition.*
1. Supply a copy of the Course Schematic showing the sequencing of, and relationships between, required courses and the supervised practice experience in each academic period of the curriculum.
2. Describe the systems in place to supervise students completing their hours of supervised practice.

**ED.10 Mandatory courses for the nutrition undergraduate degree programme must include subjects from biological, e.g., anatomy, physiology, biochemistry; physical; behavioural and social sciences; the humanities; food science, as well as courses in clinical, community, and foodservice management.**

1. Indicate where in the curriculum the above subjects are covered, either as separate required courses or as part of interdisciplinary required courses.

**ED.11 Instruction within the basic sciences should include laboratory or other practical exercises that entail accurate observations of biomedical phenomena.**

1. Describe where in the curriculum students participate in required laboratory exercises (real or simulated) that oblige them to make observations of biomedical phenomena and collect or analyse data.

**ED.12 The curriculum should include elective courses to supplement required courses.**

*Electives should permit students to gain exposure to and deepen their understanding of disciplines and provide opportunities for students to pursue individual academic interests.*

1. Indicate the weeks of elective time available in each year of the curriculum.

|  |  |
| --- | --- |
| **Year** | **Elective Time (weeks)** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

1. What is the maximum number of weeks that students may spend taking electives at another institution?

1. Describe how electives are selected and approved.
2. How is the student’s performance during an elective assessed?
3. Provide the average number of weeks that students in the most recent graduating class spent taking electives at another institution.

|  |  |
| --- | --- |
| No. of Students | Avg. no. of weeks spent in electives at other institutions |
|  |  |

**ED.13 There must be comparable educational experiences and equivalent methods of evaluation across all alternative instructional sites.**

*Courses should be similar in experience. The instruments and criteria used for student evaluation, as well as policies for the determination of grades, should be the same at all alternative sites.*

*The faculty who teach at various sites must be knowledgeable in the subject matter to provide effective instruction, with a clear understanding of the objectives of the educational experience, and the evaluation methods used to determine achievement of those objectives.*

*Opportunities to enhance teaching and evaluation skills should be available for faculty at all instructional sites.*

*While the types and frequency of problems, clinical conditions, and experiences at various sites may vary, each course or supervised experience must identify the core experiences needed to achieve its objectives, and ensure that students receive sufficient exposure to such experiences.*

*To facilitate comparability of educational experiences and equivalency of evaluation methods, the course coordinator must orient all participants, teachers and students, about the educational objectives and grading system used. This can be accomplished through regularly scheduled meetings between the coordinator of the course or clinical experiences and the directors of the various sites that are used.*

*The programme director/coordinator should review student evaluations of their experiences at alternative sites to identify any persistent variations in educational experiences or evaluation methods.*

For courses or supervised practice offered at more than one site, describe the following:

1. How faculty members at all sites are oriented to the objectives and grading system for the course or supervised practice.
2. How and how often individuals responsible for the course or supervised practice at all sites communicate regarding planning, implementation, student assessment and course evaluation.
3. Faculty development activities related to teaching and assessment skills that are available to instructional staff across sites.
4. Mechanisms for review and sharing of student evaluations of their educational experiences, and any other data reflecting the comparability of learning experiences across sites.
5. **Teaching and Supervised Experience in Nutrition**

**ED.14 The programme must document that students complete at least 1200 hours of supervised practice experiences with a minimum of 900 hours in professional work settings; a maximum of 300 hours may be in research or alternate supervised experience such as simulation, case studies and role playing. The programme must document the planned hours in professional settings, research, simulations, case studies and role playing.**

1. Describe how the programme ensures that students complete 1200 hours of supervised practice experiences. Describe the setting, and include if students complete research, simulations, case studies and role playing or other alternate supervised experience.

**ED.15 Supervised practice experience in a professional setting must occur in the following areas: clinical, food service and community. A minimum of 480 hours (12 weeks) must occur in clinical supervised practice setting. The nutrition programme must determine appropriate remaining hours for food-service, community and other elective rotations of interest which allows students to attain competencies through various activities.**

1. Provide the number of scheduled weeks of instruction in:

|  |  |
| --- | --- |
| Area | Weeks |
| Clinical |  |
| Food Service |  |
| Community |  |

1. How was this breakdown of the hours for supervised practice decided?

**ED.16 The teaching and supervised experience must be consistent with the curriculum statements, courses, and objectives and have defined objectives, related to student placements, teaching, supervision, and evaluation.**

1. Is there a core list of skills/behaviours that students must master while on supervised experience? (check)

|  |  |
| --- | --- |
|  | Yes, as part of the institutional educational objectives |
|  | Yes, as a separate list for each required clinical clerkship |
|  | No (please explain if checked) |

**ED.17 The curriculum must prepare students for their role in addressing the realities of demographic, epidemiological, and socio-economic influences on health, nutrition and dietetics.**

1. How does the curriculum address the topics of the realities of demographic, epidemiological, and socio-economic influences on health, nutrition and dietetics?

**ED.18 Clinical, community, and foodservice management supervised experience must cover the continuum of wellness to ill-health and include health promotion, restoration of well-being and rehabilitation.**

1. How does the clinical, community and foodservice management supervised experience address topics related to the continuum of wellness to ill-health and include health promotion, restoration of well-being and rehabilitation?

**ED.19 Clinical supervised experience must include practical experiences working as a member of a multi-disciplinary team.**

*The objectives for clinical education should include quantified criteria for the types of patients, the level of student responsibility, duration of the experiences, and the appropriate clinical settings needed for the objectives to be met; they should also specify the extent of student interaction with patients.*

1. Describe where in the clinical supervised experiences are students able to work as a part of a multi-disciplinary team.

**ED.20 The facilities where supervised experience are conducted should have adequate space, equipment, supplies and multi-media technology for students to learn and practice basic nutrition skills in preparation for the administration of safe and ethical nutrition practice at all sites.**

1. Please describe how the school ensures that these standard requirements are addressed.

**ED.21 Nutrition students must achieve mastery of core concepts in order to advance in each supervised experience.**

*The faculty should employ various methods of assessing students’ mastery. The results must be documented and made known to students and preceptors. Students should not provide unsupervised patient care without evidence of mastery in the applicable clinical procedures.*

*Students must be required to exhibit scrupulous ethical principles in caring for patients, families, and communities and in relating to others involved in care.*

*The nutrition programme must ensure that students receive instruction in appropriate professional ethics, human values, communication skills, and patient and staff safety, before engaging in supervised experience activities.*

*Adherence to ethical and safety principles must be observed, evaluated, and reinforced throughout all formal instructional efforts.*

**ED.22 Clinical, community, and foodservice management teaching activities should be pursued in diverse environments that best serve the educational programme interests, such as the range and level of service and care provided, and include health and related health sectors, regional, international organizations/agencies, and NGOs.**

**ED.23 Clinical or other facilities that serve as major sites for nutrition students’ clinical experiences must be approved for health care delivery by the regulatory bodies in the jurisdiction.**

*Students’ clinical experience sites should include primary, secondary, and tertiary level health care facilities for all ages.*

*Documentation of the assessment of the clinical sites by the jurisdiction regulatory body should be available.*

1. Briefly summarize how the programme (formally or informally) creates the environment which best serves the educational interests, such as the range and level of service and care provided, and include health and related health sectors, regional, international organizations/agencies, and NGOs.
2. Describe the criteria used for the selection of facilities to be utilised by nutrition students’ clinical experiences. Include whether or not the site is approved for health care delivery by the regulatory bodies in the jurisdiction.
3. Summarize the criteria utilized for the assessment and monitoring of facilities being utilized as clinical facilities. Include reference to any checklists or policy.

**ED.24 The criteria used for the selection of supervised practice sites, levels of student participation, supervision, and evaluation should be based on written programme objectives which are made known to all students, faculty, and others with responsibilities in the education programme.**

Describe how the criteria used for selection of sites for supervised practice, levels of student participation, supervision and evaluation are made known to:

1. students;
2. teaching staff, including full-time and part-time faculty with responsibility for teaching and or supervision;
3. the academic leadership of the school and its affiliated institutions.

**ED.25 Clinical Instructors/Preceptors, who teach, supervise, and evaluate nutrition students, must be familiar with the educational objectives of the course, be competent in their assigned specialty, and are prepared for their roles in teaching, supervision, and evaluation.**

1. Describe the mechanisms in place to ensure that the faulty who supervise students on supervised practice are adequately familiar with the educational objectives of the course?
2. Describe the criteria for the selection of teachers to be assigned to supervise students.

**ED.26 Supervision of student learning experiences must be provided throughout required supervised experience by members of the school's faculty and approved staff from the affiliated institutions/agencies.**

1. Describe the mechanisms in place to ensure that the students ion supervised practice are adequately supervised?

**ED.27 Written contractual agreements, which state the responsibility of the nutrition programme and the agencies for placement of students for their required learning experiences, should exist between the institution and affiliated teaching sites.**

**ED.28 The nutrition department must retain the control of the education programme for students in the partnership between the school and the affiliated clinical and community sites.**

1. Describe the mechanisms in place to develop partnerships or other contractual agreements for the placement of students for their required learning experiences.
2. Describe how the partnerships or other contractual agreements are monitored and renewed to ensure that the objectives of the institution are met.
3. **Teaching and Evaluation**

**ED.29 The nutrition programme must demonstrate the use of recognized approaches to teaching and learning in their programmes; approaches that reflect current and emerging trends in education technology, adult education, self-directed learning, e-learning, clinical simulation, and are aimed at eliciting active student participation and achieving programme objectives.**

**ED.30 The faculty should employ a variety of instructional methods that satisfy the requirements of the course objectives, content, learning experiences, and student characteristics.**

*There should be evidence of a variety of instructional technologies, which are current and relevant.*

1. Describe the approaches to teaching and learning utilized during the programme.
2. Provide evidence of the instructional technologies utilized during the delivery of this programme.
3. Describe how the programme ensure the use of appropriate teaching methods and instructional formats?
4. What are the mechanisms in place to foster the employment of a variety of instructional technologies and methods by faculty members (full time and part time)?

**ED.31 The faculty of each course should collaboratively set the standards of achievement in that course, including knowledge, attitudes, and practice in the course.**

1. Describe any activities through which the faculty of each course work collaboratively to set the standards of achievement, including knowledge, attitudes, and practice in the course.

**ED.32 The faculty, preceptors/coordinators of all courses and supervised experiences must design and implement a system of formative and summative evaluation of student achievement in each course and supervised experience.**

1. Describe any faculty development activities (e.g., workshops) available for faculty members to enhance their skills in the assessment of student performance.
2. Describe how the school ensures that mid-course and mid-supervised practice assessments occur. Include methods (such as review of test results, formal written comments, oral comments) used to provide formative feedback.
3. Include a copy of any standard form(s) used by faculty members to assess students during required supervised practice.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**ED.33 Regular feedback on students’ progress in achieving the expected programme outcomes must be documented and made available to students and faculty and a system of remediation implemented.**

*Evaluation of student performance must measure not only the retention of factual knowledge, but the development of the skills, behaviours, and attitudes needed in professional practice, as well as the ability to use data appropriately for solving problems commonly encountered in practice.*

*Those directly responsible for the evaluation of student performance should understand the uses and limitations of various test formats, reliability and validity issues, and objective vs. subjective formats.*

*Courses or supervised experiences that are short in duration may not have sufficient time to provide structured evaluation activities but should provide some alternate means (such as self-testing or faculty, preceptor/coordinator consultation) that allow students to measure their progress in learning.*

1. Is there an established timeframe in which feedback to students should be provided?
2. Provide one or more examples of how students acquire the following skills and understanding:

Skills of critical judgment based on evidence

Skills needed in professional practice

Understanding of societal needs and demands on health care

1. Describe any faculty development activities (e.g., workshops) available for faculty members to enhance their skills in the assessment of student performance.
2. Describe how the school ensures that mid-course and mid-clerkship assessments occur. Include methods (such as review of test results, formal written comments, oral comments) used to provide formative feedback.

**ED.34 Where teacher-student interaction permits these forms of assessment, narrative descriptions of student performance, including personal qualities and interactions should be included as part of the evaluation in all required courses and supervised experience.**

1. Describe how the school assesses these personal qualities and interactions and provide examples of narrative assessments of student performance that are used by the school.
2. **Geographically Separated, On-line and Franchise Programmes**

**ED.35 The nutrition programme’s administration is responsible for the quality and conduct of the educational programmes and for assuring the adequacy of faculty, preceptors, and other resources at all educational sites.**

*The nutrition programme must demonstrate the means by which faculty and preceptors at dispersed sites participate in, and are held accountable for student education that is consistent with the objectives and performance expectations established by the course or supervised experience.*

1. List the faculty and resources available to each teaching department.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Department** | **No. of Faculty** | **No of Students per Course/supervised practice (range)** | **No. Exclusive Equipped Teaching Rooms/ Laboratories** | **No. Shared Equipped Teaching Rooms/ Laboratories** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**ED.36 The preceptors of each geographical site should be administratively responsible to the director/coordinator of the programme.**

1. List each geographically separate campus, its location, and the name and title of the chief academic officer at the site.

|  |  |  |
| --- | --- | --- |
| Campus  | Location  | Name/Director/Coordinator of the Programme  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Describe the role of the director/coordinator in oversight of the conduct and quality of the educational programme at all sites. Include the reporting relationships between the director/coordinator at each geographically separate campus and the chief academic officer of the parent institution.
2. For each geographically separate campus (including the main campus of the school) indicate the average number of students in a given year at that site. The total for each year should add up to the total enrolment for that year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Campus  | Number Year 1  | Number Year 2  | Number Year 3  | Number Year 4  | **Total** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Total  |  |  |  |  |  |

**EP.37 Preceptors at all sites should be functionally integrated by appropriate administrative mechanisms.**

*Mechanisms to achieve functional integration can include regular meetings; electronic communication; periodic visits to all sites by the programme coordinator; sharing of supervised experience evaluation data and other types of feedback regarding faculty performance of their educational responsibilities.*

**EP.38 The programme director/coordinator must assume ultimate responsibility for the selection and assignment of all nutrition students when geographically separated campuses are operated.**

1. Describe how students are selected for and assigned to different school campuses. Include the process, if any, for appealing assignment to a specific site or for changing sites. Note any circumstances where decisions about student selection and assignment are not made by the programme director/coordinator.
2. Are students allowed to take part of a year (i.e., individual required courses or clerkships) at a geographically separate campus? (check)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

**ED.39 There must be a single standard for promotion and graduation of students across geographically separate sites.**

1. Confirm that the school meets this standard. If there are any variations from it, describe them and the reasons for them.

**ED.40 Students assigned to all sites should have the same rights, receive the same support services and have the opportunity to move among the components of the nutrition programme.**

1. Describe any variations in student services (financial aid, health services, etc.) or in access to student services at the various campuses of the school.
2. Indicate any student services that are available only at the main campus of the nutrition and dietetics school or parent university.
3. **Programme Assessment and Renewal**

**ED.41 The nutrition programme must conduct ongoing and systematic formative and summative assessments of the performance of its current students.**

*The appropriate committee should give attention to the impact on students of the amount of work required, including the frequency of examinations and their scheduling.*

1. What are the respective roles of central school bodies, e.g. the curriculum committee and individual disciplines in designing and implementing assessments?
2. What requirements are there for formative assessments with feedback to the students?
3. How does the school ensure the maintenance of standards and the fairness of assessments?
4. Describe how the school uses blueprinting and standard setting in assessments?
5. Describe how the school ensures that the methods used to assess student performance are appropriate to achieve its institutional and course or supervised-practice experience objectives.

**ED.42 Programme administration must document student progress toward completion of the degree requirements.**

1. Describe how the programme documents and monitors students’ progress towards completion.
2. Describe strategies utilized to aid students towards completion of the programme**.**

**ED.43 There should be a dynamic process in place for regular review and renewal of the nutrition programme’s vision, mission, goals, objectives, strategies, structures and functions.**

*The nutrition programme should engage in a process of total quality improvement to facilitate curriculum renewal and update in response to changing health and social issues / problems and national, regional or international priorities.*

**ED.44 The nutrition programme and resources should be kept current in accordance with any change in institutional mission, strategies and policies, current trends in nutrition, epidemiology, demography, health and social conditions, health care delivery, and nutrition and dietetic regulatory requirements.**

*The faculty committee responsible for the curriculum must monitor the content provided in each course so that the programme’s educational objectives are achieved.*

*The faculty committee, working in conjunction with the director/coordinator and the Head of the Department, should assure that each academic period of the curriculum maintains common standards for content and its delivery. Such standards should address the depth and breadth of knowledge required for a general professional education, currency and relevance of content, and the extent of redundancy needed to reinforce learning of complex topics. The final year should complement and supplement the curriculum to prepare students for advanced practical experiences to become professional nutritionists and dietitians.*

1. Describe the mechanisms in place to review the vision, mission, goals, objectives, strategies, structures and functions of the nutrition programme.
2. Describe the mechanisms in place to maintain the currency of the content of the programme and the resources provided for the implementation of the programme.
3. Indicate the year in which they were originally adopted and the year in which they were most recently reviewed or revised.

|  |  |
| --- | --- |
| Year adopted |  |
| Year last revised |  |

**ED.45 Accredited programmes must notify CAAM-HP of plans for any major modification of the curriculum.**

*Notification should include the explicitly defined goals of the change, the plans for implementation, and the methods to be used to evaluate the results.*

*The plan for change should include the incremental resources that will be required, including the physical facilities; faculty; student facilities; demands on library and computer facilities and operations; and equipment needs.*

*In view of the increasing pace of discovery of new knowledge and technology, experimentation that aims at increasing the efficiency and effectiveness of nutrition and dietetics education should be encouraged.*

1. Describe any plans for major modification of the present curriculum.
2. **Programme Effectiveness**
3. ***Outcomes***

**ED.46 Graduates of the nutrition programme should have achieved established curriculum competencies and are prepared to practice professionally, ethically and safely.**

For each year:

1. Provide evidence that students have acquired and exhibit appropriate ethical and safety principles.
2. How are these competencies (practice professionally, ethically and safely) covered in the curriculum?

**ED.47 The nutrition programme should be evaluated for the effectiveness of the curriculum, documenting the extent to which its objectives have or have not been achieved, using the results to guide curriculum and programme improvement.**

*Relevant outcome measures include data on student performance, academic progress and programme completion rates, acceptance into postgraduate programmes, and practice characteristics of graduates.*

1. Describe the indicators utilized to evaluate the effectiveness of the programme.
2. Indicate how data are collected
3. What groups or individuals review the data (e.g., curriculum committee, department chairs)
4. How the information is used for curriculum review and change

**ED.48 Students evaluation of their courses, supervised experience sites and teachers indicate the quality of the programme’s performance.**

1. Describe how the data gathered through student evaluation utilized by the parent institution and or the programme.

**ED. 49 Programme effectiveness is evidenced by:**

* **Success rate for programme completion in the stipulated period of study;**
* **Performance in a university comprehensive exit exam at the end of the supervised practice experience;**
* **Job placement;**
* **Employers’ performance rating at least 12 months after graduation; and**
* **Job satisfaction as evidenced by self-assessment at least 12 months after graduation.**
1. Please provide details of any measures you have of the performance of your graduates over the last five years (e.g. from through put rate for the programme, performance on the comprehensive examinations, job placement information and surveys of graduates).

**END OF SECTION III**