HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

PROFESSIONAL BOARD FOR DENTAL ASSISTING, DENTAL THERAPY AND ORAL HYGIENE

SELF-EVALUATION PORTFOLIO FOR THE EVALUATION AND ACCREDITATION OF DENTAL THERAPY, ORAL HYGIENE AND DENTAL ASSISTING PROGRAMMES

1. PREAMBLE

In terms of Section 16 of the Health Professions Act, 1974 (Act 56 of 1974, no person, educational institution or training facility may offer education and training having as its object to qualify any person for the practising of any health profession to which the provisions of the Act apply unless such education and training has been accredited by the Professional Board concerned as being appropriate education and training for such purposes. Accordingly, Professional Boards have control over the education and training of the professions that fall within their ambit.

Any person, educational institution or training facility wishing to offer such education and training shall before offering such education and training apply to the Professional Board concerned in writing for the accreditation of such training and shall furnish such particulars regarding such education and training as the Professional Board concerned may require and pay the prescribed evaluation fee. The evaluation fee is determined on a cost recovery basis in terms of the rules relating to the payment of fees for accreditation of education and training offered by education and training institutions under the Health Professions Act, 1974 (Board Notice 43/2009);

The Professional Board concerned may grant or refuse any application made and, having granted such application, may impose such conditions and requirements as it may deem fit subject to which the education and training in question may be provided.

Any person who contravenes or fails to comply with any provision of section 16 shall be guilty of an offence and on conviction liable to a fine or to imprisonment for a period of not exceeding six months or to both such fine and such imprisonment.

The professions of Dental Therapy, Oral Hygiene and Dental Assisting fall within the ambit of the Professional Board for Dental Therapy and Oral Hygiene and, accordingly, education and training intended to qualify any person to practice these professions must be accredited by the Professional Board for Dental Therapy and Oral Hygiene beforehand. Education and training providers need to satisfy the accreditation requirements of the Board as the statutory accreditation authority.

This document intends to provide an overview of the general approach of the Professional Board for Dental Therapy and Oral Hygiene to the management and evaluation of applications for accreditation and to provide an outline of the processes required to be undergone by an education and training institution **prior** to being accredited by the Professional Board offer education and training.

Once accreditation is granted by the Professional Board for Dental Therapy and Oral Hygiene to education and training institutions the accreditation will be valid for a period of five (5) years. The Professional Board may at any time conduct a routine/impromptu inspection and suspend or terminate the accreditation of education and training institutions that are not fully compliant with the accreditation requirements, as determined by the Professional Board from time to time.

The Accreditation Process is contextualized within the existing legislative and policy framework contained in, amongst others -

- The Health Professions Act, 1974 (Act 56 of 1974) as amended,

  notably sections 6(1);31(1) - (5); 33 and relevant regulations

- The Ethical Rules of Conduct for Health Practitioners registered under the Act

- Curriculum for Human Rights, Ethics and Medical Law

- Scope of Profession and Scope of Practice

- Continuing Professional Development: Guidelines for Health Care Professionals

- Policy Document on Undesirable Business Practices

- Guidelines for Good Practice in the Health Care Professions: National

  Patients' Rights Charter

- The National Health Act (Act 61 of 2003)

- The Higher Education Framework Act, 1997) (Act 101 of 1997) as amended

- The Higher Education Qualifications Framework Act, 2007

- The National Qualifications Framework Act, 2008

- SAQA Level Descriptors for the National Qualifications Framework

2. PURPOSE OF ACCREDITATION

The responsibility of the HPCSA and Professional Boards is to make sure that education and training that is offered under its jurisdiction delivers competent graduates who will practice their professions safely, ethically and effectively. The ultimate aim of evaluating and accrediting education and training programmes, is to ensure compliance with the minimum education and training standards, as determined by the Professional Board.

Programme evaluation is a critical reflection on the criteria and requirements for the education and training set out by the Professional Board for that particular profession and the evaluation of the standing of the programme in relation to the set criteria.

3. OBJECTIVES OF ACCREDITATION

- To improve the quality of education and training programmes in Dental Therapy/Oral Hygiene/Dental Assisting faculties/schools by identifying both good practices and shortfalls, and making recommendations and suggestions towards a quality improvement plan.

- To assess compliance with the generic minimum standards for qualifications for Dental Therapy, Oral Hygiene or Dental Assisting.

- To ensure that the minimum requirements are met regarding the curriculum and delivery of the relevant education and training programme.

- To ensure that appropriate education and training standards are adhered to i

  the education and training of students, so that full coverage is given to the scopes of practice and scopes of profession

- To assure the quality of education and training of all users, interested bodies and individuals that accreditation is linked to standards, so that the mandate of the HPCSA, i.e. "the protection of the public", is upheld.

4. EVALUATIONS WITHIN THE COVID PANDEMIC PERIOD

The coronavirus pandemic has suspended business as usual for both the HPCSA as well as for colleges and universities. To ensure continuity in the short term, the HPCSA will be restructuring it's operations, which includes an adaptation to the way that evaluations will be conducted for programmes within its ambit. To this end the following guidelines have been included to incorporate a flexible approach which is a blend of virtual and on-site evaluations with reliance on the former rather than on the latter. The self-evaluation exercise and preparation of the self-evaluation report is similar except that in-depth reporting on aspects generally examined at the site visits, will now be submitted electronically.

4.1. Approaches to virtual/online evaluations

4.1.1. Methods of conducting evaluations

4.1.1.1. Desk top review of documents (including self-evaluation reports), recorded (audio/video) of information.

4.1.1.2. All information to be reviewed should reach the HPCSA's offices by dates to be communicated in advance by the HPCSA's secretariat. HEIs should submit information using courier, email or drop-offs to reach HPCSA's offices at times stipulated by the Secretariat.

4.1.1.3. Video-taped information could include imagery of, among others, physical structures and equipment which ordinarily would have been inspected during physical visits.

4.1.1.4. Generally, Evaluation panel members will individually review submitted material over 2 days, following receipt from the HPCSA's secretariat and provide feedback of the Chairperson of the panel for consolidation.

4.1.1.5. Evaluation panel members may decide to meet physically for no more than a day to collectively review submitted information.

4.1.2. Virtual interviews/Video conferencing

4.1.2.1. Evaluation panels may choose to interview, remotely, identified stakeholders

(Including students, interns, wherever applicable) in HEIs, if, following the review of submitted information, there is need for additional clarity and/or insights to augment submitted information.

4.1.2.2. Standard videoconferencing platforms may be used, especially Microsoft.

Teams, which is the HPCSA's preferred platform (the platform can be negotiated with the Panel).

4.1.2.3. All engagements on virtual platforms will be recorded.

4.1.2.4. Evaluation panel members may choose to visit HEIs for physical assessments, but

these would be over limited periods, generally a day. Institutions will be guided on the dates of the online

meetings as well details regarding the site visit.

5. THE PROCESS OF EVALUATION AND ACCREDITATION OF EDUCATION AND TRAINING PROGRAMMES

The HPCSA process of programme accreditation includes two stages of institutional evaluation. The first stage is self-evaluation by the institution to determine whether it meets the requirements of the Board for effective education and training offering. The second stage is evaluation under-taken by a Board appointed programme evaluation team to confirm claims made by the institution. The institutional self-evaluation process comprises the following steps:

i.   The institution/provider will be provided with the Board's framework for programme accreditation.

The institution undertakes the self-evaluation exercise and prepares a self-evaluation report, which is submitted to the Board at least two months before the site visit. The self-evaluation report of the institution/provider must be submitted online and accompanied by the following minimum information:

- The full learning programme offered by the institution.
- Selection of portfolios and/or logbooks.
- Staff profile by at least race, gender, qualifications, registration, and courses/modules taught for the last three years.
- Student profile by at least race, gender, disability, levels of study, nationality, etc. for the last three years.
- Performance indicators in terms of at least success rate, graduation rate, throughput rate for the last three years.
- Information on how the scope of profession and scope of practice are addressed in the curriculum
- Latest course outlines and module guides for all levels of study.
- Minutes of Departmental and Faculty Board meetings.
- Samples of tests/examination questionnaires, memoranda and marked scripts per course in the last three years.
- A library report on prescribed books, recommended books, journals, etc. that students can access in the library.
- Departmental and institutional policies on admissions, teaching and learning and assessment and moderation.
- A report of staff development activities that took place in the last three years.

ii.   The following evidence should be provided on site by the institution:

- All portfolios and/or logbooks that are too large to be submitted electronically.

iii. On site activities include:
- Site walkabout to view available resources.
- Interviews with Management, teaching staff, students etc. as identified by the panel.
- Viewing of documents that are too large to have been circulated.

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SELF EVALUATION PORTFOLIO

FACULTIES/SCHOOLS OF DENTISTRY/ UNIVERSITIES OF TECHNOLOGY

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NAME OF UNIVERSITY: ....

FACULTY/SCHOOL: ....

PROGRAMME/S OFFERED: ....

SELF-EVALUATION QUESTIONNAIRE COMPILED BY: ……………………………………………

POSITION/DESIGNATION   IN PROGRAMME: ……………………………………………………

DATE: ....

- Please indicate not applicable (N/A) when an item has no bearing on your Faculty/School.

- A policy document may be provided as an appendix if it answers a particular question – indicate a reference to the APPENDIX at the relevant question.

- If there is duplication, please refer to the relevant section rather than duplicating the answer.

1. MISSION OF THE FACULTY/SCHOOL

Describe how the education and training of oral health professionals in Dental Therapy/Oral Hygiene and Dental Assisting (DT/OH/DA) fit into the Mission Statement of the institution/faculty/school.

2. MANAGEMENT AND ORGANISATIONAL STRUCTURE OF THE PROGRAMME

Provide an indication of how the DT/OH/DA programme fits into the overall faculty/school organizational structure.

3. STUDENT SELECTION, ADMISSION, NUMBER AND PROFILE

A. Selection and admission

  i.   State the admission policy of the Faculty/School – this should include the entrance requirements, selection process and recognition of prior learning.

  ii.   Describe any recruitment procedures or policies – indicating purpose, target group and process.

  iii. Describe any procedures/processes of redress in terms of groups who have had limited access to the programme being accredited.

B. Student numbers

State current student numbers by population breakdown (%), mean age, gender, number of first time entries by year of study.

4. THE CURRICULUM

A. Aim, purpose and outcomes of the programme

Provide the following information as submitted to SAQA for registration of the programme, where applicable:

i.   Aim/ broad purpose of the programme (macro- level)

ii.   Exit level outcomes – the capabilities that constitute the overall competence.

iii.   Specific outcomes – the knowledge, skills and attitudes; abilities students must demonstrate to be considered capable in terms of exit-level outcomes.

iv.   Information on how soft skills, critical cross field attributes are incorporated in the curriculum

       Study manuals/guides, reports/projects of public health or other exposures must be included as an appendix

v.   Information on how human rights, ethics and professionalism are incorporated in the curriculum.

       The document submitted to the CHE must be added as an appendix

B. Programme information

vi.   NQF (National Qualifications Framework) level of the programme

vii.   Duration of the programme (expressed in academic years and notional hours)

viii. Number of credits (total per programme as well as per year)

ix.   Envisaged student enrolment for the next five years per year and per programme

C. Curriculum design, content and organization

x.   Provide a schematic representation of the curriculum over the study period (i.e., courses/modules and credits thereof and period it is offered during the academic year).

xi.   Provide a brief description of how the curriculum is organized as a whole, the mechanisms in place to ensure staff and students understand of the bigger picture relevant to their year of study.

xii.   Provide a brief description of the outcomes, the content and the assessment of each course/module.

xiii. Briefly describe the educational approach used in presenting the programme (e.g. modular/subject based, outcomes- based, theme/system/discipline based, problem-based/oriented, etc).

xiv.   State the materials that students receive before starting a course/module. (Student manuals, module guides etc.).

xv.   Briefly describe the place and role of self-directed learning in the programme, and the support students receive for self-directed learning.

xvi.   Describe any special features of the programme.

xvii. Indicate whether there is a community-based and primary health care orientation in the programme. Provide a brief description of these if applicable.

xviii.   Indicate whether there is an ethics and human rights component in the programme – provide a brief description of this if applicable.

xix.   Briefly describe how the programme is integrated (i.e. basic and social sciences/ discipline specific subjects/modules and clinical and community application).

xx.   Provide a brief summary of special regulations to ensure quality (e/g/ reassessments, repeating modules/courses/academic years, electives, class attendance etc.).

xxi.   Provide a list of experiential learning training sites and off-site clinical placement sites, together with a list of the names and contact details of the supervisors/practitioners. (Note that the evaluation team will require to conduct site visits, and arrangements should be made by the programme to facilitate access to, and visits to, these sites).

The curriculum must be added as an appendix if it encompasses all of the above

5. TEACHING AND LEARNING

i.   State the educational philosophy and policy of the Faculty/School.

ii.   Describe the instructional methods and techniques and the accompanying audiovisual aids used.

iii.   Describe the computer and information technology available to students to facilitate their learning.

iv.   Describe the further education and training available to staff in order to ensure that they are informed about educational theory and trends in dental education and training in the country and worldwide.

v.   Breakdown of learning time per week (i.e., hours of lectures per week, hours of group-work per week, hours of tutorials per week, hours for self-study/ self-directed learning).

6. CLINICAL TRAINING

Briefly describe how the clinical training is structured in the Faculty/School.

i.   Indicate the range of clinical procedures done according to the scope of the profession for the programme being accredited.

ii.   Indicate the modules/courses in the curriculum where the clinical procedures are being taught.

iii.   What education and training do the supervisors receive in educational methods and techniques, assessment, (as applied in the programme), student counselling and support?

iv.   How much time does the student spend assisting senior students in different disciplines or comprehensive care clinics, which provide opportunities to observe more experienced colleagues as they care for patients (i.e. role-modelling)?

v.   Where do the clinical teaching and training happen (laboratory, class, clinical area off-site placements etc.)?

vi.   Is the clinical training integrated or discipline specific?

vii.   What measures are taken to ensure that the student has the opportunity to learn how to treat patients holistically and comprehensively in a "real world" situation?

viii.   Describe the clinical assessment

- How comprehensive are clinical assessments? - do clinical assessments assess patient management, diagnostic skills and theory, technical skills and procedures, professional demeanor and written case-based assessment?

- Do summative and formative clinical assessments take place?

- Describe the mechanisms in place to inform students of their clinical performance and the measures in place to assist students?

Describe the mechanisms in place to keep clinical staff informed of students' general progress.

- Describe the clinical assessment tools used and how these assist in evaluating the clinical competence of the student.

- Describe the clinical application of the above procedures in terms of patients, quota's (where applicable) and how these are used to measure clinical competence.

- Describe the record keeping of the above (i.e. log books, learning portfolios, etc).

A selection of logbooks and learning portfolios must be added as an appendix

- Describe the authentic learning opportunities with regard to writing up and maintaining patients' records, report writing and referrals etc.

A selection of patient records must be added as an appendix

ix.   What are the academic status, experience and qualifications of the clinical teaching staff in the Faculty/School?

x.   What is the supervisor/student ratio in the clinical environment when the student is treating patients?

xi.   Do students provide oral/clinical care off-campus and a community service? Describe such projects.

xii.   Indicate the number of hours per week that students are exposed to clinical training. This can be done per semester over their study period.

Copies of assessment tools, timetables showing clinical scheduling, a copy of a logbook must be included as an appendix

7. ASSESSMENT

i.   State the assessment policy of the Faculty/School.

ii.   Describe the assessment methods that are used in the different components of the programme (e.g., written tests and examinations, oral examinations, essays and assignments, oral presentations, portfolios, OSCE's etc.).

iii.   Describe assessment criteria employed (i.e. how will the assessor know that the learner is competent according to set criteria according to the different components e.g. clinical, practical, theory – assessment tools may be used to demonstrate this point).

iv.   Are the assessment methods and criteria known to students – and how are they informed?

v.   Is all staff informed about the assessment criteria and how is this done?

vi.   Does the assessment system encourage appropriate learning skills and reduce emphasis on uncritical acquisition of facts (such as rote learning)? How is this ensured?

vii.   Does the assessment structure reflect the educational approach used (e.g. a problem/case based assessment in a problem- based approach)?

viii. Describe the moderation system (internal assessment) of the programme, and evaluate if these moderation systems ensure reliability?

ix. Describe the external assessment process (including the types of records completed by the assessor and how these are taken forward).

x. What methods are used to evaluate attitudes, behaviour and values?

A copy of a report completed by extern examiners must be included
Copies of information/instructions provided to students and staff must be included as an appendix if it encompasses the above
Reference must be made to the relevant documents, e.g. year book, student manuals etc. if it encompasses the above

8. STUDENT PROGRESS

A. Student achievement

i. Provide the success rates (percentage that passed) of students for each study year for the past five years including population group breakdown.

ii. Briefly describe the development of the students' generic skills (critical cross-field outcomes according to the SAQA requirements for registration of the programme being accredited), how these are integrated into the programme and assessed.

iii. Describe the general employability of students as far as the institution is aware/informed.

iv. Briefly describe any external acknowledgement of past students, employers or other parties as to the impact of the candidate trained at the institution.

v. Describe what measures are in place to ensure engagement with graduates with regards to offering life-long learning, post graduate programmes, CPD as well as expanded functions

B. Student development and support

i. Briefly describe the induction/orientation programme for new students.

ii. Describe the extramural activities students have access to.

iii. What mechanisms/structures are in place to ensure that students have sufficient personal support during their study programme (this includes accommodation, counselling etc)?

iv. What mechanisms are in place to identify at-risk students - this includes students with academic and/ or personal problems? How are these problems approached and addressed (this includes remedial action for academically at risk students)?

   Records of the monitoring of students' performance, intervention and monitoring of improvement after intervention must be added as an appendix. Describe, if appropriate, any mentoring /tutoring system whereby senior students/lecturers act as mentors to junior and more senior students.

vi. How does the Faculty/School ensure that students in clinical environments, community placement and other activities have the support they require?

vii. What structures are in place in the Faculty/School to support or train students in acquiring the necessary language skills to become proficient in communicating with patients?

9. QUALITY ASSURANCE

i.   Describe the quality assurance policy of the Faculty/School. What structures exists for quality assurance.

ii. Specify the mechanisms/structures in place for assessing and ensuring the quality. This should include but is not limited to the following:

   a. The curriculum – design and implementation.

   b. Teaching instruction – teaching staff performance as well as processes.

   c. Teaching /training in a clinical context. Staff performance as well as processes.

   d. Educational materials (manuals, media materials) – content, design and materials.

   e. Student support and development – mechanisms and processes (refer this point to no. 8 if adequately covered there).

   f. Staff development – structures and mechanisms as well as processes.

   g. Assessments – content of assessments, procedures, processes and outcomes (refer this point to no 7 if adequately covered there).

   h. Student evaluation of staff, material and courses/ modules.

   i. Student participation in the programme coordination (e.g., representation of courses/modules, on student bodies, on committees).

iii. Specify what remedial/developmental action is taken with regard to each of these when quality is found to be lacking/ improvement is required.

   a. The curriculum

   b. Teaching/ instruction at the Faculty/School

   c. Teaching in a clinical context

   d. Instructional materials

   e. Student support and evaluation

   f. Staff development

   g. Assessment procedures and processes

   h. Other

iv. Describe the role of moderators (as a quality assurance mechanism) in assessments.

v.   What part do external examiners (as a quality assurance mechanism) play in the Faculty/School?

vi. Does the Faculty/School have a system of continuous self-evaluation and quality control? Describe if applicable.

vii. Is the self-evaluation with the view to accreditation by the HPCSA the only self-evaluation exercise in the Faculty/School? Briefly describe any other self-evaluation/ programme review in place.

10. STAFF DEVELOPMENT AND TRAINING, HIGH LEVEL QUALIFICATIONS, CONTINUING PROFESSIONAL DEVELOPMENT (CPD), RESEARCN AND PUBLICATIONS

i. Briefly describe the training given to staff teaching the programme - curriculum design, instructional/educational strategies and methods, assessment, student support and other issues. Indicate the frequency of these training sessions, whether these are compulsory or optional and provide examples of training programmes where applicable.

ii. Describe if any educational training is given to staff other than academic staff involved in the educational facility where students are trained (e.g. nursing sisters and other support staff).

iii. Describe any initiatives to promote teaching as a valuable activity, and state whether and how teaching excellence is rewarded.

iv. Describe any initiatives to promote educational research, whether and how this is recognized and rewarded.

v. Describe any other initiatives/ interventions in the field of academic staff development and support in the Faculty/School.

vi. Describe staff activities in terms of high-level qualifications and compliance with statutory CPD activities.

vii. Describe support/incentives available to staff to promote research (funding, sabbaticals, research leave, conference attendance etc.).?

viii. Describe staff research interest areas and research output (publications, conference presentations etc.).

11. HUMAN RESOURCES

i. Describe the policy of the Faculty/School with regard to the selection and appointment of academic staff.

ii. Describe the policy and procedures of the Faculty/School with regard to permanent appointments, promotion and dismissal of academic staff.

iii. Briefly describe staff time allocation and workload allocation distribution between classroom teaching, clinical teaching and training, research and community service.

iv. Describe the academic/teaching staff by:

    a. Rank: Professor, Associate Prof, Senior lecturer, Lecturer, Junior lecturer, Other (specify)

    b. Highest academic qualification:

    c. Nature of appointment (joint establishments, Department of Health, University/University of Technology).

    d. Years of experience

    e. Areas of expertise

    f. Number of full time and part time staff; permanent and contract staff.

v. Describe the overall student full time equivalent (FTE) staff ratio; the student: teacher ratio with regard to clinical/practical training in skills laboratories; the student: teacher ratio in the clinical environment.

vi. Describe the administrative support available

vii. The training team is made up of a mix of appropriate qualified professionals required to ensure effective training of students.

12. LEARNING RESOURCES

viii. Describe the resource centres available for student learning i.e., libraries, information technology (IT) centres, laboratories, clinics, hospitals, community placements etc.

ix. Describe whether the learning resources - library, books and journals (electronic and hard copy), prescribed textbooks, notes etc. are adequate and comprehensive enough for the numbers of students and the programme being accredited.

x. Describe the physical facilities in the Faculty/School in terms of appropriateness, efficiency and effectiveness.

xi. Describe the learning hospital/ clinic or community and facilities available for clinical and other training in terms of appropriateness, efficiency and effectiveness.

xii. Describe the teaching venues and related facilities in terms of suitability and appropriateness, size and accessibility, fitness for purpose etc.

xiii. Describe the student administration facilities.

xiv. Describe the resources and facilities for educational development and support.

xv. Describe if and to what extent the provision or lack of provision of facilities and equipment influence teaching, learning, research and services at the Faculty/School.

viii. Describe if and to what extent the financial situation in the Faculty/School influences the educational process.

SIGNED…………………………………… **NAME**……………………………………………
(On behalf of the University) (Please print)

DESIGNATION…………………………………….

The completed application form to be submitted to:

The Education, Training and Registration Division
P.O. Box 205
Pretoria
0001

Committee Coordinator: Ms Liliosa Manjoro LiliosaM@hpcsa.co.za

Administrator: Mr Doctor Mokoena DoctorM@hpcsa.co.za

Approved 11 June 2021