

Dietitians Improving Education and Training Standards (DIETS)

Report 4: The Dissemination Potential of a European Network

2006-2009

edited by Anne de Looy



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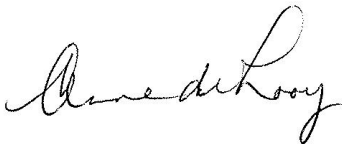
Summary

The report that follows represents an extraordinary and unique exchange of information. Unfolding here are the capabilities for dissemination and exploitation in the EU-funded Thematic Network 'Dietitians Implementing Education and Training Standards' in Europe (DIETS).

At the beginning of the Network there were 112 Partners and about 500 registered users of the DIETS website, but over a three-year period this has increased to 123 Partners and well over 1000 users.

The activity of these Partners and their determination to publicise the Network and, more importantly, the role of the dietitian, has been immense and sometimes difficult to capture. However, captured in this report are the learning and change to practice that has resulted, as well as closer engagement between HEIs and their dietetic departments across Europe. Some of the good practice described here will be of value to others starting this type of journey.

This network of HEIs, their dietetic colleagues and others will endure long after the DIETS Network has finished its work, largely due to the enthusiasm of the Partners and the social network that has been built and embedded. The ultimate benefit to dietitians, through education, lifelong learning and their contribution to nutritional health in Europe will continue to unfold.



DIETS Network Coordinator
September 2009

Background

“Erasmus networks are designed to promote European co-operation and innovation in specific thematic areas of particular importance to higher education in a European context. In this way, they contribute to enhancing quality, defining and developing a European dimension within a given academic discipline, study area, or furthering innovation and good practice on other aspects of higher education development. This is achieved by means of co-operation within the network between higher education institutions, university faculties and departments. Co-operation should also involve academic and other associations, learned societies, enterprises, and professional bodies, other partners of socio-economic importance in the public or private sector and, where appropriate, student organisations. All networks should bring together an appropriate range of relevant stakeholders concerned. Co-operation within networks is expected to lead to outcomes which will have a lasting and widespread impact on higher education institutions across Europe in the field concerned”.

Dietitians provide advice on nutrition; healthy catering and can initiate or contribute to public health nutrition strategies. They work professionally within complex frameworks of accountability, ethical and legal boundaries in a Health Service, private practice, industry, local government, education or research and are uniquely equipped to support initiatives such as the *EU Platform on Diet, Physical Activity and Health* http://ec.europa.eu/health/ph_determinants/life_style/nutrition/platform/platform_en.htm. In 2004, the International Confederation of Dietetic Associations (ICDA) defined a dietitian in this way:

A dietitian is a person with a qualification in Nutrition & Dietetics recognized by national authority(s). The dietitian applies the science of nutrition to the feeding and education of groups of people and individuals in health and disease. The scope of dietetic practice is such that dietitians may work in a variety of settings and have a variety of work functions.

<http://www.internationaldietetics.org/>

The DIETS Thematic Network focussed on harmonisation of the curriculum, practice competence and tools to ensure quality and effectiveness of practice education through face-to-face visits. It encouraged enhanced ITC skills so that dietitians and others could communicate virtually and widely: disseminating information not only on the Network but also the role of the dietitian. During the period 2006-2009, DIETS was funded to achieve the following aims within the 30 countries and between the 120 Partners who are members of the Network:

- To aid the Bologna and Lisbon processes through mapping and describing all areas of dietetic practice education and training throughout Europe
- To improve communications between educators and dietetic practitioners, to harmonise education and develop quality indicators. In particular in practice education, to develop courses and to publicise best practice through the development of a dedicated website and associated databases.
- To facilitate sharing of knowledge and disseminated research findings amongst educators and practitioners about practice education competences and where possible work with other interested parties throughout Europe and internationally
- To develop the role of the dietitian in promotion of nutritional health through embedding lifelong learning competences in first cycle degrees

This report concerns the method, success and lessons learned by those working to disseminate and exploit the outcomes from the Network.

All of the information contained in this report is available as raw data on the DIETS website. The numbers given in the Tables and other figures refers to Partner numbers or their institution and is included to enable the reader to cross-refer to the raw data or to contact the Partner directly for more information.

1.0 Introduction

DIETS had several key purposes but the a primary goal was to provide information about:

- dietetics
- dietetic education
- evidenced-based practice
- the role of dietitians in ensuring nutritional health

This communication was aimed at those Partners within DIETS involved in undergraduate and postgraduate education and teaching of dietetics:

- higher education institutions (HEIs)
- dietetic practitioners
- practice educators

plus those interested parties outside DIETS.

Encouraging a strong academic-practice axis provides HEIs with insights into a competency-based curriculum, harmonisation of the curriculum, practice competence and tools to ensure quality and effectiveness of practice education.

Primary beneficiaries are current teachers and those looking to develop a dietetic curriculum through the sharing of materials, techniques, good practice and expertise. DIETS especially encouraged those healthcare professionals in those countries aspiring to membership of the enlarged Europe. Dietitians educated in all the countries represented have access to a supportive European network and are able draw upon expertise to promote nutritional health in their own local areas. Through this route, dietitians working with members of the public are encouraged to directly benefit the nutritional health of the populations of their countries.

Harmonisation and sharing of experiences enhances the knowledge pool and facilitates new and creative ways of improving nutritional health. This can support other European initiatives such as meeting some recommendations of Resolution AP (2003) 3E, The Eurodiet Project, 2001 and Eurobesity, 2002. Further knowledge of the strategies being developed through the European Platform on Diet, Physical Activity and Healthcare can be addressed by dietitians and enhance their contribution to tackling obesity and other diet-led health issues for Europe. In their work, dietitians provide advice on nutrition, healthy catering and can initiate or contribute to public health nutrition strategies.

Given Europe's wide geographical base, extensive use of ICT for dissemination and learning was promoted amongst the Network Partners. The use of ITC as a primary mode of dissemination encourages and enables more technological facilitation of the curriculum and embeds ITC in the actual classroom and practical teaching. Through virtual exchanges, students (and dietitians) were able to extend their knowledge base and experience and gain wider access to evidence-based practice across Europe. Through links within and beyond Europe, students and dietitians were able to widen their cultural experiences and break down barriers across the EU.

Dissemination to:

- nutrition and dietetics professionals
- research communities that support the knowledge base
- employers
- users
- other public agencies

is critical if the knowledge generated through DIETS is to be fully exploited and used for policy purposes. Government departments, regulatory bodies and quality assurance agencies, all need to have access to information and best practice in order to inform their work to improve safe practice, quality of advice and nutritional health. Ultimately employers will have access to a greater available workforce with an expansion of roles and development of new roles in some countries. This will provide the public and patients with greater access to a proficient dietetics workforce.

The stated objectives of the DIETS Network with respect to dissemination and exploitation were:

- to build a network of dietetics educators, nutritional scientists and dietetics practitioners for sharing and dissemination of key dietetic knowledge and best practice
- to support the dissemination of research findings throughout the countries involved in the Socrates Programme and work together with interested parties
- to improve the communication between educators and dietetics practitioners through the use of new communication technologies and promote lifelong learning through this medium

These objectives would lead to the following outcomes:

a) All DIETS Partners and those from other health professional networks will benefit from a European exchange addressing generic, practice-based competences for health care in Europe and specifically those for dietitians.

b) DIETS Partners and those involved in public health policy generation in Europe will benefit from a website with multiple files and research databases containing information to promote the work and knowledge base of dietitians and others working in public health nutrition across Europe.

c) Through activity reports, DIETS Partners, health professionals and those they work with will benefit from an appraisal of the use of ICT across the Partnership, specifically investigating the feasibility of using newer technologies to disseminate and educate dietetic educators and practitioners and their user groups.

d) DIETS Partners will use best practice to inform curriculum development and harmonisation using Tuning methods. This will enable individual member countries to develop dietetic practice education benefiting not only the nutritional health of the member state but also occupational mobility within Europe. HEIs and practice educators who are not currently Partners will also be encouraged to join DIETS and use the materials to inform their curriculum and teaching.

e) The use of web-based information will promote its accessibility for all DIETS Partners and their contacts so that the outcomes can be used to teach, inform or aid the development and employment of dietitians throughout Europe. The information will also be more widely available outside the Network and Europe.

f) Professional healthcare staff, health communities and users will benefit from comparative analysis and good practice papers for quality tracking, enhancement and monitoring of practice-based education.

g) Project dissemination conferences (2) and regular newsletters will enable those across Europe with interest and expertise in the practical application of nutrition to health to meet and take forward initiatives especially in applied research.

The Commission divides exploitation into two distinct categories: mainstreaming and multiplication. **Mainstreaming** is *“the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems”*. In contrast, **multiplication** is *“the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives”* (EVE, 2009). Further exploitation should be an ongoing process by which the outcomes of the project are sustained and embedded. Both exploitation and dissemination are referred to by the term ‘valorisation’.

Outcomes can be tangible, such as project reports or new modules and guidelines or they can be intangible, such as changes in attitude, cultural awareness (derived from mobility and engagement of the Partners) and the upgrading of skills of individuals. Capturing these latter outcomes is less easy but still very important. This report presents the outcomes from the DIETS project, the successes and the learning points.

2.0 The Strategy

To support the dissemination and exploitation of project outcomes, guidance was sought from the EU five-stage model (EVE, 2009):

The EU's five-stage model for dissemination and exploitation

EU education and culture programmes and initiatives now increasingly incorporate five strategic levels for dissemination and exploitation:

- A clear rationale for and objectives of dissemination and exploitation
- A strategy to identify which results to disseminate and to which audiences - and designing programmes and initiatives accordingly
- Determining organisational approaches of the different stakeholders and allocating responsibilities and resources
- Implementing the strategy by identifying and gathering results and undertaking dissemination and exploitation activities
- Monitoring and evaluating the effects of the activity

There are four key parts to the strategy formulated by DIETS in order to:

- optimise the value of the project
- strengthen its impact
- enable the outcomes to be transferred to other contexts
- ensure that any products can be sustained & integrated into the broader European context

1 Establish foci to provide leadership

- Coordinate and report on DIETS activities of valorisation (dissemination and exploitation) centrally and peripherally.
- Create a Dissemination Group (DG) to oversee the activities of dissemination and exploitation and to monitor and evaluate the effects of the activity.
- Appoint a Project Manager

2 Develop a rationale, plan & mechanism to disseminate, mainstream & multiply the impact

- the work and role of the DG and planning
- establishment of 'key contacts' within each Partner organisation

3 Report and/or disseminate DIETS outcomes

- website
- regular newsletters and briefings
- conferences and meetings, either face-to-face or virtually using information technology
- reports
- public relations activities including writing and distribution of press releases/packs

4 Valorise, evaluate and sustain DIETS outcomes

2.1 Leadership of Dissemination and Valorisation

The Network Management Group (NMG) made significant appointments at the beginning of the project, including that of a full-time Project Manager: Judith Liddell, based in Germany. Judith has a long association with EFAD¹ and had been involved in preliminary work on the project, including bid preparation and the establishment of the Partners database. She was an ideal candidate to take on the responsibility for day-to-day management of the project.

At the first NMG meeting, the organisations, sectors and other stakeholders were identified for dissemination, mainstreaming and as multipliers. Additionally as the project gathered momentum, external contractors became more involved, such as website designers, printers, professional event organisers. Partners with specific expertise in public relations were recruited to the DG. The budget for dissemination activity was also monitored.

In 2006, five Partners were invited to nominate individuals to take part in the DG in the successful bid to the Education, Audiovisual and Culture Executive Agency (EACEA). The DG held its first meeting in Frankfurt in December 2006 and made significant decisions that formed the basis of its aims and objectives for the dissemination of Network purpose and activities. In order to clarify roles and responsibilities, the DG established the following objectives:

- to mobilise DIETS Partners, EFAD, students, dietitians, educators / HEIs and the public through the organisation of a DIETS conference, a newsletter and specific named areas on a website
- to provide information materials
- to keep stakeholders informed as directed by NMG (see Appendix A)
- to report to NMG and other working groups, especially the ITC Group
- to promote DIETS and recruit new Partners
 - use other networks and members for dissemination purpose: links
 - provide teaching aids
 - announce achievements

It was agreed that all minutes of meetings and other materials would be posted on the website to form reports of ongoing activities, thereby enhancing the transparency of the Network for our Partners. This approach was fully in keeping with the **Network Values** established at the first NMG meeting (see DIETS website). These are:

- *Accept responsibility for making it work*
- *Listen carefully to what others are trying to say*
- *Understand that almost everyone is working in a foreign language*
- *Remember the theme and aims of the Network and keep to the point*
- *Tolerate views that may be alien to your values and counter them tactfully and rationally*
- *Encourage others to respond positively to contributions*
- *Observe carefully the behaviour of others*
- *Contribute positively to discussion and other activities*
- *Relate ideas to your personal and professional experience*

Eighteen months into the project, it was agreed that the role of the ITC Group had also changed. Since completing the initial essential work of developing the website, the role of the ITC Group was now to support EPG and DG activities and to evaluate the effectiveness of ITC in this role. Accordingly, the ITC Group of the Network was asked to join the DG.

The Commission recommend spending between 10% and 20% of a project's budget on dissemination and exploitation. During 2008-2009, it became obvious that the amount of activity being undertaken required more support, more Partners and an enhanced expenditure.

¹ European Federation of the Association of Dietitians

Accordingly, more Partners were invited to nominate individuals to join the DG including someone with specific expertise in dissemination and information dispersal from EUFIC². It was also decided that for the third conference, professional conference organisers would be hired.

2.2 Mechanisms for valorisation strategy

The DIETS Network endorsed and strongly promoted the policy of relying on electronic means of dispersing materials. This was because earlier surveys had shown (DIETS, 2009a) that all Partners had web access and using the worldwide web was more environmental friendly and sustainable. A key DIETS objective was improving ITC skills amongst dietitians in Europe. By using the web as the primary focus of dissemination and information, this objective was achieved.

English was chosen as the primary language for communication, although other European languages were encouraged. In particular, where the widest reach or dissemination was intended and where it was important that individuals had convenient access to the materials, individual partners took on the task of translation into their respective languages. Thus, all meetings were held in English, all dissemination materials appeared in English and any correspondence was in English, but translated locally into other languages.

It was important to have a mechanism for local and European dissemination and for this reason 'key contacts' were recruited from each Partner and website links to other agencies were encouraged. This is reported in DIETS Report 1 (2009a). It was critical that small local networks were formed to cascade materials and exchange information both locally and back to the DG so that they could monitor activity. Dissemination or reporting proved to be a large undertaking that required significant Network resources: human and technological as well as financial.

2.3 Evaluation Strategy

The various ways of reporting or dissemination were monitored for their effective mainstreaming, multiplier and 'reach' to key stakeholders and others. For example, a website pop-up questionnaire evaluated the use of the website and various statistics about access or 'hits' was used to track site usage. This analysis is reported in DIETS Report 1 (DIETS, 2009a). Use of questionnaires (face-to-face, paper-based or electronic) allowed tracking of dissemination activity and provided insights into the changes (exploitation and mainstreaming) that occurred over time.

In academic or political terms, three years is a relatively short period for change to happen and therefore any embedded changes as result of Network activities are likely to be difficult to detect (DIETS, 2009b). However, changes to procedures were detected in education practice (DIETS, 2009b, DIETS, 2009c) that can demonstrate the exploitation potential of the Network. Enhanced use of ITC was also noted (DIETS, 2009a) and the unanimous adoption of European Dietetic Competence Statements and their Performance Indicators by EFAD (Diets, 2009d) does demonstrate that activities of the Network were becoming embedded.

The use of external feedback and feedback from conferences was used to provide snapshots of information. However, what was unclear was the influence of DIETS activities on the strategies and/or policies of other stakeholders such as government ministries, other professional groups or the food industry.

² The European Food Information Council

2.4 Summary and Lessons Learned

It is important to reflect on the potential and reality of valorisation activities that can be influenced by the DIETS strategy.

2.4.1 Leadership was effective but in all such cases could have been improved upon had further resources been employed. All the DIETS Partners would have benefited from their own marketing and PR departments. However, those engaged on the project were primarily professional dietitians and academics whose training and expertise is not in advertising, promotion or exploitation of products. So, despite the availability of skilled resources, these were not used as effectively as they might have been for 'leading' the strategy. However, it is to the credit of the Network that experts in information dissemination were recruited to the DG in the latter part of the project. The resources required to promote the Network were significant and more Partners were invited to be part of the DG in order to recruit specific expertise in information management and exploitation and harness the expertise for information management available within Partner institutions. However, the human, financial and technological resources required for dissemination should not be underestimated, even with specialist know-how.

2.4.2 Mechanisms for dissemination and exploitation were effectively adopted and used. Some 'sleeping Partners' persisted within the Network but were few, due to the determined activity of the DG. Although English was chosen as the primary language for dissemination, Partners continued to translate and post on the website critical materials for dissemination and for sharing (see DIETS Report 5, 2009d, on Reusable Learning Objects). However, as the vast majority of information disseminated by the Network is in English it remains potentially widely accessible to the 30 countries represented in the Network. The website remains an excellent vehicle for dissemination, but some Partners were not able to negotiate links to the site for their particular institution, which could demonstrate reluctance to access the materials. There were frequent requests for printed copies of materials and summaries of information. Despite considerable investment in these activities, the lessons learned included:

- Choose a language that can be widely accessed by all Partners and others to promote the widest possible dissemination and use.
- Maintain a consistent place for the collection of materials and reports for all activities and outputs so that it becomes a reference point.
- Be mindful that stakeholders may require dissemination materials in a variety of formats.

2.4.3 Evaluation proved to be one of the most challenging aspects of the strategy. Using mechanisms that reflected the primary mode of dissemination proved to be effective, eg an electronic questionnaire to evaluate use of the website. However, the relatively low response rates also indicate that individual users do not engage or value the importance of this type of feedback. They may see it as of little relevance to their own situation and, unless feedback is given to them on changes that have occurred because of their observations, stakeholders may not feel any sense of ownership of this activity. Further, it is difficult over a three-year period to capture change in an embedded fashion. Academic and legislative systems take longer to make significant changes to policy or structures. Indeed, in Europe the nature of information and policy changes means that detecting a change specifically due to the project may just not be possible. For example, the Bologna Process (2001) has had a significant effect on all the HEIs during the life of this project and therefore changes to education practices may well have resulted primarily from this process and not the Network, although it is clear that the Network has influenced the professional aspects of the process. Lessons learned include:

- In order to collect information, use mechanisms that are as close as possible to the nature of the materials being evaluated.
- The tracking of change requires repeated measures; changes may not be easily detected over a short period such as three years.
- To encourage ownership of progress, provide feedback to those who respond to a request for evaluation.
- Understand that change occurs as a result of many inputs at different levels and being specific about the influence of a single input (eg the DIETS Network) is optimistic.

3.0 Key Contacts

Key contacts nominated by each Partner act as 'relay' bodies, a successful outcome from the DIETS project. In 2007, 89 key contacts were registered from the 110 Partners, ie 81% of the Partners had a key contact. In 2009, 108 key contacts were registered from the 120 Partners, ie 90% of the Partners had a key contact. The number of key contacts increased by 21% over the three years of the Network. Key contacts:

- share responsibility
- act to 'own the project'
- act as the contact for local dissemination
- monitor the end-user reactions

Feedback from questionnaires, the website, focus groups and roundtable discussions ensure that the results of the project:

- meet user needs
- identify broader target groups
- provide feedback information on quality enhancement

3.1 Role of the Key Contact

The role of the key contact includes:

- Receive communications from the DIETS Network and disseminate to all relevant staff within their department / school / organisation / country.
- Make themselves widely known as the DIETS representative in their own institution and country where appropriate.
- Promote the potential benefits of involvement with the DIETS Network within their department / school / organisation/ country, eg professional development, access to a broader community and an EU-wide information network.
- Encourage colleagues to contribute reports, articles and papers to DIETS publications (newsletter, website, conference).
- Alert the DIETS management to any learning, teaching or assessment issues arising from the work within their institution / organisation / country, and to any relevant projects, publications etc.
- Meet with other key contacts in their own institution / local area / country as appropriate.
- Maximise any opportunities that will encourage staff to:
 - consider their strategy for helping students learn (especially during practice placement)
 - evaluate and disseminate good practices in learning and teaching including the use of communication and information technology.

DIETS collected information on the dissemination activities of 60 Partners during the project through online questionnaires and at the 2nd and 3rd DIETS conferences. These activities targeted:

- HEI staff and students
- practicing dietitians
- practice placement educators
- health and nutrition professionals and educators
- key stakeholders in the area of nutrition and dietetics, including government ministries and the media, see Table 3.5.1 in Final Thematic Network Report for DIETS (EACEA, 2010)

Dissemination activities occurred regularly. DIETS mailings, including the competency document and newsletters, were disseminated immediately. The key contacts in many countries developed an internal dissemination policy to coordinate activities. European Dietetic Competences and their Performance Indicators were translated into 13 languages and widely disseminated. A link to the

DIETS website was reported by almost all Partners and use of the website was encouraged by all key contacts. The majority of Partners who reported their activities contributed to the newsletter. The DIETS poster was displayed in HEIs and at professional association and scientific meetings. DIETS materials were published by key contacts in a variety of publications, including scientific journals, professional newsletters and newspapers.

3.2. Briefing the Key Contacts

The DIETS office sent regular updates to key contacts plus all promotional materials, posters, presentations, newsletters and information on the three DIETS conferences. Key contacts were consulted about their role and on the methods and frequency of communication by email and at the 2nd DIETS Conference in Frankfurt in 2008. The DIETS office briefed key contacts with Network updates on a monthly basis and with information on new website items on a weekly basis. At both the 2nd and 3rd DIETS Conferences, a briefing and Q & A session for the key contacts was organised. This highlighted the importance of their role within the Network and that the NMG and DG regarded this role as integral to the functioning of the Network.

3.3 Exploitation Reported by the Key Contacts 2008

The exploitation potential of the DIETS Network was established at the 2nd and 3rd DIETS Conferences (Frankfurt, 2008 and Lisbon, 2009). In 2008, feedback on dissemination activities and changes made because of participation in the DIETS Network was received from 36 Partners (22 HEIs, 13 dietetic associations and 1 other Partner). This feedback was made either electronically in the week before the Frankfurt Conference or in paper format at the Conference itself.

Although limited changes were reported at this time, two Partner countries (Cyprus and Slovenia) reported work on the registration of dietitians nationally, because of participation in DIETS. Other changes reported at this time by individual Partners included:

- the influence of DIETS publications on national documents covering professional policy and education courses
- development of contacts across Europe
- national discussions on dietetics education among HEIs
- improved communication between the HEI and dietetic association including discussions on the role and future of the profession and on the length and structure of practice placement
- increased learning from each other and helpful discussion of solutions to similar problems

Several HEIs reported changes that they had implemented because of participation in DIETS:

- One HEI reported now using ECTS.
- Three HEIs reported changes to the curriculum, including changes to the methods of assessment and the use of the competences document to fine-tune the curriculum.
- One HEI reported changes to the methods of teaching (increased attention to active learning and importance of international focus).
- Two HEIs reported the intention to make changes to practice placement; one specifying that standardised procedures for practice placement in 2009-2010 were planned.
- One HEI reported the establishment of a student and staff exchange programme.
- Two HEIs reported increased use of distance learning activities.
- One HEI reported improvement in IT skills.

Further changes expressed by individual HEIs were that the dietetics staff are better informed, that preparation of students for practice placement has improved and that team work has improved, particularly relating to research projects between dietetics, nutrition and medicine.

3.4 Exploitation Reported by the Key Contacts 2009

In 2009, feedback on changes made because of participation in the DIETS Network was received from 59 Partners. This feedback was made either electronically within the week prior to the Lisbon Conference or in paper format at either the EFAD General Meeting or at the DIETS Conference itself.

Use of the DIETS website and participation in an exchange visit was each reported by one Partner. Two Partners reported attendance at DIETS conferences as a change that occurred because of participation in DIETS with three reporting a more general increase in attendance at conferences.

It was apparent that despite increased reporting of discussions between HEIs and dietetic associations, the dietetic associations were less aware of changes made than the HEIs (the only exception to this was where HEI staff represented dietetic associations). For this reason, the reported changes made are listed separately under HEIs and the dietetic associations. The reasons that dietetic associations were unaware of changes made by the HEIs are unclear. However, given that all work carried out on behalf of dietetic associations is voluntary in nature, it may be that those representing the dietetic associations at EFAD may be different individuals to those working with the HEIs. In addition, internal communication within dietetic associations may need further improvement.

3.4.1 *Changes within HEIs because of participation in DIETS*

Where more than one HEI reported a particular change, the numbers in brackets record how many:

- 20 HEIs already used ECTS credits but 2 HEIs reported increased use
- development of new curriculum using the EFAD Benchmark Statement
- inclusion of the European Dietetic Competences into the curriculum
- introduction of subjects and/or amendments to subject content
- active learning methodologies
- importance of an international focus
- inclusion of a project within year 1
- student and/or staff exchange programmes (15)
- increased teaching of skills/clinical education (4), in one case with the involvement of the practice placement educators
- use of self-assessment (reflective) and peer assessment
- greater use of case studies
- use of OSCEs before practice placement
- use of criteria to determine suitability of settings for practice placement, including ratio of dietitians to students
- earlier introduction of a practice placement
- use of a greater number of settings for practice placement
- use of performance indicators and reflective diaries to assess practice placement
- closer links between HEIs and dietetic associations with emphasis on project work being specified by several HEIs, eg harmonisation of practice placement assessment for all HEIs in Flanders
- intention to improve the dietetics curriculum or methods of teaching or assessment within the HEI, including bringing curriculum in line with the Bologna agreement and consideration of Tuning (12)
- intention to make changes to practice placement because of participation in DIETS (10)
- improved IT skills (8), specifically: use of virtual meetings using a range of technologies including skype, GoToMeeting technology, podcasts and teleconferencing
- improvement in language skills (English) and particularly professional and education-related terminology (12)
- learning from each other (8)
- increased understanding of the need to harmonise training in nutrition and dietetics across Europe development of the dietetics profession
- increased contacts and collaboration across Europe
- communication skills
- patient-centred services
- distance learning activities

3.4.2 *Changes within dietetic associations because of participation in DIETS*

Where more than one dietetic association reported a particular change, the numbers in brackets record how many:

- development of closer links between the HEIs and the dietetic associations (14), including collaborative lobbying (1)
- development of lifelong learning courses either by themselves (1) or in collaboration with the HEIs (2)
- changes to the undergraduate curriculum (5)
- changes to practice placement including the inclusion of compulsory practice placement (1)
- the lengthening of the practice placement (1)
- improved preparation for practice placement (4)
- improved assessment processes (4)
- practice placement within another country (1)
- the use of guidelines and/or performance indicators to assess practice placement (3)
- intention to improve academic curricula, methods of teaching and/or assessment (8)
- dietetic intention to improve practice placement (3)
- improvement in IT skills (6)
- improved language skills (9)
- changes to the way the dietetic association is organised
- better communication between members of the dietetic association
- the use of DIETS publications to inform national documents
- ways of promoting the dietetic association
- distance learning
- the importance of an international dimension

3.5 **Conclusions**

Key contacts nominated by each Partner acted as 'relay' bodies, a successful outcome from the DIETS project. They shared responsibility, acted to 'own the project' and as contact for local dissemination and were key in monitoring the end-user reactions. Feedback, through questionnaires, the website, focus groups and roundtable discussions ensured that the results of the project:

- met user needs
- identified broader target groups
- provided feedback information on quality enhancement

Through their key contact, Partners promoted discussion before transferring results or 'mainstreaming' with decision makers at national level.

4.0 Methods of Dissemination and Exploitation

The message and tone of the publications were carefully crafted to suit the audience. It was realised that many people reading the information about the Network would be using second language skills. Content was kept simple and clear, not overly complicated and included a glossary of terms where needed. The following describes and reviews the success of the various methods employed to disseminate materials.

The creation of the website and its use is the subject of another complete report (DIETS, 2009a). Many of the documents that were produced and mentioned below have been loaded onto a USB stick that was distributed to the 3rd Conference participants in Lisbon in 2009.

4.1 Newsletters

The DG was responsible for 7 newsletters during the period September 2006 to September 2009. An 8th newsletter was published in December 2009, following the 3rd Conference. The newsletter brought together information about the Network and publicised conferences, other events, notable research achievements, and encouraged Network Partners to contribute to the information exchange. It was always published on the home page (open access) of the DIETS website and in full colour. Web links were always provided for follow-up information. The themes of the eight newsletters were as follows:

1. March 2007: introduction to the Network, the working groups, practical placements, highlighting dietetics activities in Turkey, Ireland and Sweden
2. June 2007: announcement of surveys and conferences, re-useable learning objects, highlighting outcomes of visits, research in the UK on multiculturalism, dietetics activities in Denmark and Norway
3. November 2007: reports on the 1st DIETS conference and research in Spain (on obesity), Belgium and Hungary
4. April 2008: out and about in Europe highlighting research in Hungary, Spain and European projects, also education of dietetics students in a multicultural environment
5. June 2008: preparation for 2nd DIETS conference, highlighting research work of dietitians in Slovenia, Belgium, Hungary, Austria and Spain
6. November 2008: reports on the 2nd DIETS conference especially working in a second language (Swiss delegate)
7. April 2009: preparation for the 3rd DIETS conference with reports on EU project (CHANCE), Sweden and Germany, dietetics in Cyprus, and DIETS2
8. December 2009: reports from the 3rd DIETS conference, highlighting achievement of Slovenian Partner

There were some problems reported by Partners in trying to use the newsletter. In particular, it was large and expensive for some to download and print in colour. These problems were acknowledged and although a shorter version could be produced, it was felt that such an edition would have reduced impact; particularly as the loss of any embedded URL links would prejudice the usefulness of the newsletter. DIETS suggested that Partners could print the newsletter in the much cheaper black & white (greyscale) version or read online.

DIETS did not formally evaluate the impact of the newsletters. However, the newsletters were a visual source of dissemination and could be easily cascaded electronically throughout Partner institutions by key contacts.

4.2 Publicity and Briefing Materials (PowerPoint and Posters)

To promote the Network, the following materials were developed that could be used by the Partners when giving talks or other dissemination activities:

- a PowerPoint presentation in English (available on the DIETS website home page)
- a poster in English that translated into 3 other European languages (see Appendix E)
- a statement of "Purpose of the Network" (see Appendix D)

Partners used the PowerPoint presentation widely as well as the poster.

4.3 The Website as a stimulus to interactive communication and dissemination

The DIETS website was a primary dissemination tool, but it needed to be actively promoted and publicised. This was undertaken by sending alerts once a week to registered users. Additionally, every communication or other publication featured URL links to promote materials and other information on the site. Mutual linking with websites in complementary fields also promoted the DIETS site in the 'blogosphere' (EVE, 2009).

The use of blogs and discussion boards represents a new interactive era in the use of IT. The DG discussed the use of interactive social networking sites such as Facebook. However, the DIETS website has numerous discussion boards and undertook a structured project to test the ease of synchronous and asynchronous discussion (DIETS, 2009a). While such interaction was encouraged these were not popular. It may be that while email is well established, in many Partner countries, these modern uses of the technology are not yet embedded as a normal pattern of everyday life. It may simply be that there is an overwhelming availability of communication routes that are used in everyday life and these are favoured above the relatively 'new' technology of a dedicated website for use by dietitians across Europe. Highly interactive engagement was therefore limited over the three years of the project. However, in the 3rd year, several blogs were made and posted on the website for use. Additionally, the 1st and 3rd Conferences were streamed and available for use by the membership.

The website therefore became the receptacle for materials and information and over 45,000 hits per year were recorded (DIETS, 2009a). In order to alert Partners and all users of the website, a notification of new postings was sent regularly each week. It seems that not all intranet users were being sent regular notifications about website updates. The DG made a commitment to regular notifications, as this helped to support the dissemination and interaction of the website with the members.

4.4 The Conferences

Three conferences were held in September of each of the three years of the project. Two were held in the same week that the General Meeting of EFAD was taking place so that delegates to the GM could also attend the conference. The 1st Conference was organised by the University of Plymouth and the DIETS DG. However, by the 3rd Conference, a professional conference organiser was used together with a specifically designed and managed website.

Table 1 shows the increasing significance of the conference. The 1st Conference had only 59 delegates but by the 3rd Conference, this had risen to 133. More than this number attended because at least 12 students from Lisbon assisted in the Conference organisation and were present at the meeting.

Table 1 Statistics from the three conferences

Year	Venue	Theme(s) of conference	Presentation Type			Delegates	
			Lectures	Workshop / Special Seminars	Posters	Number Registered	Number of Countries
2007	Plymouth UK (HEI)	Competence in healthcare education: the European agenda	5	4	6	59 (36 Partners)	20
2008	Frankfurt Germany (hotel)	Ensuring quality in practice placement learning	11	7	19	107 (56 Partners)	23
2009	Lisbon Spain (HEI)	Dietitians learning from others	16	6	47	140 (49 Partners)	25

Some notable highlights from the conferences are listed below and can be found in the published proceedings (DIETS, 2009e) or at the DIETS website.

1st Conference: This Conference had the first video link used in the project to bring a speaker to the meeting from the USA. The workshops had the theme of 'Tools used during practice placement and their use'.

2nd Conference: This Conference reported on some of the preliminary results of the Network during the previous 18 months. It had one international speaker and several international delegates. The workshops investigated standards and best practice in placement learning. Other themes included dietetic research and promotion of dietitians in a European context. Scholarships were introduced for students and others who suffered hardship to attend the Conference.

3rd Conference: This Conference introduced two interactive lecture sessions by speakers remote to the meeting (one speaker in Australia and one in the UK) and one remotely delivered special seminar. The Special Seminars (workshops) were organised to promote the investigation of working with others either multi-professionally or multi-culturally. Speakers from other European initiatives were present, eg DG SANCO³ and EURRECA⁴ as well as international delegates from beyond Europe. Finally, the 1st and 3rd Conferences took place within HEIs, where more sophisticated IT was available. This allowed delegates not only to enjoy interactive sessions but

³ EC Directorate General for 'Health and Consumers'

⁴ European Micronutrient Recommendations Aligned

also to have conference presentations recorded for subsequent posting on the website. Thorough evaluations of the Conferences appear in full in Appendix F. Table 2 shows that overall the Conferences were scored by delegates 'highly' or 'very good'.

Table 2 Evaluation of the three DIETS Conferences

Year	Number of Completed Evaluations (% of total attendance)	Overall Score for Conference (max = 5)	Other Evaluations		
			Workshops	Poster	Venue
2007	19 (32%)	4.4	Not available	Not available	Difficult to get to
2008	39 (42%)	4.2	3.8	3.6	Very good
2009	35 (26%)	4.0	3 - 4.4	3.7	Very good

As the number of posters displayed increased, so did the satisfaction of the delegates, although there was a fall in the percentage of evaluations returned. There were also many comments made about the shortage of time available to network, read the posters and discuss in the workshops or seminars. The organisers were mindful of these comments and built into each Conference additional times for workshops/seminars and during breaks. Workshops or special seminars remained highly rated. Unfortunately, the 1st Conference did not introduce such a rigorous scoring system as was featured in the evaluation of the later Conferences and therefore it was not possible to do a complete analysis. However, it appears as if the Conferences did play a prominent role in disseminating information and were instructive particularly in the use of information technology for conferencing purposes.

4.5 Reports and Reporting

4.5.1 Partner Engagement

In any network founded upon voluntary engagement, it is very difficult to gather data on the involvement of partners in dissemination activities. However, largely due to the key contacts and the determination of the DG to promote and gather information, the results over the three years of dissemination activity is presented in Table 3.5.1 in the Final Thematic Network Report for DIETS (EACEA, 2010).

Table 3 Statistics Of Partner Engagement and Promotion of the DIETS Network (numbers In brackets indicate frequency)

Dissemination Mode	Type of Activity	Range of stakeholder involvement
Written	Articles about DIETS (>12) Press releases Newsletters Posters Summaries of Network activities Briefing documents, Questionnaires Reports of visits	Ministries of Health (>7), Education (>3) & Employment EACEA Professional Registration Boards for nutritionists and dietitians & working groups for education standards (France) Senior academics, managers and administrators in higher education Councils of Dietetic Associations and their membership
Electronic	Website links and postings Databases and distribution lists (>15) for Newsletters and other information Email Webinar Skype GoToMeeting	Scientific organisations, nutritionists, food scientists, medical doctors, nurses and dentists Other health professions, eg nurses, speech and language therapists Food industry and other industries Nutrition and health interest groups EU projects (EURRECA, <i>EU Platform for Action on Diet, Physical Activity and Health</i>)
Oral	Lectures (>35) Workshops Meetings with interested and influential groups (eg Ministers) Telephone	Research associations (nutrition & food science, medical) American Overseas Dietetic Association Chinese, South American, Israeli, and Japanese dietitians and others including International placement centres for dietetic students Media
Display	DIETS posters (>30)	Children, parents, general public School meals staff
Other		Students particularly of dietetics and nutrition at first and second cycle Dietitians, practice placement teachers Academic teachers and researchers

At its first meeting, the NMG drew up a list of key stakeholders. The DG was asked to ensure that those on the list received information about the DIETS Network throughout the life of the project. Table 4 demonstrates the various modes used by the 60 Partners in the Network to reach a broad range of stakeholders. Some were very senior policy makers such as government ministers and those from national dietetic associations, while others were able to distribute information about DIETS through their own networks. ENHA⁵, ENPHA⁶, EUFIC and EASO⁷ were particularly relevant here. A wide range of stakeholders received information about the work of dietitians and dietetics. Physicians, dentists, midwives, nurses and other allied health professionals all became alerted to the work of dietitians and their role in promotion of nutritional health. Additionally groups of nutritional scientists received information such as FENS⁸, EURRECA and the *EU Platform for Action on Diet, Physical Activity and Health*.

Table 4

	Total Number of Partners	Number of Countries	Key Contacts	Working Group Member	Link to website	Attended First Conference	Completed Education Mapping Questionnaire	Participated in a visit	Completed Visits Questionnaire	Registered User on Website	Number of Activities
2007	110	30	89	20	25	37	31	26	18	99	352
Percent of total			81%	18%	23%	34%	44%	24%	69%	90%	40%
Maximum possible							71				880
2008	120	30	105	21	25			39	32	111	401
Percent of total			88%	18%	21%			33%	27%	93%	42%
Maximum possible											960

This table also demonstrates the engagement of Partners in activities such as formal links to the DIETS website and enhancement over the course of the project.

4.5.2 Network Management Group (NMG) Reports

The NMG received reports continually, largely through notes/minutes of meetings plus oral feedback from the member of the NMG with special responsibility for that area. In this way, progress monitoring was possible. Additionally, every year a joint meeting was held by the NMG with all the working groups. All were able to share information about activities and evaluate progress, set objectives for the forthcoming year and feedback to each other. This was a very important way of forming intra-project links.

The NMG was also responsible for particular feedback to EFAD and hence to delegates of European dietetic associations. The Chairman of the NMG regularly attended meetings with EFAD (the Executive Committee or the General Meeting) to feedback on work and progress. However, written feedback was also presented. EFAD was a significant Partner who was able to promote dissemination and exploitation. For example, through EFAD the translation of the competence questionnaire (DIETS, 2009d) was facilitated thereby enabling more dietitians the opportunity of understanding the information in their own native language.

The NMG also was responsible for receiving and reviewing external evaluations and reporting to EACEA on behalf of the project. A midway progress report was submitted to EACEA in December 2008. The report together with some comments on feedback from EACEA was then sent out in hard copy to each Partner. There were two sources of external evaluations. The first was the

⁵ European Nutrition for Health Alliance

⁶ European Network of Health Promotion Agencies

⁷ European Association for the Study of Obesity

⁸ Federation of European Nutrition Societies

midway report received from EACEA. The second was from the evaluators that were appointed through the project.

Feedback from EACEA

DIETS has relied too much on the website for dissemination. There was a suggestion that paper-based dissemination could be an effective addition. While the financial and environmental implications of this need to be investigated, consideration should be given to introducing different methods of dissemination.

Feedback from External Evaluators

These evaluations were often limited to a specific individual event and are difficult to capture in a meaningful way. Therefore while this type of evaluation is important it is not an entirely objective and reliable mechanism for evaluating the project.

4.5.3 Final Written Reports

The following reports were written, primarily at the end of the funded period of the project:

- DIETS Report 1: Building a technologically informed information and communication network in Europe
- DIETS Report 2: Learning About Practice Placement Education From Each Other
- DIETS Report 3: Using Information Technology to Share Experiences and Enhance Communication Skills
- DIETS Report 4: The Dissemination Potential of a European Network
- DIETS Report 5: Quality Assurance, Dietetic Competence and Dietetic Practice Placement Standards
- European Dietetic Competences and Their Performance Indicators Attained at the Point Of Qualification and Entry to the Profession Of Dietetics (EFAD, 2009)
- Proceedings of the 1st DIETS Conference (Plymouth, 2007)
- Proceedings of the 2nd DIETS Conference (Frankfurt, 2008)
- Proceedings of the 3rd DIETS Conference (Lisbon, 2009)
- Paper on the Education Mapping Questionnaire

4.5.4 Other Publications

Databases, lists of activities, products and outcomes were published on the DIETS website, eg reusable learning objects. Courses and conferences notified to the DIETS office were published on the website on a regular basis. Alerts sent to registered users allowed them to become aware of European courses that might be useful to them. The website was therefore also used as an informal networking place to alert others to important and ongoing information (also see Report 1 (DIETS, 2009a).

4.6 New and Unplanned Initiatives

An opportunity arose to submit a second proposal to EACEA for a further three years funding in order to create a thematic network entitled 'Dietitians Ensuring Education, Teaching and Professional Standards' (or DIETS2). The full proposal can be seen on the DIETS website. Current Partners together with new Partners were invited to take part in the development and support of this new project. 110 current DIETS Partners wished to remain in the new project and a further 10 were recruited. The work undertaken to develop this project was much more collaborative than previously, with the current working group and others joining the preparation. The feedback from the reviewers was very good in certain aspects, but unfortunately the bid was unsuccessful. However, the preparation of the bid did highlight the trans-regional collaborative function of the current Network and the cooperation that has developed over the last three years.

4.7 Lessons Learned about Dissemination and Exploitation Strategies

The following lessons have been learned from the various techniques employed to disseminate and exploit the DIETS Network.

- provision of dissemination materials for stakeholders, Partners and others to use encourages local adaptation and promotion of a consistent message
- a variety of disseminating formats is important to meet the needs and expectations of users, however, the demographics of those users also need to be considered
- prompting meaningful feedback from users of dissemination materials is difficult and a variety of mechanisms need to be used; but even then responses may be less than 30% and results need to be used/analysed with caution when justifying exploitation
- establishing networks who can offer different mechanisms for dissemination, is highly fruitful
- establishing a regular point for all stakeholders to interact and nurturing intra-group meetings is important in order to embed objectives and 'stay on message'
- it is relatively easy to disseminate laterally or cascade down, but difficult to disseminate up and receive meaningful feedback over a short period of time
- evaluation of the *totality* of a project provides a snapshot in time and cannot provide an understanding of exploitation, although it can ask significant questions
- a demonstrable trans-regional collaborative network of stakeholders can be demonstrated through the development of a further three year project

5.0 Added Value

A difficult part of any project is to use methods that can demonstrate added value and one reason is that different stakeholders have different views on what constitutes 'added value' (Petri & Huismans, 2009). Mijnhijmer (2008) has offered this definition: *“All projects must make a distinctive contribution and add value by working together to produce a new product/service that has a trans-national or trans-regional character. Projects must develop concrete, tangible and innovative products or services which are or have: trans-national character, functionality, viability.”*

Added value can be a particular feature of European networks (van Exel et al, 2002). Mairate (2006) described it as *“the increased value resulting from Community action, and the extent to which intervention adds 'value' to the interventions of other administrations, organisations and institutions”*

A number of strategies can be used such as questionnaires and follow-up interviews to find out about any added value, but in the longer term, if changes in attitude and sustainability are to be key indicators of added value, then this will usually take place after the project has ended. What must be found are the added value indicators that are less tangible and hence more difficult to describe reliably. Mijnhijmer (2008) describes methods of adding value as follows:

- **Innovation:** working together to develop new or innovative economic development solutions that can be applied in practice in more than one country/region
- **knowledge transfer:** facilitating the transfer of economic development solutions and their practical application, from one country/region to another
- **organisational learning:** exchange of ideas, experience and good practice that improves the stock of organisational knowledge. Topics addressed should be of strategic interest for the daily work of all project partner organisations. Project outcomes should be implemented within the organisations where possible or by the organisations.

By using the indicators from various authors and from the DIETS Network it is possible to begin to build a picture of the added value that can be deduced from the project. Table 5 on the next 2 pages gives some examples, but many more could be captured.

Table 5 Examples of 'Added Value' indicators

Added Value Indicator	Some Outcome Examples	Comments	Outcome Reference
Innovation	Speakers and Posters at the DIETS conference New uses of ITC in classroom and also for meetings; greater proficiency	More shared data means more learning materials, eg for case studies Meetings that used VOIP (voice over internet protocol) improved IT skills of working group members and enhanced their outputs 3 presentations at 3 rd Conference delivered from speakers remotely, eg Australia	DIETS Conference Proceedings DIETS Report 1
Knowledge Transfer	Conferences allowed new ideas to be generated and shared especially in the workshops and specialist seminars. Visits and 'virtual' visits	We gained access to expertise and best practices for our daily work. New ideas, inputs, inspiration. We learned what did and did not work and what mistakes to avoid More focussed projects By information exchange we have learnt good practices from other countries and gained a better overview on what is going on in Europe	DIETS Conference Proceedings DIETS Reports 2,3
Tools	Learning and teaching materials posted on the DIETS website Guidance on quality assurance procedures Performance indicators as part of the European Competence Statements	We can use assessment tools from the website	DIETS website and Report 5 EFAD website
Organisational Learning	New procedures implemented about practice placement assessment and monitoring (quality assurance)	We gained ideas and good practice guidance that could not be generated easily otherwise	DIETS Reports 2,3,5
Attitude/ Culture	Improved English language skills Values of the Network Commitment to DIETS Network Extensive translation of key documents Face-to-face visits and ITC skills Multicultural teaching European cultural differences	My language skills have improved dramatically This Network has allowed us to learn so much, how similar dietetics is across Europe and where to go for help. DIETS has made us value partnership and we have set up ERASMUS exchanges. We must share more to improve student awareness.	DIETS Reports 2,3, 5 DIETS2 proposal EFAD embedding of Network DIETS Website 3rd DIETS conference special seminars & student 'virtual' meetings Newsletters

Trans-national Cooperation	Visits and posting of information on the DIETS website Standards for Practice Placements Preparation of DIETS2 bid to EACEA DIETS Newsletters	We can now appreciate how joining together provides common answers to common problems We learned about new ways of doing things so that programme managers from more experienced countries in Europe could benefit from the less experienced There are already some improvements (most of all participation)	DIETS Reports 2,5 DIETS2 bid on the DIETS website DIETS website
Economies of Scale	Re-useable Learning Objects	Using mutual exchange of valuable experiences and approaches we were able to learn quicker	DIETS Report 5
Sustainability	New modes of teaching introduced ERASMUS exchanges started Adoption of European Dietetic Competences Practice Placement Standards Embedding of the DIETS Network with EFAD as a formal committee	We are starting to get new policies embedded and used in teaching students Changing academic and professional regulations takes time	DIETS Reports 2,3,5 EFAD Website (2009)

Members of the Network demonstrated in many less tangible ways their improved approach to teaching, learning and undertaking changes that will add value. The area that was most difficult to capture was the effect on policy makers at European level. However, over the last three years, EFAD has promoted the DIETS Network as a key contributor to the *EU Platform for Action on Diet, Physical Activity and Health*. This has meant that the work of dietitians improving their education and placement learning has been brought to the attention of other members of this project, including the food industry. As a result, DIETS has also been asked to join other networks such as those involved in TEMPUS bids and COPORE⁹. This will mean that dietetic educators throughout Europe will have a voice, and policy makers will have a dietetic resource to call upon. However, it is probably through the embedding of DIETS within EFAD that creates the greatest potential for policy change in Europe. By presenting the work of DIETS at the International Confederation of Dietetic Associations in Yokohama, Japan, international dietitians are also able to monitor and use the output from the DIETS Network. [See DIETS, 2009a for more on international use of the website.]

⁹ Competences for Poverty Reduction

6.0 Discussion

Dissemination and the capture of its effects on change or the exploitation of information, products etc is difficult. The worldwide web and email have created information overload. Few individuals are able to identify which specific piece of information has facilitated a particular change to their daily activity. However, creating an environment in which learning is facilitated can only enhance the learning process. Individuals become receptive to new information and to other networks that can support their learning. This discussion of the various influences on dissemination and exploitation is organised under the following key elements:

- structure of the dissemination process
- maintaining momentum
- monitoring and evaluation
- added value, mainstreaming, multiplier effect, impact and embedding
- leadership

6.1 Structure

The DIETS Network introduced a project website which became the hub for all information and its dissemination. Management groups were developed for the website and the dissemination of information throughout the Network (featuring a key contact in 90% of Partners) produced a multiplier effect. Careful briefing of the key contacts and regular targeting with information meant that each Partner had its own individual Network voice, which was used for two-way communication and flow of information with the Network. Key contacts also disseminated information about the Network and its activities widely through their own contacts. Partners therefore used their own reputations to raise awareness. Some of the contacts were committee members of national dietetic associations and so unexpected contacts were made possible with potential end users and policy makers. Through meetings and articles in local journals or newsletters, information about the work of the Network was available. The full extent of information about the Network that was actually disseminated remains unknown. However, judging by the range of organisations contacted, the media used and the 60 Partners (50%) from across Europe who reported their activities (Table 4), the extent of dissemination appears to be significant. The number of hits on the website also indicates that information flow, and a desire to find out more, was also occurring throughout the project.

Leaflets, newsletters, regular printed materials and, most importantly, promotional posters and PowerPoint presentations were on the website for members to use. Three conferences were held and attendance doubled over the three years. The display of posters by dietitians at the conferences increased from 6 to 47, demonstrating a significant recognition of the conferences as a significant opportunity to disseminate information to colleagues. Importantly, the results of the Network activities were presented at each conference. Using electronic media and also face-to-face opportunities allowed members to use not only their existing circulation lists, but also to develop relationships important for sustaining collaborative and enduring partnerships. Provision was made to improve access to the website for the visually impaired (only one HEI questioned the structure of the website for compatibility and its anti-discriminatory approach). More can and does need to be undertaken in this area to ensure that all who require access across Europe can do so.

6.2 Maintaining the Momentum

The dissemination plan developed by the DG ensured that key members, Partners and others were kept aware of the advances made by the project and some of the activities that needed their active participation (see Appendix G for example). Timing was also critical for success as it would be very easy for the members of the Network to lose that sense of progress and hence commitment. For example, the project extended across a large group, and alerts about new postings were sent to over 900 registered users of the website every week. Calls for action and

participation were made through these alerts, but also through the newsletters and direct mailings. Despite this activity, there was sometimes a poor response and it was therefore essential to target individuals. Although the ideal was to have members responding without individual prompting, this flexible approach (requiring extra work) was adopted in order to improve response rates.

It was critical to keep one key member of the Network well informed and involved: EFAD. The Federation was targeted as the key organisation that could continue the work of the Network. As such, delegates to EFAD from the nation states were constantly informed so that they were well aware of progress. At the inception of the project, some key elements of the Roskilde Resolution and Taormina Declaration (EFAD 2003, 2007) were stated as outcomes and there was therefore a synergy between goals. The outcome has been that EFAD has agreed to maintain the website and progress work of the Network through a newly formed 'Education Committee'. Other organisations have also been identified as key contributors to sustaining the Network.

6.3 Monitoring and Evaluation

To build a complete picture of the exploitation of the outcomes and learning that has taken place because of the DIETS Network requires constant vigilance and monitoring. While this was acknowledged in the early stages of planning, the full extent of the process and the management of the results was underestimated. A partnership of over 120 institutions with a large network associated with each Partner (especially in the case of the national dietetic associations) means a huge monitoring task. One possible method would have been to encourage more use of bulletin boards and direct uploading onto the website. While it is significant that over 40 individuals learned to upload onto the website, it is also regrettable that more emphasis was not placed on this skill throughout the project. However, to ask busy individuals to record all of their activities is also not realistic and the Network had to resort to traditional methods of collecting information via questionnaires and feedback at conferences etc. The drawback of this approach is that it tends to involve those already committed to engagement with the project. Methods advocated by other projects that would enable learning more from policy makers and others who did not participate directly in Network activities was not exploited (eg Petri & Huisman, 2009). However, when gathering other information, DIETS was able to learn indirectly about changes to programmes and other innovations introduced into higher education. So it was possible to build a picture of how the Network has influenced policy and procedures in higher education and this is explored in DIETS Report 2 (DIETS, 2009b).

Understanding more about the 'target groups' also meant that the project engaged more directly with the national dietetic associations and others who were willing to translate documents into their own language. This meant that more established networks could benefit. Again, this information was gathered indirectly rather than formally, largely through key contacts. As the project went on, more information was posted on the website and more meetings (between students) were undertaken using ITC, but in a common language other than English. The project received little feedback on the use of e-communication versus printed materials, although some found printing documents (especially where colour was used) expensive and difficult. A project that extends across such a large area might have had difficulties using more printed materials. However, the reports are available as hard copy as well as e-copy, and the ordering of the printed copies will provide feedback on the use of this alternative mode of communication.

The use of interviews and qualitative information was collected to evaluate the impact of the face-to-face visits and this is reported in the DIETS Report 3 (DIETS, 2009c). This type of monitoring and feedback was very rich, but also time consuming. Many of the participants who volunteered could then not find mutually convenient times or did not have the confidence to use the technology employed. Better use could possibly have been made of the conferences as a means for getting individuals together to reflect and share their experiences.

The use of web-casting allows conversations to be tracked and recorded for further analysis and this was employed during a phase of determining the use of technology to support students and

dietitians on placements (DIETS, 2009a). This form of evaluation and monitoring was not employed extensively due to the ITC capabilities of the Network Partners. While many Partners declared their IT capabilities, this was often a reference to institutional capability and was not necessarily reflected by local or individual expertise. Use of bulletin boards and other means of monitoring and evaluation were not taken up by the website users. It seems that dietitians are still not as capable technologically as their higher education or research colleagues in making heavy use of various websites as a means of everyday communication.

Monitoring and evaluation were undertaken using mechanisms that were available. However, changes and exploitation were often deduced indirectly, rather than directly by the method employed. It was also difficult to understand and evaluate how regional, national and European authorities responded to the project and its activities or outcomes or on the adaptation, sustainability, transferability and commercialisation of results that might occur. However, the adoption of the Network and all its Partners into the structure of EFAD will ensure that outcomes will not be lost and it will be possible to track the implementation as well as potential accreditation.

The Academic and Practitioner Dietetic Standards (2005) introduced by EFAD have already had a strong influence in Slovenia, Switzerland and Austria. In those countries this has led to the introduction of first cycle programmes for dietitians (during the life of the DIETS project). The DIETS Coordinator and Manager have also taken part in discussions with the Minister of Health in France about introducing a first cycle programme in that country and this is now highly likely. Further, the DIETS Coordinator has been asked by the German Dietetic Association to write to the appropriate ministries urging adoption of a first cycle programme in Germany. These developments represent potentially significant evidence of exploitation at national level.

6.4 Value Added, Mainstreaming, Multiplier Effect, Impact and Embedding

The previous section covered the evaluation and data related to exploitation was. However Mairate, (2006), Petri & Huismans (2009) and van Exel et al (2002) all agree that added value must also demonstrate that outcomes and products for networks must show a demonstrable effect on administrations, organisations and institutions, especially at regional, national and European level. Networks should understand that partners have a national role and particular interest in the outcomes, as this will encourage a multiplier effect on national policy (EVE, 2009). However, there are difficulties in accessing beneficiaries. Implementation in trans-national cases is particularly difficult as not all Partners are equal and this means that there is less engagement or knowledge shown by some. In this project, Iceland, Luxembourg, Germany and France, have no first cycle programmes (in the first two countries there is no dietetic education at all). In The Czech Republic (Association of Nurses) and Romania the development of dietetics is embryonic and in Lithuania doctors are also called dietitians when they have done some additional training. Dietetics in the Netherlands and the UK are very highly developed with statutory and regulatory systems requiring evidence of lifelong learning to maintain registration. Many other countries do not have this key legislation to maintain competence. Given this diversity it has sometimes been difficult to target appropriate Partners. However, Kanus University of Medicine reports regular briefings about DIETS; the Medical School of Comenius University in Bratislava reports regular briefings including the Chairman of the Slovak Republic Dietetic Association. So, proactive Partners are briefing key individuals in medical universities, thus extending the range of influence and impact of dietetics into other health professional groups. In particular, the following policy influencers are DIETS Partners with the links and abilities to ensure project impact:

- EU Food Information Council
- The Public Health Alliance
- European Food Information Council
- European Society for clinical Nutrition and Metabolism,
- International Association of the Study of Obesity and the sister European Association
- United Nations University Food and Nutrition Programmes
- Standing Liaison Committee of EU Speech and Language Therapists and Logopedists

The full project impact might not be apparent during the life of the project, but Table 6 demonstrates that Partners and others were fully able to implement and embrace the products of the DIETS Network. Further, the products were appropriate for them to use and exploit for current needs and requirements. There was a synergy between the project and local and national policy: finding gaps where the results can inform current and future national policy

6.5 Leadership

At the start, DIETS had 112 Partners. During the course of the project, a further 11 Partners joined. The development of the DIETS2 project brought additional members into the Partnership and there was more interest from international organisations. The Network began to demonstrate and command leadership within the profession because of such elements as:

- the innovative work undertaken
- the novel nature of a website dedicated to dietitians working in Europe
- progress to defining dietetic competences, educational procedures and other key elements for professional practice

Increasing cooperation across Europe and developing standards that were Europe-wide facilitated cross-border working of dietitians, thus improving the quality of the dietetic profession in Europe. Article 15 of the Directive 2005/36/EC 'on the recognition of cross-border working' underpins the importance of common platforms in cross-border working.

Within the project, the leadership shown by the NMG and the DG was demonstrated. Reporting systems were robust, but due to the flexibility required (as described in 6.2 above), it became increasingly difficult to monitor progress towards the goals. Strengthening the reporting structure and having more external verification may have helped. However, while dissemination through key contacts was on many levels successful, it failed in some Partner institutions. This could be because individuals could not see the relevance of engagement (despite regular targeted briefings and face-to-face briefings at conferences) or it may have been that individuals became overwhelmed with activity within their own institutions and did not pass on the local leadership to others. The reasons for lack of full engagement by some Partners needs to be investigated but this investigation did not happen during the lifetime of this project.

The evaluation or investigation of why certain elements of dissemination were more successful than others deserves more resources. In particular, the NMG, Project Manager and Project Coordinator did not specifically invest their time investigating the effectiveness of dissemination activities with policy makers at regional, national and European level. There is evidence that senior managers and administrators at HEIs used information and publications to inform their own particular curriculum and improve educational standards for dietetic students. The answer to whether this effect transferred to national policy is not easily found. Other projects have also found this to be a problem (Petri & Huisman, 2009). In future projects the need to develop strategies for discovering this type of information is important. Reports from Partners in this project would suggest that policy makers and other key personnel were being targeted but the outcomes are unknown. However, comment was also made that over a three-year period it might be difficult to detect clear outcomes for these interventions.

7.0 Conclusions

The dissemination and impact of the DIETS project is demonstrated by the engagement of Partners and the number of activities generated. There is evidence that as the project progressed there was a continuing and increasing trend for further dissemination and exploitation. It has been possible to secure ongoing investment in the project, thus sustaining its activities and influence on education and practice placement learning for dietetic students. However, the true impact needs to be discovered by developing and employing other strategies than those used by the project to date. The use of a 'key contact' in each Partner was shown to enhance the local leadership and ensure participation and engagement in the project.

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Appendix A

Stakeholders: Methods and Frequency of Briefing

The NMG concluded that stakeholders in the project would be divided into three groups, each with differing requirements for information and involvement:

Group 1: Requiring regular updates in the form of reports and face-to-face meetings

This group included:

- EACEA
- EFAD
- University of Plymouth
- DIETS Management Groups

Group 2: Requiring regular updates in the form of newsletters and conferences

This group included:

- DIETS Network Partners
- dietetic associations
- practising dietitians
- teachers of dietitians
- universities
- government ministries
- other thematic networks

Group 3: Requiring access to information through the DIETS website

This group included:

- students
- doctors
- other health professionals
- scientific associations
- health insurance companies
- patients
- the public

Appendix B

Briefing for Key Contacts and their Terms of Reference

The 'key contact' is an integral and vital part of the DIETS network. A key contact is an individual who has volunteered to disseminate information about DIETS within a DIETS partner organisation. However, it is also important that key contacts promote the work of DIETS and the role of the dietitian to relevant governmental and non-governmental organisations within their own country.

The Dissemination Group encourages key contacts to disseminate DIETS information and promote the Network as follows:

Within your institution or organisation:

- 1) Make yourself widely known to relevant people as the DIETS key contact; (relevant people include the institution president, heads of schools, signatory to the DIETS network, academic staff and students in a HEI, all member Dietitians in a professional body, and all members of a learned body, for example, the European Society for Clinical Nutrition and Metabolism, the European Society for the Study of Obesity and the British Nutrition Foundation.)
- 2) Present and discuss the work of DIETS with colleagues and students (using the "Introduction to DIETS" PowerPoint and the summarised "progress report" if desired)
- 3) Ensure that all relevant people regularly receive the DIETS newsletter and encourage them to contribute articles to it
- 4) Promote the DIETS conferences widely and encourage as many people as possible to attend and to present posters
- 5) Display the DIETS poster whenever and wherever appropriate
- 6) Encourage people to visit the DIETS web site and register to use the DIETS intranet
- 7) Encourage colleagues to participate in a European wide thematic network for dietitians by contributing reports, articles and research papers to DIETS publications (newsletter, web site, conference)

Within your country:

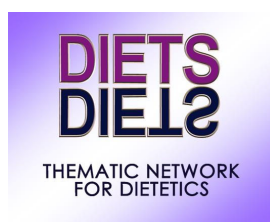
- 1) Approach other key contacts within your country to coordinate dissemination activities at national level.
- 2) Devise a strategy for dissemination of DIETS information and promotion of the Network within your country to relevant governmental and non-governmental organisations country (appropriate organisations for dissemination at national level include ministries of health, education and employment, health professional organisations, medical organisations, other thematic networks, scientific associations, health insurance companies as well as the general public).
- 3) Inform organisations of the work of DIETS and the role of the dietitian in promoting the nutritional health of the population of Europe.

Evidence of all dissemination activities is required by the EU in order to continue the project funding. This could include publications, presentations, discussions, reports and letters.

Evidence of any changes that occur as a result of the work of DIETS is also required and should be recorded. Changes could be to the academic curriculum, including introduction of ECTS, to the methods of teaching and assessment within a higher education institute or to the way practice placement training is undertaken.

The Dissemination Group would really appreciate it if you would keep Judith Liddell, the TN Manager, informed of all dissemination activities that you undertake and of any evidence you have that DIETS has brought about any changes.

First Briefing to Key Contacts



Dear Key Contact

Happy New Year

This year we want to engage you more proactively in reviewing how the Network is meeting the needs of its members/partners. So we shall be sending out a regular discussion document on topics we'd like to get your views on and invite you to tell us what you think.

The Network is trying to encourage the use of its website to disseminate information, ask questions and generally engage its members. However, we are concerned that we are not getting it right.

Would you prefer to get information emailed through?

Would you like to be more regularly notified of specific information or discussions on the web-site?

Have you any ideas on why the discussion boards are not being used?

Any other ideas for improving interactions?

That is all for now The above letter can be found on a special space on the web-site labelled 'key contacts' it also contains a discussion board in case you want to answer this note using that format. Otherwise please fill in the blanks and email us back....

Whatever way you decide we'd love to hear from you

Kindest regards

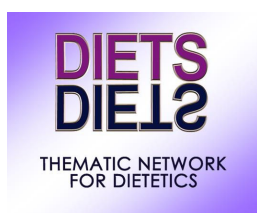
Judith

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Example of another briefing:



Judith Liddell
Thematic Network
Manager

The DIETS Thematic Network, <http://www.thematicnetworkdietetics.eu> for which you are listed as the Key Contact for one of our Partner Organisations, is currently undertaking a comprehensive review of our contact database.

We are making contact with you now in order to update our records and complete this review.

Current Terms of Reference for the role of the Key Contact include:

- Receiving communications from DIETS network and disseminating to all relevant staff within your department / school/ organisation / country
- Making yourself widely known as a representative in your own institution and country where appropriate
- Promoting the potential benefits of involvement with the DIETS network within your department / school/ organisation/ country e.g. professional development, access to a broader community and an EU wide information network
- Encouraging colleagues to contribute reports, articles and papers to DIETS publications (newsletter, web site, conference)
- Alerting the DIETS management to any learning, teaching or assessment issues arising from the work within your institution/ organisation/ country, also of relevant projects, publications etc.
- Convening with other Key Contacts in your own institution/ local area/ country as appropriate
- Maximising opportunities to encourage staff to
 - a) consider their strategy for helping students learn (especially during practice placement)
 - b) evaluate and disseminate good practices in learning and teaching including the use of communication and information technology

In order for us to undertake and complete our current review of Key Contact details, we would be grateful if you would complete the short reply form accompanying this letter.

If you are no longer in a position to continue in the role of Key Contact, could we ask you to:

1. Contact another colleague and invite them to take over the role. This will probably include forwarding this letter to them for information, or
2. Forward this request to the appropriate Head of Department, asking them to make contact with us or propose another contact

Could I ask you to **reply to this message by August 30th** in order that we can complete the review in time for the start of the new academic year?

Please also make a note of **7 September 2007** when we will be holding our first DIETS conference in Plymouth, UK for all DIETS partners, Key Contacts, Subject Advisers, Learning and Teaching Consultants, Practice Placement Supervisors and Practising Dietitians. It will be an opportunity to get updated on the activities on the Network and to feedback to us ways in which we may be able to support your learning and teaching activities. Full details are available on the DIETS web site.

Finally, on behalf of the DIETS network, I would like to express our very genuine thanks for all your contributions to the Network, and we very much look forward to continuing and developing the support we are able to offer to you and your colleagues.

Thank you in advance for your cooperation with regard to this review.

Kindest regards

Judith

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Appendix C

The Activities of Partners 2007/2008

December 2007

Code	Full name of the institution in English (formal or informal translation)	Country Code	Key Contacts	Working Group Member	Link to Website	Attended Conference	Completed Education Mapping Questionnaire	Participated in a Visit	Completed Visits Questionnaire	Registered Users on Website	Number of Activities
1	University of Plymouth	UK	1	1	0	1	0	1	1	1	6
2	European Federation of the Associations of Dietitians	DE	1	1	1	1	0	0	0	1	5
3	Austrian Association of Dietitians	AT	0	0	0	0	0	0	0	1	1
4	University of Graz	AT	0	1	0	0	0	0	0	1	2
5	Post-Secondary Teacher Training College, Graz	AT	1	0	0	0	1	0	0	1	3
6	European Public Health Alliance	BE	1	0	1	0	0	0	0	1	3
7	Kempen University College	BE	1	1	1	1	1	0	0	1	6
8	University College Sint-Lieven	BE	1	0	0	1	1	1	1	1	6
9	University College of Bruges-Ostend	BE	1	0	0	0	0	0	0	1	2
10	Erasmus Higher Education Institute Brussels	BE	1	0	0	0	0	0	0	1	2
11	University College Ghent	BE	1	0	1	1	1	1	1	1	7
12	European Food Information Council	BE	0	0	0	0	0	0	0	0	0
13	Swiss dietitians association	CH	0	0	0	0	0	0	0	1	1
14	Bernese University of Applied Sciences	CH	1	1	1	1	1	0	0	1	6
15	Cyprus Dietetic Association	CY	0	0	0	0	0	0	0	1	1
16	Czech Association of Nurses – Sections of nutrition therapists and assistants	CZ	0	0	0	0	0	0	0	0	0
17	University Teaching Hospital, Hradec Kralove, Czech Republic	CZ	1	0	0	0	1	1	0	1	4
18	German Dietetic Association	DE	1	1	0	1	0	0	0	1	4
19	Ludwig-Maximilians- University of Munich	DE	1	0	0	0	0	0	0	1	2
20	Charité Centre for the Humanities and Health Sciences, Berlin	DE	1	0	0	0	1	1	1	1	5
21	The Danish Diet and Nutrition Association	DK	1	0	0	0	0	0	0	0	1

Dietitians Improving Education and Training Standards (DIETS) Report 4: The dissemination potential of a European Network

23	CVU Zealand, University college Ankerhus College of Nutrition and Health	DK	1	0	0	0	0	0	0	0	1
24	Suhr's University College	DK	1	0	1	1	1	0	0	1	5
25	The European Society for Clinical Nutrition & Metabolism	DK	1	0	0	0	0	0	0	1	2
26	Spanish Association of Dietitians	ES	1	0	0	0	0	0	0	1	2
27	Spanish society of dietetics and food science	ES	1	0	0	0	0	0	0	1	2
28	Valladolid University	ES	0	0	0	0	0	0	0	0	0
29	Vic University	ES	1	0	0	1	1	0	0	1	4
30	University of Zaragoza	ES	1	1	1	0	1	0	0	1	5
31	Complutense University of Madrid	ES	1	0	0	0	0	0	0	1	2
32	University of Navarra	ES	1	0	0	1	0	1	0	1	4
33	University of Barcelona	ES	1	0	0	1	0	0	0	1	3
34	University of San Pablo-CEU	ES	1	0	1	1	1	1	1	1	7
35	The Association of Clinical and Public Health Nutritionists in Finland	FI	1	0	1	0	0	0	0	1	3
36	University of Kuopio	FI	1	0	1	0	1	0	0	1	4
37	University Insitute of Technology of Nancy-Brabois	FR	0	0	0	0	1	0	0	1	2
38	University of Science and Technology Lille	FR	1	0	0	0	0	0	0	1	2
40	Valery Larbaud College	FR	1	0	0	0	0	0	0	1	2
41	Tours University Institute of Technology	FR	0	0	0	0	0	0	0	0	0
42	Hellenic Association of Dietitians – Technologists of Nutrition	GR	1	1	1	1	0	0	0	1	5
43	Hellenic Dietetic Association	GR	1	0	0	0	0	0	0	1	2
44	Thessaloniki Technological Educational Institution	GR	1	0	0	1	1	1	1	1	6
45	Harokopio University	GR	1	0	0	0	1	1	1	1	5
46	National Association of Hungarian Dietitians	HU	1	1	1	1	1	0	0	1	6
47	University of Pécs, Institute of Human Nutrition and Dietetics	HU	0	0	0	0	1	1	1	1	4
48	Semmelweis University College of Health Care	HU	1	0	1	0	0	1	1	1	5
49	Irish Nutrition and Dietetic Institute	IE	1	0	1	1	0	0	0	1	4

50	Dublin Institute of Technology	IE	1	1	1	1	1	1	1	1	8
51	Italian Association of Dietitians	IT	1	1	1	1	0	0	0	1	5
52	Campus Bio-Medico University of Rome	IT	1	0	0	0	0	1	1	1	4
54	University of Siena	IT	1	0	0	0	0	1	0	1	3
55	Kaunas University of Medicine	LT	1	0	0	1	1	0	0	1	4
56	Luxemburg National Dietician Association	LU	1	0	0	0	0	0	0	1	2
57	Dutch Association of Dietitians (DAD)	NL	1	1	1	1	0	0	0	1	5
58	Amsterdam School of Nutrition and Dietetics	NL	1	0	0	0	1	1	1	1	5
59	High school of Arnhem and Nijmegen	NL	1	1	0	1	1	1	1	1	7
60	Norwegian Dietetic Association	NO	1	1	1	0	0	0	0	1	4
61	Akershus University College	NO	1	0	0	1	0	0	0	1	3
62	Polish Society of Dietetics	PL	0	0	0	0	0	0	0	1	1
64	Medical Faculty of the University of Lisbon	PT	1	0	0	0	0	0	0	1	2
65	Higher School of Health's Technology of Lisbon	PT	1	1	0	1	0	1	0	1	5
66	Faculty of Nutrition and Food Sciences of the University of Porto	PT	1	0	0	1	0	0	0	1	3
67	Portuguese Dietetic Association	PT	1	0	1	1	0	0	0	1	4
69	"N Paulescu" Institute of Diabetes, Nutrition and Metabolic Diseases	RO	1	0	0	0	0	0	0	1	2
70	The Swedish Association of Dietitians	SE	1	0	0	0	0	0	0	1	2
71	Umea University, Dept. of Food and Nutrition	SE	1	0	1	1	1	1	1	1	7
72	Gothenburg University, Department of Clinical Nutrition	SE	1	0	0	1	0	0	0	1	3
73	Slovene Nutritionist and Dietetic Association	SI	1	1	0	1	0	0	0	1	4
74	University of Primorska College of Health Care Izola Slovenia	SI	1	0	0	1	1	1	1	1	6
75	University College of Nursing Studies	SI	1	0	1	0	0	1	1	1	5
76	Turkish Dietetic Association	TR	1	1	0	0	0	0	0	1	3
77	Erciyes University Atatürk Health School Department of Nutrition and Dietetics	TR	0	0	0	0	1	1	0	1	3

78	Hacettepe University, School of Health Technology, Nutrition and Dietetics Dept.	TR	1	0	0	1	1	1	1	1	6
79	Başkent University, Faculty of Health Sciences, Department of Nutrition and Dietetics	TR	1	0	0	0	1	0	0	1	3
80	British Dietetic Association	UK	1	0	0	0	0	0	0	1	2
81	International Association for the Study of Obesity (incorporating the International Obesity TaskForce IOTF)	UK	0	0	0	0	0	0	0	0	0
82	European Association for the Study of Obesity	UK	0	0	0	0	0	0	0	0	0
84	The Robert Gordon University	UK	1	0	0	0	0	0	0	1	2
85	University of Ulster	UK	1	0	0	0	0	0	0	1	2
88	University of Chester	UK	1	0	0	0	0	0	0	1	2
89	French Language Dietetic Association	FR	1	1	0	1	0	0	0	1	4
90	University College Jutland	DK	0	1	0	1	0	1	0	1	4
92	Institute of Health Care, Malta	MT	1	0	0	0	0	0	0	1	2
93	Flemish Professional Association of Nutritionists and Dieticians	BE	1	0	0	0	0	0	0	1	2
94	Province college for health care professionals	IT	1	0	0	0	0	0	0	1	2
97	University of Belgrade, Institute for Medical Research, Laboratory for Nutrition and Metabolism	SCR	1	0	0	0	0	0	0	1	2
98	Medical School of Comenius University, Bratislava	SK	1	0	0	0	1	0	0	1	3
99	University of Helsinki	FI	1	0	0	0	0	0	0	1	2
100	Warsaw Medical University	PL	0	0	0	0	0	1	0	1	2
101	University of Pavia	IT	0	0	0	0	0	0	0	0	0
103	Standing Liaison committee of E.U. speech and language therapists and logopedists	FR	0	0	0	0	0	0	0	0	0
104	United Nations University Food and Nutrition Programme	NL	1	0	0	0	0	0	0	1	2
105	Higher Education Institute for Dietetics, Vienna	AT	1	0	0	0	0	0	0	1	2
107	The Icelandic Dietetic Association	IS	1	0	0	0	0	0	0	0	1
108	Vilnius College in Higher Education	LT	1	0	0	0	1	0	0	1	3

109	Network of German Dietetic Schools	DE	1	0	0	0	0	0	0	1	2
110	Jagiellonian University, Department of Nutrition	PL	0	0	0	0	0	1	0	1	2
111	Blanquerna University School of Nursing, Physiotherapy and Nutrition, Ramon Llull University	ES	1	0	0	1	0	0	0	1	3
112	The Swedish Clinical Dietetic Association	SE	1	0	1	0	0	0	0	1	3
113	The Hague University of Higher Education	NL	1	0	1	0	0	0	0	1	3
114	University Rovira I Virgili	ES	1	0	0	0	0	0	0	1	2
115	Technological Educational Institution of Crete	GR	1	0	1	1	1	0	0	1	5
116	University of Montpellier	FR	0	0	0	0	0	0	0	1	1
117	Uppsala University	SE	1	1	0	1	1	1	1	1	7
118	St Pölten University of Applied Sciences	AT	0	0	0	0	0	0	0	1	1
120	FH Joanneum - University of Applied Science	AT	1	0	1	1	1	0	0	1	5
121	Catholic University of Portugal - College of Biotechnology	PT	1	0	0	0	0	0	0	1	2
122	Norwegian Association of Dietitians-affiliated to the Norwegian Association of Research Workers	NO	1	0	0	0	0	0	0	1	2
123	Association for the advancement of Nutrition and Dietetics in Israel	IL	1	0	0	0	0	0	0	1	2
124	Haute Ecole Leonard de Vinci	BE	1	0	0	1	0	0	0	1	3
			89	20	25	37	31	26	18	99	
	Total Number of Partners: 110	30 countries				34%	44%		69%	90%	
							maximum possible = 71		maximum possible = 26		

September 2008

Code	Full name of the institution in English (formal or informal translation)	Country Code	Key Contacts	Working Group Member	Link to Website	Attended First Conference	Completed Education Mapping Questionnaire	Participated in a Visit	Completed Visits Questionnaire	Registered Users on Website	Number of Activities
1	University of Plymouth	UK	1	1	0	1	0	1	1	1	6
2	European Federation of the Associations of Dietitians	DE	1	1	1	1	0	0	0	1	5
3	Austrian Association of Dietitians	AT	0	0	0	0	0	0	0	1	1
4	University of Graz	AT	0	1	0	0	0	0	0	1	2
5	Post-Secondary Teacher Training College, Graz	AT	1	0	0	0	1	0	0	1	3
6	European Public Health Alliance	BE	1	0	1	0	0	0	0	1	3
7	Kempen University College	BE	1	1	1	1	1	1	1	1	8
8	University College Sint-Lieven	BE	1	0	0	1	1	1	1	1	6
9	University College of Bruges-Ostend	BE	1	0	0	0	0	0	0	1	2
10	Erasmus Higher Education Institute Brussels	BE	1	0	0	0	0	0	0	1	2
11	University College Ghent	BE	1	0	1	1	1	1	1	1	7
12	European Food Information Council	BE	1	0	0	0	0	0	0	1	2
13	Swiss dietitians association	CH	1	0	0	0	0	0	0	1	2
14	Bernese University of Applied Sciences	CH	1	1	1	1	1	1	1	1	8
15	Cyprus Dietetic Association	CY	0	0	0	0	0	0	0	1	1
16	Czech Association of Nurses – Sections of nutrition therapists and assistants	CZ	1	0	0	0	0	0	0	1	2
17	University Teaching Hospital, Hradec Kralove, Czech Republic	CZ	1	0	0	0	1	1	0	1	4
18	German Dietetic Association	DE	1	1	0	1	0	0	0	1	4
19	Ludwig-Maximilians- University of Munich	DE	1	0	0	0	0	0	0	1	2
20	Charité Centre for the Humanities and Health Sciences, Berlin	DE	1	0	0	0	1	1	1	1	5
21	The Danish Diet and Nutrition Association	DK	1	0	0	0	0	0	0	0	1
22	The Association of Danish Clinical Dieticians	DK	0	0	0	0	0	0	0	0	0

23	CVU Zealand, University college Ankerhus College of Nutrition and Health	DK	1	0	0	0	0	0	0	0	1
24	Suhr's University College	DK	1	0	1	1	1	0	0	1	5
25	The European Society for Clinical Nutrition & Metabolism	DK	1	0	0	0	0	0	0	1	2
26	Spanish Association of Dietitians	ES	1	0	0	0	0	0	0	1	2
27	Spanish society of dietetics and food science	ES	1	0	0	0	0	0	0	1	2
28	Valladolid University	ES	0	0	0	0	0	0	0	0	0
29	Vic University	ES	1	0	0	1	1	0	0	1	4
30	University of Zaragoza	ES	1	1	1	0	1	0	0	1	5
31	Complutense University of Madrid	ES	1	0	0	0	0	0	0	1	2
32	University of Navarra	ES	1	1	0	1	0	1	0	1	5
33	University of Barcelona	ES	1	0	0	1	0	0	0	1	3
34	University of San Pablo-CEU	ES	1	0	1	1	1	1	1	1	7
35	The Association of Clinical and Public Health Nutritionists in Finland	FI	1	0	1	0	0	0	0	1	3
36	University of Kuopio	FI	1	0	1	0	1	1	1	1	6
37	University Institute of Technology of Nancy-Brabois	FR	0	0	0	0	1	0	0	1	2
38	University of Science and Technology Lille	FR	1	0	0	0	0	1	1	1	4
39	ISM Cadenelle	FR	1	0	0	0	0	0	0	1	2
40	Valery Larbaud College	FR	1	0	0	0	0	0	0	1	2
41	Tours University Institute of Technology	FR	0	0	0	0	0	0	0	0	0
42	Hellenic Association of Dietitians – Technologists of Nutrition	GR	1	1	1	1	0	0	0	1	5
43	Hellenic Dietetic Association	GR	1	0	0	0	0	0	0	1	2
44	Thessaloniki Technological Educational Institution	GR	1	0	0	1	1	1	1	1	6
45	Harokopio University	GR	1	0	0	0	1	1	1	1	5
46	National Association of Hungarian Dietitians	HU	1	1	1	1	1	0	0	1	6
47	University of Pécs, Institute of Human Nutrition and Dietetics	HU	1	0	0	0	1	1	1	1	5
48	Semmelweis University College of Health Care	HU	1	0	1	0	0	1	1	1	5

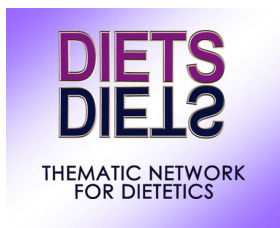
49	Irish Nutrition and Dietetic Institute	IE	1	0	1	1	0	0	0	1	4
50	Dublin Institute of Technology	IE	1	1	1	1	1	1	1	1	8
51	Italian Association of Dietitians	IT	1	1	1	1	0	0	0	1	5
52	Campus Bio-Medico University of Rome	IT	1	0	0	0	0	1	1	1	4
54	University of Siena	IT	1	0	0	0	0	1	0	1	3
55	Kaunas University of Medicine	LT	1	0	0	1	1	1	1	1	6
56	Luxemburg National Dietician Association	LU	1	0	0	0	0	0	0	1	2
57	Dutch Association of Dieticians (DAD)	NL	1	1	1	1	0	0	0	1	5
58	Amsterdam School of Nutrition and Dietetics	NL	1	0		0	1	1	1	1	5
59	High school of Arnhem and Nijmegen	NL	1	1		1	1	1	1	1	7
60	Norwegian Dietetic Association	NO	1	1	1	0	0	0	0	1	4
61	Akershus University College	NO	1	0	0	1	0	0	0	1	3
62	Polish Society of Dietetics	PL	0	0	0	0	0	0	0	1	1
63	Portuguese Nutritionist Association	PT	0	0	0	0	0	0	0	0	0
64	Medical Faculty of the University of Lisbon	PT	1	0	0	0	0	0	0	1	2
65	Higher School of Health's Technology of Lisbon	PT	1	1	0	1	0	1	1	1	6
66	Faculty of Nutrition and Food Sciences of the University of Porto	PT	1	0	0	1	0	1	1	1	5
67	Portuguese Dietetic Association	PT	1	0	1	1	0	0	0	1	4
69	"N Paulescu" Institute of Diabetes, Nutrition and Metabolic Diseases	RO	1	0	0	0	0	0	0	1	2
70	The Swedish Association of Dietitians	SE	1	0	0	0	0	0	0	1	2
71	Umea University, Dept. of Food and Nutrition	SE	1	0	1	1	1	1	1	1	7
72	Gothenburg University, Department of Clinical Nutrition	SE	1	0	0	1	0	1	1	1	5
73	Slovene Nutritionist and Dietetic Association	SI	1	1	0	1	0	0	0	1	4
74	University of Primorska College of Health Care Izola Slovenia	SI	1	0	0	1	1	1	1	1	6
75	University College of Nursing Studies	SI	1	0	1	0	0	1	1	1	5
76	Turkish Dietetic Association	TR	1	1	0	0	0	0	0	1	3
77	Erciyes University Atatürk Health School Department of Nutrition and Dietetics	TR	0	0	0	0	1	1	0	1	3

78	Hacettepe University, School of Health Technology, Nutrition and Dietetics Dept.	TR	1	0	0	1	1	1	1	1	6
79	Başkent University, Faculty of Health Sciences, Department of Nutrition and Dietetics	TR	1	0	0	0	1	0	0	1	3
80	British Dietetic Association	UK	1	0	0	0	0	0	0	1	2
81	International Association for the Study of Obesity (incorporating the International Obesity TaskForce IOTF)	UK	1	0	0	0	0	0	0	1	2
82	European Association for the Study of Obesity	UK	1	0	0	0	0	0	0	1	2
84	The Robert Gordon University	UK	1	0	0	0	0	1	1	1	4
85	University of Ulster	UK	1	0	0	0	0	0	0	1	2
88	University of Chester	UK	1	0	0	0	0	0	0	1	2
89	French Language Dietetic Association	FR	1	1	0	1	0	0	0	1	4
90	University College Jutland	DK	0	1	0	1	0	1	0	1	4
92	Institute of Health Care, Malta	MT	1	0	0	0	0	0	0	1	2
93	Flemish Professional Association of Nutritionists and Dieticians	BE	1	0	0	0	0	0	0	1	2
94	Province college for health care professionals	IT	1	0	0	0	0	0	0	1	2
96	University of Applied Sciences Western Switzerland	CH	1	0	0	0	0	0	0	1	2
97	University of Belgrade, Institute for Medical Research, Laboratory for Nutrition and Metabolism	SCR	1	0	0	0	0	0	0	1	2
98	Medical School of Comenius University, Bratislava	SK	1	0	0	0	1	1	1	1	5
99	University of Helsinki	FI	1	0	0	0	0	0	0	1	2
100	Warsaw Medical University	PL	0	0	0	0	0	1	0	1	2
101	University of Pavia	IT	0	0	0	0	0	0	0	0	0
103	Standing Liaison committee of E.U. speech and language therapists and logopedists	FR	1	0	0	0	0	0	0	1	2
104	United Nations University Food and Nutrition Programme	NL	1	0	0	0	0	0	0	1	2
105	Higher Education Institute for Dietetics, Vienna	AT	1	0	0	0	0	0	0	1	2
107	The Icelandic Dietetic Association	IS	1	0	0	0	0	0	0	0	1
108	Vilnius College in Higher Education	LT	1	0	0	0	1	1	1	1	5

109	Network of German Dietetic Schools	DE	1	0	0	0	0	0	0	1	2
110	Jagiellonian University, Department of Nutrition	PL	1	0	0	0	0	1	0	1	3
111	Blanquerna University School of Nursing, Physiotherapy and Nutrition, Ramon Llull University	ES	1	0	0	1	0	0	0	1	3
112	The Swedish Clinical Dietetic Association	SE	1	0	1	0	0	0	0	1	3
113	The Hague University of Higher Education	NL	1	0	1	0	0	1	1	1	5
114	University Rovira I Virgili	ES	1	0	0	0	0	0	0	1	2
115	Technological Educational Institution of Crete	GR	1	0	1	1	1	1	1	1	7
116	University of Montpellier	FR	0	0	0	0	0	0	0	1	1
117	Uppsala University	SE	1	1	0	1	1	1	1	1	7
118	St Pölten University of Applied Sciences	AT	0	0	0	0	0	0	0	1	1
119	Plantijn University College	BE	1	0	0	0	0	0	0	1	2
120	FH Joanneum - University of Applied Science	AT	1	0	1	1	1	1	1	1	7
121	Catholic University of Portugal - College of Biotechnology	PT	1	0	0	0	0	0	0	1	2
122	Norwegian Association of Dietitians-affiliated to the Norwegian Association of Research Workers	NO	1	0	0	0	0	0	0	1	2
123	Association for the advancement of Nutrition and Dietetics in Israel	IL	1	0	0	0	0	0	0	1	2
124	Haute Ecole Leonard de Vinci	BE	1	0	0	1	0	0	0	1	3
125	Polytechnic Institute of Braganca	PT	1	0	0	0	0	0	0	1	2
126	Hanze University of Applied Sciences Groningen	NL	1	0	0	0	0	0	0	0	1
127	Leuven University College	BE	1	0	0	0	0	0	0	1	2
128	Lleida University	ES	1	0	0	0	0	0	0	1	2
129	Lucia de Brouckere Higher School - Arthur Haulot Institute	BE	1	0	0	0	0	0	0	1	2
			105	21	25	37	31	39	32	111	401
	Total Number of Partners =120	30 countries	88%	18%	21%	31%	44%	33%	27%	93%	
							max possible = 71				

Appendix D

Information about the DIETS Network



Introducing the Dietitians Influencing the Education and Training Standards (in Europe) or DIETS Thematic Network

The following briefing tells you a little about the DIETS Network. It is organised into the following sections:

- i. **Goals and purposes: Who are we and where do our roots lie?**
- ii. **Aims und Objectives of the DIETS Thematic Network**
- iii. **The Network Values**
- iv. **How do we collaborate with others?**
- v. **With whom do we collaborate**
- vi. **How we structured the Thematic Network**
- vii. **How do we work?**
- viii. **What are our strengths and talents?**
- ix. **Whom are we working for?**
- x. **What does the Network offer?**

Goals and purposes: Who are we and where do are our roots lie?

Thematic Networks are one of the central innovations of the Socrates-Erasmus programme. The main aim of Thematic Networks is to enhance quality and to define and develop a European dimension within a given academic discipline or study area.

The DIETS Thematic Network was established in October 2006 with the University of Plymouth as the coordinating institution, and continues to develop partnership activities with its 120 plus partners. DIETS are building on the excellent foundations that the European Federation of the Associations of Dietitians (EFAD) established through their initiatives in education, such as developing the European Academic and Practitioner Standards for Dietetics (2005). EFAD continues to be a key partner in the DIETS Network. The Network now involves partners in 30 European countries with others out with the European Union – see our website for more information (www.thematicnetworkdietetics.eu).

DIETS aims to encourage regular contact between its partners through its website, newsletters, meetings and conferences.

Aims und Objectives of the DIETS Thematic Network

- To describe all areas of dietetic practice, education and training throughout Europe
- To develop quality indicators for education in practice
- To improve communications between educators and dietetic practitioners
- To facilitate research concerning practice education competences and research capacity
- To develop the role of the dietitian in promotion of nutritional health through embedding life-long learning competences into first cycle degrees
- To promote education courses for dietitians

The Network Values

- *Accept responsibility for making it work*
- *Listen carefully to what others are trying to say*
- *Understand that almost everyone is working in a foreign language*
- *Remember the theme and aims of the Network and keep to the point*
- *Tolerate views that may be alien to your values and counter them tactfully and rationally*
- *Encourage others to respond positively to contributions*
- *Observe carefully the behaviour of others*
- *Contribute positively to discussion and other activities*
- *Relate ideas to your personal and professional experience*

How do we collaborate?

All partners and working group members take responsibility for the Network, its duration and its development. Therefore we cultivate a constructive and cooperative way of working; we encourage the ideas of others. We bring our experiences into the Network and encourage others to do the same. As we are all from different cultural and linguistic backgrounds we emphasize tolerance and acceptance towards foreign ideas and manners. Therefore our most important value is to face each other with appreciation and respect.

With whom do we collaborate?

The DIETS Network collaborates with partners from Higher Education and research institutions, National Associations of Dietitians and EFAD. Furthermore, we keep in contact with political partners in the EU and representatives from different countries. The DIETS Network is also collaborates with other stakeholders and industry.

How we structured the Thematic Network

We have established a structure for fulfilling the aims and objects of the Network and maintaining a good communication, dissemination and information system.

We have:

- a Thematic Network Coordinator and Network Manager
- Network Management Group (chaired by a representative of EFAD)
- Working Groups (Education and Practice Group, ITC Group and Dissemination Group)

Our Partners are drawn from Higher Education Institutes (HEIs), Dietetic Associations, Dietitians (Practical Placement Trainers and Students) and Non Governmental Organisations (NGOs). Each partner has a nominated 'Key contact' and these Key contacts ensure that all relevant information is communicated within their institution and that important information is communicated back through the Network.

How do we work?

The DIETS Network promotes team-working across Europe to improve understanding and advancing dietetic education particularly practice education. This requires partners to be open-minded and tolerant of all the different cultures, experiences and methods of dietetic practice and education.

We use wherever possible modern technology, such as "Voice Over IP", which is becoming part of the daily life of all dietitians and their students, to improve our daily communication. In addition to regular virtual meetings the working groups organise face-to-face meetings and an annual conference.

A particular feature of the Network has been the ability of dietitians and dietetic educators to undertake exploratory and investigative visits to other universities and practice placements environments to understand better how students are prepared and taught in European countries. Through this we have been able to produce briefing papers and other activities (postings and shared information on our web-site) which allows us to improve our education, promote and share best practice.

Great importance is attached to transparent methods of working. The working groups follow written work plans and publish their outcomes in annual reports. To assure quality the DIETS Network is observed by internal and external evaluators. Full responsibility is taken for everything that is published. Our work and publications are intended to be evidence-based and science-based and follow the rules of good practice in journalism and research.

What are our strengths and talents?

Due to the multiplicity of Network partners the DIETS Network embeds and involves experts from different fields of activity such as ITC, communication, project management, dietetic sciences, other organisations with an interest in nutrition and many more.

As the DIETS Network is close to the places of dietetic research we can publish specialized information about nutrition-scientific and dietetic topics. Also the DIETS Network offers expert knowledge in scientific working and in dietetic education and the possibility to get in contact with each other. In this way the DIETS Network unites different interests, experiences and cultural background.

Whom are we working for?

The DIETS Network is primarily a communication and working platform for all partners of the Network. These are training institutions for dietitians, national associations of dietitians, the European Federation of the Associations of Dietitians (EFAD), different organisations in the field of nutrition and dietetics and organisations interested in the training of dietitians. Every European dietitian or person interested in teaching and practicing dietetics can participate in the Network.

What does the Network offer?

The DIETS Network offers a source of information about dietetic teaching, learning and research activities throughout (almost) all European countries which is disseminated via a regularly published newsletter and distributed through a website and a communications platform for registered partners.

The DIETS web site provides databases of reusable learning objects, teaching and assessment tools, forthcoming events and distance learning opportunities.

An annual conference offers the opportunity to meet each other personally and to obtain practically-based information about the topics of the Network.

The Network can also support technical investments in modern communication technology at teaching institutions to support closer contacts between partners in the Network.

Appendix E Publicity Poster

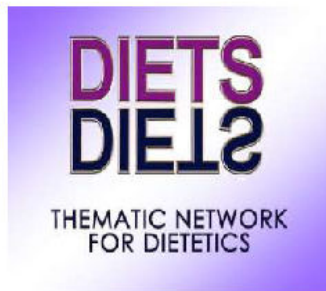


The DIETS Thematic Network for Dietetics was launched in October 2006.

Thematic Networks are one of the central innovations of the Socrates-Erasmus programme.

The main aim of Thematic Networks is to enhance quality and to define and develop a European dimension within a given academic discipline or study area.

The DIETS Thematic Network is the grateful beneficiary of financial support from the Socrates programme but takes full responsibility for everything it publishes, including this poster.



EFAD
EUROPEAN FEDERATION OF ASSOCIATIONS OF DIETITIANS



Tuning
Quality Improvement in Higher Education

The University of Plymouth, UK, is the co-ordinating institution of the DIETS Thematic Network working in partnership with EFAD – the European Federation of the Associations of Dietitians.

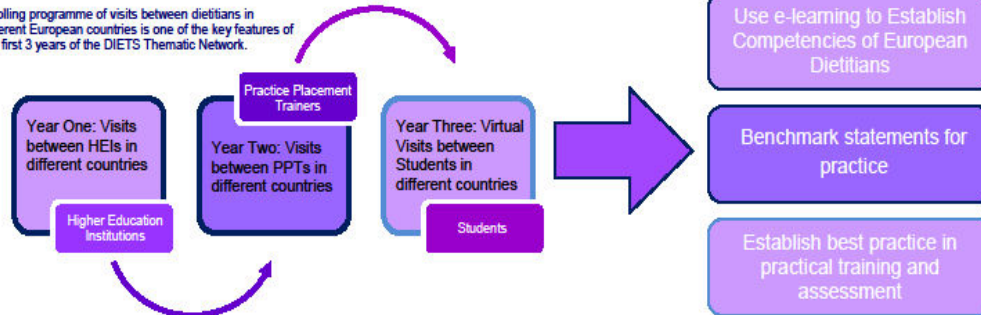
There are now well over 100 partner institutions in around 30 countries and new members are always welcome.

MEMBERSHIP IS OPEN TO NON-DIETITIANS TOO!

Contact us at network.manager@thematicnetworkdietetics.eu

VISITS

A rolling programme of visits between dietitians in different European countries is one of the key features of the first 3 years of the DIETS Thematic Network.



AIMS & OBJECTIVES

- To describe all areas of dietetic practice, education and training throughout Europe
- To develop quality indicators for practice education
- To improve communications between educators and dietetic practitioners
- To facilitate research concerning practice education competencies and research capacity
- To develop the role of the dietitian in promotion of nutritional health through embedding life long learning competencies into first cycle degrees
- To promote education courses for dietitians

WEBSITE

JOIN THE DISCUSSION Our website gives dietitians from all over Europe the opportunity to discuss any issue related to Dietetics and Nutrition.

FIND OUT WHAT'S GOING ON The website is an invaluable resource for anything related to Dietetics and a great place to publicise your event

Find and share information about reusable learning objects and examples of best practices

Interested in joining this multidisciplinary project? New partners welcome!

VALUES

- Accept responsibility for making it work
- Listen carefully to what others are trying to say
- Understand that almost everyone is working in a foreign language
- Remember the theme and aims of the network and keep to the point
- Tolerate views that may be alien to your values and counter them tactfully and rationally
- Encourage others to respond positively to contributions
- Observe carefully the behaviour of others
- Contribute positively to discussion and other activities
- Relate ideas to your personal and professional experience

PARTNERS



WWW.THEMATICNETWORKDIETETICS.EU

Appendix F Conference Evaluations

Evaluation of 1st Conference attended by 59 delegates from 36 partners, in 20 countries Analysis of DIETS Conference Questionnaire Plymouth Sept 7th 2007

I have written some of the quotes and then put in brackets the number who have said a similar comment if more than one person. Overall 19 questionnaires completed (59 attended)

Overall Quality = 4.4 (Max score 5)	
Morning/afternoon lectures	
Very interesting/ forward thinking OK Very good (3) Enjoyed on-line presentation by Tobin (5) Ruth Young was not so well received (3)	Logical progression through speakers (2) Speakers enthusiastic Linda Renton very good (4) e-learning (2)
Seminars (there were not responses enough to separate the two)	
The translation proved to be difficult (2) Very good/excellent (both content and organisation) (5) The one on skills seemed to be liked	Needed longer to discuss (11) Would be good to base seminars/workshops on a lecture topic (2)
Ideas for the future	
More workshops (2) Competence and how to assess (3) e-learning 2 days because time to short (2) to network with such fascinating people! ITC	More on HEI/placement links; best practice in placement Teacher training/guidelines (2) More from individual partners (and the NMG) we want to help! More on LLL/PBL and work of the public health dietitian
Additional comments	
Excellent organisation and very friendly (3) Very informative and made useful contacts Thank you very much (3)	One promised to email more

Evaluation of 2nd DIETS Conference, Frankfurt September 2008

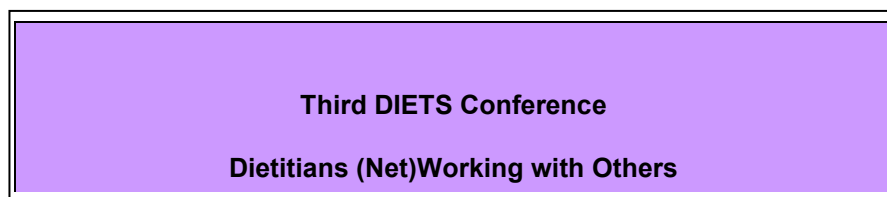
Participants were asked to rank the overall sessions where 5+ excellent and 1= not satisfied. Overall 39 evaluation questionnaires were returned.

	Question	Mean overall score
1	What did you think of the oral sessions?	4.2 (very good)
2	What did you think of the workshops?	3.8 (very good)
3	What did you think of the poster display?	3.6 (very good)
4	Do you think the venue was suitable?	Yes (39)
Qualitative information		
Oral sessions	<p>They were all very interesting, well spoken, easy to understand; everything inspiring!</p> <p>Sessions interesting and useful</p> <p>All sessions very interesting and relevant</p> <p>Session 1</p> <p>a good way to start</p> <p>very impressive lectures</p> <p>very useful and new for training of dietitians</p> <p>good especially Anne de Looy's speech</p> <p>Anne de Looy always a pleasure</p> <p>very valuable especially in the context of reflective learning</p> <p>new learning methods of reflection</p> <p>Interesting overview of the dietetic education in Europe</p> <p>role dietitian in Europe</p> <p>not satisfied no new findings</p> <p>Session 2</p> <p>very good introduction</p> <p>very useful and moderated</p> <p>lots of useful information applicable in my practice</p> <p>presentations were very useful</p> <p>more specific than previous workshop</p> <p>very interesting to know about criteria for appraising placements and training centres</p> <p>a bit too theoretical</p> <p>Willem very interesting</p> <p>Val Heath very interesting</p> <p>the process of the student for practice placement is very important and has practical application</p> <p>Session 3</p> <p>very useful to see what other health professions/HEIs doing in Europe regarding practice</p> <p>good ideas for further thinking;</p> <p>hearing experience from other countries very important (Australia/Sweden)</p> <p>very good to share information with colleagues abroad</p> <p>Capra very interesting and clear</p> <p>Margaret very interesting and clear</p> <p>Session 4</p> <p>very informative</p> <p>Competences of dietitians in Europe important for development in other countries</p> <p>Very important for transparency of qualifications</p> <p>Anne de Looy very interesting</p> <p>Diet competences very good</p>	

Workshops General	The results of the workshops should be used for future work on it or interest; Workshops 1&2 somewhat confusing Good method for networking and discussion Excellent opportunities for us to hear each other: very good!
Workshop 1	Very useful and well moderated Allowed to put things in perspective Very good Difficult to understand what we were to do but very useful ideas came up Interesting discussion in small group that help to understand common things and practical work of dietitians in Europe Concentrated experience of different specialist and ways to raise the main competencies for dietetic education Workshop helped clarify and concentrate the main standards for dietetic education in Europe
Workshop 2	Not specific enough I learnt a lot very good Very useful and well moderated Very similar topics to those discussed in Workshop 1 Very interesting to share experiences Good exchange
Workshop 3	Coordinator should have been more prepared Gave me a lot of ideas Good exchanges but because non specific tasks we were lost Purpose and outcomes not clearly articulated
Workshop 4: separate topics individually evaluated	
EU (n=6)	Identifying new opportunities EU directives: very good Very good Very, very well
Next 10 years (n=5)	Very good
Role of dietitian / PR brand (n=4)	good
Dietetic research (n=11)	Results should be discussed more intensively in the next workshop Very good inspirational/excellent Excellent Wonderful Stimulating consultations Very good excellent

<p>Posters</p>	<ul style="list-style-type: none"> ▪ Some posters were not about themes of the conference ▪ Informative , interesting themes and application forms ▪ Missed the representative of the poster as would like to discuss the poster ▪ Should be more focussed on one topic ▪ Posters were moved every time and difficult to read sometimes and find ▪ Not enough time to look at them ▪ Information was new and useful ▪ Too little time to study them ▪ Super more than last year ▪ Interesting posters ▪ Poor lightening conditions ▪ Explain the different experiences in European countries ▪ Please put on web-site ▪ Talk about Evidence based on 2 patients? info on curriculum and diets very interesting
<p>Venue</p>	<ul style="list-style-type: none"> ✓ Very well organised ✓ DIETS gave me knowledge skills and energy to do my teaching job ✓ Nice room for the conference ✓ This conference has given me an excellent overview of practcie placement strategies which I intend to implement in my HEI ✓ Easy to reach perfect for focussing of the topic ✓ Very acceptable ✓ Middle of Europe
<p>Conference Themes</p>	<ul style="list-style-type: none"> ➤ Longer breaks between workshops of more networking ➤ Ethical questions – ethics in dietetics/role of the patient ➤ Continuing education for dietitians ➤ Outcomes assessment results ➤ Opportunities to share experiences is very important in our dynamic and changeable knowledge society ➤ Networking better to communicate the objectives for the workshops – written objectives please ➤ LLL and specialised dietitians ➤ Exchange ideas with other professionals and teachers and take back information to our country ➤ research ➤ Evidenced based research ➤ Beginning of Sept is better than the end because of the academic term ➤ EU registration of dietitians ➤ More themes for the professional ➤ Dietetic research ➤ Paris ➤ Lifelong learning ➤ Too much programme ➤ Students together ➤ Learn more about ECTS; don't understand system and don't agree for transference into German system ➤ How to get newly qualified dietitians into work ➤ Workshops all the same structure we need variation ➤ Have a better mixture of representatives of countries within the workshop groups; more student integration within workshops ➤ Students programme please; workshops more mixed countries ➤ Some speakers should give more context (Capra and Lonberg) ➤ EBP ➤ Student programme ➤ life quality (the compliant patient) ➤ nurse-science is this very disputed??

Evaluation of the 3rd DIETS Conference, Lisbon 2009



*Please help us to evaluate this Conference by completing this short evaluation form.
Thank you on behalf of the DIETS Dissemination Group!*

1. What did you think of the DIETS Conference programme overall? (please tick)

Excellent	Very good	Good	Fair	Not satisfied
	4.0			
Please comment: 35 responses				

2. What did you think of the plenary sessions? (please tick)

Session 1: 'Importance of Life Long Learning for the Future of Dietetics'

Excellent	Very good	Good	Fair	Not satisfied
	4.0			
Please comment: 35 responses				

Session 2: 'Learning from Others'

Excellent	Very good	Good	Fair	Not satisfied
		3.7		
Please comment: 34 responses				

Session 3: 'Dietitians Working across Boundaries: Impact on Student Pre-registration Education and Lifelong learning Needs'

Excellent	Very good	Good	Fair	Not satisfied
		3.6		
Please comment: 31 responses				

Session 4: 'The Role of the DIETS Network in Supporting LLL – Now and into the Future'

Excellent	Very good	Good	Fair	Not satisfied
		3.9		
Please comment: 28 responses				

3. What did you think of the workshops? (please tick)

Special Seminar 1: 'Portfolios / reflection and Capturing LLL'

Excellent	Very good	Good	Fair	Not satisfied
		3.2		
Please comment: 19 responses				

Special Seminar 2: 'New ways of Working and Sharing Experiences – for example Web-casting, Distance Learning and using Virtual Meetings'

Excellent	Very good	Good	Fair	Not satisfied
	4.0			
Please comment: 12 responses				

Special Seminar 3: 'Promoting Dietetic Research'

Excellent	Very good	Good	Fair	Not satisfied
	4.4			
Please comment: 25 responses				

Special Seminar 4: 'Social Work Teams'

Excellent	Very good	Good	Fair	Not satisfied
		3		
Please comment: 3 responses				

Special Seminar 5: 'Introducing Student Dietitians to Multi-Professional Team Working'

Excellent	Very good	Good	Fair	Not satisfied
	4.1			
Please comment: 7 responses				

Special Seminar 6: 'Introducing Student Dietitians to Multi-Cultural Team Working'

Excellent	Very good	Good	Fair	Not satisfied
		3.5		
Please comment: 10 responses				

4. What did you think of the optional seminar:

'Energy in, Energy out - an Interactive Tool to explain the Importance of Balance'

Excellent	Very good	Good	Fair	Not satisfied
		3.5		
Please comment: 19 responses				

5. What did you think of the posters? (please tick)

Excellent	Very good	Good	Fair	Not satisfied
		3.7		
Please comment: 32 responses				

6. Are you interested in attending conferences such as those organised by DIETS?

If YES, please indicate how often and at what time of the year would you prefer?

- | | | | |
|---------------------|-----------------------------|---------------------|----------------------------|
| Every Year | <input type="checkbox"/> 21 | Every Second Year | <input type="checkbox"/> 9 |
| March / April | <input type="checkbox"/> 10 | June / July | <input type="checkbox"/> 2 |
| September / October | <input type="checkbox"/> 12 | November / December | <input type="checkbox"/> 4 |

7. Any other comments (e.g. conference venue, organisation):

Great organisation Thank you Very very interesting Excellent organisation/congratulations to local committee Congrats to the Network hope DIETS2 can continue Friendly	More workshops please Lunch was slow List of participants please/ PPT on the USB stick please	
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Thank you for your support in completing this evaluation form.

Appendix G

Dissemination Group Exploitation Plan, September 2008

What is exploitation of results/project outcomes? Exploitation is a process with a view to optimising the value of project outcomes, enhancing their impact and integrating them into training systems and practices at local/national as well as European level. The user needs to be taken into consideration from the beginning. Exploitation requires that end-users adopt or apply results and that results are used for policy development

		2008					2009								
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Draft exploitation plan															
Development of checklist to document exploitation activities of partners attending 2 nd DIETS conference	DG														
Discuss exploitation at key contacts meeting															
Data collection at conference from key contacts on exploitation activities via checklist	DG														
Re-Do	DG														
PDF posters on web site and extract any useful references to exploitation	DG														
Report on exploitation achieved based on completed checklists	DG														

Website discussion board documenting changes in HEI teaching and assessment and practice placement learning	Judith Anne Andrea	now													
Feedback	Andrea	March	December												
Development of podcasts for use across Europe ??need report on their use for exploitation															
Link to DIETS on EU initiatives page with facility for tracking activities	Judith														
Report on requests for DIETS input into policy documents	Judith Anne														
Published list of best practice (accepted by EFAD)															???
Join archipelagos	Anne Judith														

* Follow-up questionnaires document changes to practice which have resulted from a visit

** 2nd EPG mapping documents changes resulting from participation in DIETS