CAAM-HP Nutrition Programme Database

# Section I – Institutional Setting

##

## [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

### BACKGROUND INFORMATION ABOUT THE SCHOOL

1. State the school’s current accreditation status. (If previously accredited insert as an Appendix a copy of the school’s current letter of accreditation.)

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| --- | --- |
| Appendix reference  |  |
| Not relevant |  |

1. Provide a brief history of the nutrition programme or department.
2. Indicate any major changes in administrative positions that have taken place in the last year.

##### Part A: Key Quantitative Indicators

1. Number of vacant department Chair/Headship positions.
2. Total numbers ofstudents enrolled in the programme.

|  |  |
| --- | --- |
| Undergraduate |  |
| Post Graduate |  |
| Other (Specify) |  |

1. For each of the past two years, provide the percentage ofgraduating students who participated in a research project with a faculty member.

|  |  |
| --- | --- |
| Most recent year |  |
| One year prior |  |

**The goal of each accredited programme of nutrition and dietetics education in CARICOM countries must be meeting the standards for accreditation by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP).**

**The accreditation process requires educational programmes to provide assurances that their graduates exhibit general professional competencies that are appropriate for entry to the next stage of their training, and that serve as the foundation for life-long learning and proficient care.**

**While recognising the existence and appropriateness of diverse institutional missions and educational objectives, the CAAM-HP does not subscribe to the proposition that local circumstances justify accreditation of a substandard programme of nutrition and dietetics education.**

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1. **Governance and Administration**

**IS-1 The nutrition programme’s defined governance structures and functions, including the responsibilities and privileges of administrative officers, faculty, students, and committees, are promulgated in the university by-laws and in the nutrition programme’s handbooks.**

*Accreditation will be conferred only on those programmes that are legally authorized under applicable law to provide a programme of education beyond secondary education.*

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1. Provide a copy of the faculty by-laws that apply to the nutrition programme as an Appendix.

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| Appendix reference  |  |
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1. Date of their most recent revision:
2. Briefly describe how the by-laws are communicated to the faculty.
3. Provide a copy of the most recent handbook issued by the nutrition programme.
4. Date of most recent revision of handbook:
5. Briefly describe the process through which the handbooks are issued:

**IS-2 The defined administrative structure and functions, including committees of the nutrition programme must show their relationships within the university, and indicate the autonomy of the faculty as a body responsible for decision-making affecting all aspects of the professional education programme.**

*A description/flow chart of the governance and administrative structure should be available.*

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1. Provide a copy of the flow chart of the governance and administrative structure as an Appendix.

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| Appendix reference  |  |
| Not available |  |

**IS-3 The governance and administrative committees of the nutrition programme should have representation from academic staff, students, and other stakeholders.**

*The roles of the faculty and students and other stakeholders in the governance of the programme should be clearly defined and known to all.*

*Important areas where there must be direct faculty involvement include admissions, curriculum development, implementation and evaluation, student promotions, and policy formulation.*

*There should be evidence produced of regular meetings of stakeholders for members to discuss the institution’s and nutrition programme policies and practices.*

**IS.4 The nutrition programme should have a link with the Ministry of Health and various institutions providing different levels of care, to serve as a conduit for pertinent information related to the needs of the health sector.**

**IS.5 The governing body responsible for oversight of the nutrition programme is composed of persons who have the educational needs of the institution as a primary interest and have no conflict of interest in the operation of the school, its facilities, and/or other related teaching or service facilities.**

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1. Describe the composition of the governance structure of the nutrition programme and how it functions, including policies regarding potential conflicts of interest.
2. Summarize the procedure for appointment and renewal of members of the governance structure, including length of term and staggering of appointments, if appropriate. If the nutrition school has a separate board of trustees, provide a separate description for appointment and renewal of its members.
3. Describe the role played by faculty in the admissions, curriculum development, implementation and evaluation.
4. Describe the process utilised for student promotion and advisement.
5. Describe the relationship between the Ministry of Health and the nutrition programme. Include any relationship which may constitute a potential conflict of interest.

**IS-6 The terms of office of governing body members should be of sufficient duration to permit an understanding of the nutrition programme and operations.**

**IS.7 Administrative officers and members of the faculty must be appointed by, or on the authority of the programme’s committee or its parent institution.**

**Written policies on appointments of officers and faculty should be presented.**

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1. Provide a copy of the written policies on appointments of officers and faculty as an Appendix.

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**IS.8 The director/coordinator of the nutrition programme must have access to the administrative head of the university or other university officials charged with final responsibility for the programme, using appropriate university chain of command to fulfill the responsibilities of the office.**

**IS.9 There should be a clear understanding of the authority and responsibility for nutrition programme matters among the administrative officials of the university, the director or programme coordinator, the faculty, and the administrative officials of other components of the teaching complex and of the university.**

**IS.10 The nutrition programme’s administration should include a director or programme coordinator and other such staff necessary to accomplish the mission and strategies of the institution and the nutrition programme.**

*Areas that require institutional administrative support for the programme include admissions, student affairs, academic affairs, faculty affairs, postgraduate education, continuing education, clinical sites relationships, research, and business, planning, and fund raising.*

*An organizational structure showing how the programme is integrated within the administrative structure of the institution should be presented.*

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1. Describe the composition of the team charged with the responsibility of the programme and explain the chain of command utilised.
2. Summarize the procedure for appointment and renewal of members of the team charged with the responsibility of the programme, including length of term and the process of appointment.
3. Summarize how the nutrition programme is supported by the institution in regards to admissions, student affairs, academic affairs, faculty affairs, postgraduate education, continuing education, clinical sites relationships, research, and business, planning, and fund raising.
4. Briefly describe the budgetary authority of the director or programme co-ordinator and other such staff charged with the responsibility of the programme, and the sources of funding for departmental budgets.
5. Provide an organizational structure showing how the programme is integrated within the administrative structure of the institution as an Appendix.

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**IS.11 There should be evidence of active attempts to address excessive turnover or long-standing vacancies in programme leadership, where a vacancy could negatively impact institutional stability, especially planning for or implementing the educational programme.**

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1. Indicate any changes in programme leadership.
2. Indicate any vacancies in programme leadership particularly where the vacancy has negatively impacted institutional stability, planning or the implementation of the programme.
3. Summarize attempts to address excessive turnover or long-standing vacancies in programme leadership.

**IS.12 The nutrition programme should interface constructively with other disciplines in the parent institution, clinical practice sites, professional organizations, government and non-governmental organizations (NGOs) and with regional and international partners.**

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1. Describe any organized activities or events in which the nutrition programme (through its faculty and students) interfaces with other disciplines in the parent institution, clinical practice sites, professional organizations, government and non-governmental organizations (NGOs) and with regional and international partners.
2. Summarize any opportunities in which faculty and students participate in research, professional organizations.

**IS.13 Regular evaluation of the nutrition programme director's/coordinator’s effectiveness in advancing the vision, mission and strategies of the school, and in leadership and administration of the programme must be done.**

1. Indicate the term of appointment for the nutrition programme director/ co-ordinator, and the number of times it can be renewed.
2. Briefly describe how and how often the performance of the nutrition programme director/ co-ordinator, is reviewed.

**IS.14 A system of record keeping of matters pertinent to the programme’s administration, curriculum and student’s affairs must be kept.**

**IS.15 Students and other records are kept confidential, according to the institution’s written policy on such matters.**

1. Describe the institution’s document retention policy.
2. Briefly describe how documents pertinent to the programme’s administration, curriculum and student’s affairs are kept and the length of time they are kept
3. Outline how the confidentiality of the records are maintained and how said records are disposed.
4. **Vision, Mission, Values and Strategies**

**IS.16 The nutrition programme must have defined statements of its vision,**

**mission, goals, objectives, and strategies, which are congruent with those of the parent institution, and the guidelines for the preparation of the professional nutritionist or dietitian.**

*The nutrition curriculum must be designed to provide graduates with general professional competencies that are appropriate for entry into ethical and safe nutrition practice, life-long learning, and serve as the foundation for advanced nutrition education.*

**IS.17 The vision, mission, goals, objectives, and strategies of the nutrition programme are defined by its principal stakeholders, which include the director, faculty, the profession, university, health authorities and wider society.**

*Documentation of the programme’s vision, mission statement, goals, and objectives should be presented.*

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1. Provide a brief statement of the vision, mission, goals, objectives, and strategies of the nutrition programme.
2. Provide a copy of the programme’s vision, mission statement, goals, and objectives as an Appendix.

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| Appendix reference  |  |
| Not available |  |

1. Describe the process utilized for the preparation and revision of the vision, mission and goals of the programme. Include the stakeholders and any guidelines utilized.
2. Date of most recent revision:
3. Briefly describe how the vision, mission, goals, objectives, and strategies of the nutrition programme are communicated to the stakeholders.
4. Please provide a copy of the school’s strategic plan in an appendix.

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| Appendix reference  |  |
| Not available |  |

1. How does the school monitor the delivery of its strategic plan?
2. **Academic Environment**

**IS.20 The nutrition programme is a component of a university which should be registered in the country where it is based. The university should offer other graduate, research and professional degree programmes that contribute to the academic environment of the nutrition programme.**

*Documentation of the legal status of the nutrition programme and/or parent university must be presented.*

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1. Year of initial operating the nutrition programme:
2. Give a brief history of the nutrition programme.
3. State the legal status of the nutrition programme and/or the parent institution.
4. Provide a copy of the documentation evidencing the programme’s legal authority to operate.

**IS.21 Faculty and students must have the opportunity to participate in research and other scholarly activities of the programme and university.**

*Evidence of research work undertaken by the faculty/students within the nutrition programme should be presented.*

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1. Summarize any opportunities in which faculty and students participate in research,

activities within the nutrition programme.

1. Describe any opportunities provided for faculty and students to participate in research, and other scholarly activities outside of the nutrition programme

**IS.22 Faculty members should work mutually in teaching, research, and appropriate health care delivery programmes.**

*There is evidence of close interaction among faculty members in the various disciplines and an understanding of the relevance and integration of the various disciplines to nutrition and dietetic practice and nutrition education.*

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1. Summarize any opportunities provided for faculty members to collaborate with other faculty members in various disciplines outside of the nutrition programme.
2. Summarize any opportunities in which various non-nutrition related disciplines are integrated into the nutrition programme.

**IS.23 The nutrition programme must meet the accreditation/registration requirements as outlined by the recognized accreditation authority in the country where it is based.**

*Documentation of any national accreditation status is presented.*

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1. State the current Accreditation status of the programme.

1. Insert a copy of the programme’s current letter of accreditation as an Appendix.

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| Appendix reference  |  |
| Not available |  |

1. **Safe and Positive Practice Environments**

**IS.24 The nutrition programme must** c**reate and maintain a safe and positive work environment for faculty, staff, and students.**

*The nutrition programme’s director/coordinator ensures that appropriate systems and protocols for safe practice environments, risk management and safety are employed within the workplace by all faculty, staff, and students.*

*There must be written policies and strategies which are congruent with the parent university’s established policies and procedures, for developing and maintaining a positive work environment, including strategies for dealing with grievances, workplace stress, discrimination, and violence.*

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1. Briefly summarise the policies and procedures to maintain a safe environment for the employees, and students. Include policies to mitigate risk and ensure safety for all members of staff and students.
2. Briefly summarise policies developed and implemented by the parent institution and or by the programme to maintain a positive work environment. Include description of any policies or strategies for dealing with workplace stress, discrimination and violence.

**END OF SECTION I**