CAAM-HP Nutritional Education Database

**Section VI – Continuing Education**

## [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. Number of participants enrolled in the school’s continuing education programme for the last three years.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Year  | 1 Year Prior | 2 Years Prior |
| Participants |  |  |  |

1. Complete the table listing the types of continuing professional education (CPE) activities and the number participants in each for the current year and the two previous years

|  |  |  |
| --- | --- | --- |
|  | Types of CPE Activities | Number of Participants |
| Current Year  | 1 Year Prior | 2 Years Prior |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
|  | Total |  |  |  |

1. Total number of scheduled hours of education programmes for CPE activities annually.

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**Part B. Narrative Data and Tables**

**CE.1 The nutrition programme should provide education programmes, conferences, and/or workshops for the continuing professional education (CPE) of its graduates, faculty, preceptors, and staff. Where appropriate such activities should be done in consultation and cooperation with national and regional authorities to satisfy professional practice requirements.**

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1. List the general objectives of the institution’s continuing professional education programmes.
2. Indicate the year in which they were most recently reviewed.
3. Are the CPE activities carried out in consultation and cooperation with national or regional authorities? If yes, give a description of how this is done. Please provide documentary evidence.
4. How does the school ensure that the licensing requirements of the licensing authority are met in the continuing education programmes offered?

**CE.2 Continuing professional education (CPE) programmes should have the organisational structure and resources necessary to provide programmes and activities of acceptable educational quality and promote quality of care through self-evaluation conducted according to standards and criteria developed by the programme in keeping with any national, regional, and international standards.**

1. Describe how the standards and criteria for continuing professional education programme are made known to:
2. Graduates and other practitioners
3. Instructional staff, including full-time and part-time
4. National and regional authorities
5. Describe the organisational structure of the school’s continuing education programme. Give the name, title and job description of the academic officer responsible for the management of the programme.
6. What resources are provided by the school to support/ facilitate the CPE activities? How does the school ensure and monitor the educational quality of these activities?

**CE.3 The nutrition programme should provide opportunities for research and scholarly activity and the promulgation of the results of such work to the faculty, staff, students, and the nutrition and dietetics profession.**

# Describe the opportunities for research and scholarly activities provided for faculty, staff, students and others in the nutrition and dietetics profession.

1. How are research and other scholarly activities promulgated by the institution?
2. *Assessment and Registration Examinations*

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**CE.4 A comprehensive assessment exam at the end of the supervised practice shall be given as a requirement of successful completion of the nutrition programme.**

*Nutrition programmes should be prepared to work in collaboration with national and regional authorities in setting a comprehensive registration exam to evaluate the ability of graduates entering professional practice as dietitians.*

1. Describe the roles played by national and regional authorities in setting the comprehensive registration examination.
2. Provide a copy of the school’s regulations for the setting of the comprehensive examination.
3. List the examiners appointed for the last two years.
4. Describe the measures used to ensure then integrity and security of the examinations conducted by the school.

**END OF SECTION VI**