

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
THE PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY
GUIDELINES FOR THE EVALUATION OF MEDICAL TECHNOLOGY EDUCATION,
TRAINING AND FACILITIES
ACCREDITATION OF TRAINING INSTITUTIONS

OBJECTIVES

The aim of the HPCSA is to protect the public of South Africa and to guide the professions. The accreditation process therefore guides and supports educational institutions to achieve quality education to the benefit of the public and the profession.

1. SPECIFIC AIMS

Profile of Graduate

- a. A caring and ethical individual, theoretically and practically competent in all designated core aspects of the professions.
- b. Should be able to communicate effectively with peers, patients and the public.
- c. Should have the ability to access resources and to deploy them effectively.
- d. Should be flexible and adaptable with regard to the environment.
- e. Should be life-long learners.

2. THE PROGRAMME

Should be aligned with the policies of education (SAQA, NQF) in response to health needs and the broad expectations of quality professional developments in the following undergraduate and postgraduate areas:

- Professional specific knowledge base
- Professional specific skills base

These areas are:

- a. Curriculum development
- b. Student development
- c. Staff development
- d. Research development
- e. Clinical laboratory education development

3. **PROCESS OF EVALUATION**

All existing programmes will be evaluated once in four years. A four year accreditation plan will be made available by the Board. Convenors of evaluation panels should be members of the Education Committee of the Professional Board for Medical Technology (MTB).

The panel should consist of professionals reflecting the different disciplines presented at the particular institution.

All educational institutions will be given notice well in advance and presented with the guidelines for evaluation.

Prior to the evaluation, the educational institution should provide the evaluators with any forms or schedules which are used for evaluating students, staff members and course work.

The evaluation panel will then consult to formulate a relevant accreditation plan. The accreditation visit should take place over 2-3 consecutive days, which would include one day for compiling the report.

A meeting with the Head of Department as well as a feedback meeting with staff should take place at the end of the evaluation. The Head of Department is to arrange a meeting of the panel with the Dean and Head of School/Faculty.

A detailed evaluation report will be presented to the Education Committee within two (2) months from the date of the evaluation.

4. **EVALUATION OF EDUCATIONAL FACILITY**

The accreditors will scrutinize the quality and relevance of the course content (both theoretical and experiential), the training, applicability and scientific standing of the academic staff, as well as Safety and Quality Control measures. For this purpose, evaluators must refer to the accreditation guidelines.

The Head of the Department should provide the following:

- Curriculum.
- Syllabi of each subject or course within each year.
- List of prescribed and recommended books.
- Test and examination question papers and marked examination scripts (For this purpose examination papers, model answers and script should be kept at least four (4) years).
- External examiners' reports for all years of study during the previous four (4) years.
- A schedule of final mark compilation and rules for that compilation.
- Personnel records of the examiner should include a CV and proof of registration with the HPCSA.
- Staff organogram reflecting demographic profile.
- CV's of academic staff.
- List of Demo laboratories.
- List of Satellite campuses.
- Proof of current registration of students with the HPCSA.

Interviews with academic staff should be arranged and their concerns and experiences recorded. Discussions with staff about programmes, procedures and policies should take place. A random sample of students should be interviewed to determine their views and experiences on all aspects of the course.

In preparing the report, the evaluators should take all aspects of their visit into consideration, making use of the specific headings, questions and levels of compliance appearing in the Report (Criteria to be determined). To be able to complete this report, the evaluators should try to obtain the answers to these questions during interviews, observation of and open discussions with staff and students.

The elements contributing to the successful training of students must be evaluated against the aims and objectives referred to above and against the circumstances of the specific educational institution.

The competency profile/minimum standards of training as reflected in the SAQA outcomes based document should serve as the minimum academic standard against which the programme is measured.

5. **EVALUATION OF INSTITUTION FOR TRAINING OF STUDENTS**

As a general rule the training institution would be required to have a minimal “satisfactory” rating for the Professional Board for Medical Technology to agree that the training of Medical Technologists be recognised for registration. Whatever the accomplishment/rating of the training institution, accreditors may still recommend substantial changes/improvements.

Institutions not meeting the minimum standards (in categories unsatisfactory and unacceptable) will have to re-apply for accreditation after one year at the cost of the institution). During this year they would have to follow an agreed rehabilitation programme prior to the application for re-accreditation.

6. **FINAL REPORT ON THE ACCREDITATION**

In preparing the report, the accreditors should take the following aspects into consideration, making use of specific headings, as well as all other relevant information supplied:

- Curriculum development
- Student development
- Staff development
- Research development
- Clinical laboratory education development

The following details should be included in the final report:

- a. The strengths and weaknesses of the training presented at the educational institution.
- b. Factors contributing towards the quality of the education and training of students, e.g. facilities for experiential training, curricula and syllabi and methods of teaching (theoretical and practical).

- c. Adherence to SAQA standards and requirements, and the level of competency of graduates. The methods of assessing competency of students, should be given in detail, and should address the minimum standards required for competency.
- d. A description of the examination and other methods of evaluation which should include details about the methods and process of examination.
- e. A discussion on the merits of the training of students on all aspects of professional specific practice, both from the point of view of the training institution and the students. Particular attention should be paid to the exposure of students to a pathology environment and experiential training. The progress of the ability of students to deal with increasingly complex cases, and the ability to work independently should be established.
- f. The accreditation report should include a review of a representative sample of the student evaluation.
- g. Submission of the final report to the Professional Board for Medical Technology should be within two (2) months from the date of the evaluation.
- h. The conclusion of the report should include a statement of the extent to which the training institution meets the minimum standards for training. The following values apply in the rating scale:
 - i. Completely unsatisfactory/poor
 - ii. Unsatisfactory/below average (does not attain minimal standards)
 - iii. Satisfactory/average (attains minimum standards, certain aspects exceed)
 - iv. Better than average (exceeds minimal standard consistently)
 - v. Excellent (exceeds minimum standards in all aspects of training, innovative leader in field).
- i. Submission of the report to the Professional Board should be within two (2) months from the date of completion of the evaluation. The Administration will forward the report to the Head of the relevant educational centre and Dean of the Faculty for information and comment with a view to consideration of the matter by the Education Committee.

7. TRAVEL ARRANGEMENTS AND ACCOMMODATION

The evaluators are expected to make arrangements for travelling, accommodation and meals; this should be in consultation with the educational facility.

The Professional Board is responsible for payment of travelling expenses and will provide a daily subsistence and professional fee. Arrangements should be made through the travel agent used by the Board. The evaluator must complete the appropriate claim form on completion of the evaluation. This is then submitted, together with the final report, for payment. Payment will **not** be made before submission of the report.

REPORT ON EVALUATION OF EDUCATIONAL INSTITUTION FOR MEDICAL TECHNOLOGY

1. DETAILS OF INSTITUTION

Name of University of Technology		
Name of Department:		
Head of Department:		
Physical address	Postal address	
Telephone: 1. Code:	2. Tel no:	3. Fax no:
Email:		
Does the Institution have a Quality Management System in place? Give details.		
COURSE MENTOR:		

2. EVALUATORS

NAME	DISCIPLINE	SIGNATURE	ADDRESS	TEL NO:	FAX NO:	E-MAIL

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DATE OF EVALUATION.....

3. RESOURCES

STAFF RESPONSIBLE FOR TRAINING

PERMANENT STAFF AT ACADEMIC CENTRE

Name	Race	Highest academic qualification	Subject(s)	Date of appointment	HPCSA registration number

4. **LEARNER DETAILS****SELECTION OF STUDENTS**

Are students selected?	Yes	No
If Yes:	If No:	
1. State the selection criteria,	1. State reasons for not selecting,	
2. State the reasons for the selection criteria.	2. Describe system used to allow students into course.	

5. **LEARNER STATISTICS**

Year of study	Number of Learners				% pass rate
	Black	Indian	Coloured	White	
1 st year					
2 nd Year					
3 rd Year					

6. **ACADEMIC PROFILE**

Are facilitators encouraged to improve their qualifications?	
Are academic staff members appropriately qualified for the subjects that they lecture?	
Do facilitators carry a reasonable lecture load?	
Are facilitators annually evaluated using job descriptions as a guideline?	
Are facilitators evaluated by their learners?	
Are facilitators evaluated by their superiors?	
Are peer evaluations conducted to help improve lecturing skills?	
Are practicals integrated with theory?	
Are marking memoranda available?	
Are guidelines available for evaluation of projects?	
Are all evaluations, evaluation results, memoranda and methods documented properly?	
Are lecturing staff supplied with suitable offices, computers and software and do they have access to the internet?	
Are study guides available for all subjects?	
Are study guides updated every year?	
Do study guides describe how semester/year marks will be calculated?	
Do the guides describe the rule that apply if a learner missed a test or evaluation session?	
Do study guides include learning outcomes?	
Do study guides include outlines of each of the sections?	
Do study guides include references?	
Do study guides include sample questions and model answers?	
Are white or black boards used?	
Are slides used?	
Are videos/DVD's used?	
Are tutorials used?	
Are flip charts used?	
Are group discussions conducted?	
Are computers used as interactive education methods?	
Are formative evaluation methods conducted?	

Are OHP transparencies used, in big font and clear?	
Are notes and handouts of a good standard?	
Are learners required to do projects/ assignments?	
Are learners required to use poster presentations?	
Are learners required to take part in group discussions?	
Are learners required to complete projects that will enhance their computer skills?	
Are prescribed books available?	
Are all lecture evaluations by learners, peers and superiors properly documented?	
Are these evaluations acted upon? /Did the action result in any improvement?	
% YES answers	

7. INSTITUTIONS USED FOR EXPERIENTIAL LEARNING

Name of institution/facility	Name of Supervisor	Number of students

8. EXAMINATIONS

SECOND YEAR

Name of Examiner	Subject	* External/Internal

THIRD YEAR

Name of Examiner	Subject	* External/Internal

- *Internal - Professional registered in the relevant discipline
 External - Professional outside of University of Technology but registered within the profession

9. FACILITIES

TEACHING AND PRACTICAL TRAINING FACILITIES

Number of practical laboratories:
Number of lecture rooms
Are the lecture rooms separate?
Is the space in the lecture rooms sufficient?
Are there suitable desks and chairs in the lecture rooms?
Are lectures given in the practical rooms?
Are the practical rooms big enough to accommodate all the learners?
Are the rooms suitably equipped?
Are the rooms well maintained and clean?
Are the rooms reasonably utilized?
Do the rooms have suitable hand-wash facilities?
Is the lighting in the rooms bright?
Are the rooms well ventilated and sufficiently heated?
Who is responsible for the cleaning?
Are rooms cleaned regularly?
Do the rooms have sufficient space per working area?
Do learners evaluate the preparation and provision of practical presentations?
% YES answers

10. LECTURE AIDS AND FACILITIES

What additional lecture aids are available?		
Black/White boards		
Overhead Projector		
Data Projector		
Charts/ Models		
TV/ VCR/DVD		
Is there a room for learner breaks?		
Is there a cloakroom? (1 toilet/10 learners)		
Is there a separate staff toilet?		
Library details		
Is a list of books available?		
Is there an adequate supply of references?		
Is access to the internet available?		
% YES answers		

What Quality assurance measures are followed by the institution?

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Other comment:

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11. EQUIPMENT PROVIDED IN PRACTICAL ROOMS.

List of equipment/ instruments	Proof of service records	Frequency of service

12. EXPERIENTIAL LEARNING

Are program staff members and various representatives from the profession regularly involved in ascertaining whether curricula and syllabi still satisfy the needs of the qualification?
Are specific outcomes addressed?
Are suggested changes submitted to the HPCSA for approval? (Mention last submission)
% YES answers

Are study guides available and do they comply with the syllabus requirements?	
Are these study guides reviewed annually?	

Do they contain outcomes and a time schedule?	
Do they contain a log for experiential activities?	
Is a record kept of all learners busy with experiential training?	
Is every learner visited during this period?	
Are procedures to monitor and evaluate experiential training properly documented?	
% YES answers	

GUIDELINES FOR LEARNER INTERVIEW:

- Name:
- Date commenced with study?
- Current year of study?
- Proof of HPCSA registration

Program awareness:

- Is the learner utilising and following a structured program?
- Did you receive a handout/handbook that details all the UoT requirements and regulations in addition to the relevant course study guides?
- Was the orientation adequate?
- Can the learner name a safety officer (Health & Safety representative, First Aider or Fire Warden)
- Do you have a syllabus/study guides?
- Do you have adequate access to technical information e.g. Text books; internet; qualified staff?
- Do you have sufficient study time?
- Are the lecturers helpful in addressing your problems?
- Do they have an "open door" policy and are they accessible?
- Do u have access to notes/library?

Quality of practical:

- Do you perform tests on human / biological specimens?
- Where do you obtain the samples from?
- Comment on the availability of qualified staff.
- Comment on lecturer's ability to answer questions.
- What is your overall impression of the lecturer and practicals?
- What is the quality and relevance of practical training.
- Do you feel you are making progress as a learner and how would you evaluate this progress if any?
- What is your view on quality control at the institution?
- Describe a positive aspect of your learning experience?
- If you could change any aspect of the course, what would it be and how?
- Have you decided in which discipline you want to qualify?
- If so what influenced your decision to select your discipline for training?
- Describe your overall impressions of the education you are receiving at this University of Technology.

13. EXAMINATIONS

FINAL EXAMINATION AND CONTINUOUS ASSESSMENT (TESTS, SEMINARS, PROJECTS, ETC)

Please comment on the following aspects of continual assessment and the final examination	
1.	Subjects and number of papers per subject.
2.	Balance between aspects, such as memorising, insight and application, examined in each paper.
3.	Relevance of each paper to professional practice

Number of final examination papers:
Comment in detail on the role of the external examiner and/or the moderator of examination papers and scripts.

Comment in detail on the Moderator’s Report

Describe the purpose of external examination in the final examinations. If no external examination is conducted please motivate.

Comment on the external examiner’s role in the results.

14. SAFETY

Does the institution have a dedicated safety officer?		
Name the designated person		
Does the institution have a safety committee?		
How often do they meet?		
Are minutes of the meetings available?		
Is the safety equipment regularly inspected and serviced?		

Safety signs available and visible?		
No Smoking, drinking and eating sign clearly visible at entrance?		
Is the electrical distribution box marked/ labelled?		
Does the institution comply with local fire regulations?		
Has the institution been inspected by the local fire department?		
Are there sufficient fire extinguishers of the correct type and are they regularly serviced?		
Are Fire Blankets available?		
Has staff been trained in the correct use of the fire extinguisher and fire blankets?		
Has the procedure been documented?		
Is an operational fire alarm system installed in the building?		
Is there a back-up system?		
Is the fire alarm audible in all sections?		
Are fire drills held? Is this documented?		
Are evacuation routes diagrammed and posted?		
Are there clearly marked exits?		
Are all staff and the learners orientated to safety procedures?		
Are volatile chemicals and flammable solutions stored appropriately and in the right correct containers?		
Are detailed records of all accidents kept?		
Are policies altered to prevent recurrences?		
Are First Aid facilities available?		
Is the first aid box regularly checked and stocked?		
Do these boxes comply with the OHS Act		
Are sufficient persons qualified in First Aid? Is proof available?		
Are there eye-wash facilities available in all laboratories?		
If applicable is there an emergency shower available?		
Is suitable Personal Protective Equipment worn in all practical rooms?		
Is eating, drinking, smoking, application of make-up prohibited in laboratories?		
% Yes answers		

Administrative support staff	YES/NO	
Are the staff performing administration suitably qualified and trained?		
Is the finance department suitably administered?		
Is the marketing department suitably administered?		
Is the learner registration effective?		
Is the capturing of learner data accurate?		
Is effective communication with the learner facilitated?		
Are loans and bursaries available to learners?		
Is counselling available to learners ?		
Do external moderators monitor exit level subjects?		
Are examiners in possession of a higher qualification than the learners?		
Are strict security measures maintained with external examinations?		
Do learners receive examination dates well in advance? (1 month)		
Are year marks available to learners at least 1 week before examinations?		
% Yes answers		

15. ACTIONS/ RECOMMENDATIONS

AREA OF DEVELOPMENT	Responsible person
RESOURCES	

ACADEMIC PROFILE	
SELECTION OF STUDENTS	
EXAMINATIONS	
FACILITIES	
EXPERIENTIAL LEARNING	

ADMINISTRATIVE SUPPORT	

16. **FINAL RECOMMENDATION ON THE SUITABILITY OF THE TRAINING INSTITUTION IN THE TRAINING OF STUDENTS**

AFTER CAREFUL CONSIDERATION, ASSESS IN ONE OF THE BOXES BELOW, THE ACCOMPLISHMENT OF THE TRAINING INSTITUTION IN FULFILLING THE MINIMUM STANDARDS:

Very good	
Good	
Average/Satisfactory	
Unsatisfactory/below average	
Unacceptable	

17. **CONSENSUS FINAL COMMENTS AND RECOMMENDATIONS – TO BE SEPARATELY COMPILED BY THE CONVENOR. CONTENTS SHOULD BE NOT LESS THAN A THOUSAND WORDS.**