

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

**PROFESSIONAL BOARD FOR PHYSIOTHERAPY, PODIATRY
AND BIOKINETICS**

SELF-EVALUATION

This self-evaluation report is to be completed by the Head of Department in collaboration with relevant staff.

EDUCATIONAL INSTITUTION:	
NAME OF DEPARTMENT / DIVISION / SCHOOL:	
NAME OF THE PROGRAM:	
HEAD OF DEPARTMENT:	
UNDERGRADUATE PROGRAM COORDINATOR:	
DEPARTMENTAL ADDRESS:	
TEL NO:	CELL NO:
EMAIL:	
DATE:	

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1. Program

1.1 Aim purpose of the program

Describe the broad purpose of your program in line with the University, Faculty and Departmental vision(s).

1.2 Duration of program

1.3 Structure of the program

Describe and justify the structure of your program.

1.4 NQF exit level outcomes

Complete the following table:

Table 1 Credit values and NQF exit levels

MODULE/COURSE	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Level	Cr	Level	Cr	Level	Cr	Level	Cr
Totals								

1.5 Special features of the program

Describe any features, activities or initiatives that are unique to your program.

1.6 Impact of the program

Describe the impact of your program on local community and primary health care practice.

2. Curriculum Review

2.1 Philosophy of teaching and learning

Describe how your philosophy and policies pertaining to T&L (including assessment) are aligned with that of your school/discipline and/or faculty.

2.2 Exposition of the curriculum

Please complete the table below. This table should demonstrate horizontal and vertical scaffolding for mastery of knowledge and practical skills acquisition. The same should be evident for clinical training.

Table 2 Broad overview of the curriculum

Year 1	Module/course	Broad Outcomes At the end of the module the student should be able to:	Teaching & Learning approach /activities	Mode of assessment (no of assessments) (formative/summative)	Level of assessment (refer to Blooms taxonomy*)	How moderated
e.g.	x	<ul style="list-style-type: none"> - integrate the theoretical concepts and principles of the basic sciences in the context of - understand the impact of the normal biological life cycle changes on the functioning of - describe evaluation methods and outcome measures, to apply them skilfully and to understand their impact on - 	<ul style="list-style-type: none"> - Lectures - Practicums / labs - Tasks - Problem-based learning (PBL) - Journal club - Ward rounds - Flipped classroom (blended learning) - u-tube / video clips Etc. 	<ul style="list-style-type: none"> - Written theory - Objective structure practical exam (OSCE) - Presentations - Case reports - Clinical tests (patient Rx and/ evaluation) Etc. 	<ul style="list-style-type: none"> - Knowledge based short questions - How performed - Analysis - Application Etc. 	Internal / external
Year 2	Module/course	Broad Outcomes At the end of the module the student should be able to:	Teaching & Learning approach /activities	Mode of assessment	Level of assessment (refer to Blooms taxonomy)	
Year 3	Module/course	Broad Outcomes At the end of the module the student should be able to:	Teaching & Learning approach /activities	Mode of assessment	Level of assessment (refer to Blooms taxonomy)	
Year 4	Module/course	Broad Outcomes At the end of the module the student should be able to:	Teaching & Learning approach /activities	Mode of assessment	Level of assessment (refer to Blooms taxonomy)	

* [http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20\(1\).pdf](http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1).pdf)

2.3 Compliance with Minimum standards

Indicate in the table below the program's compliance with the minimum standards as stipulated by the PPB Board

Theme/ subject/ topic	Minimum standards	Course hours	Name of the course/module(s)

2.4 Inter-professional Education

Briefly describe how this is done within the program.

2.5 Graduate attributes (soft skills and attitudes/competencies etc.)

Briefly describe how these are addressed within your curriculum/program.

2.5 Clinical training

2.5.1 Clinical sites

Complete the table below:

Table 3 Clinical site and staff profile

Clinical site	Staff summary (post / level)	Public or private sector (+ Years of experience)	Registration of staff active (Yes/No)	Involved in supervision (Yes/No)	Student coordinator (Name & Qualification)	Accredited* (Yes/No)	Safety and Emergency Plan**

* Please note that for Biokinetics: complete form 206B if your department has an internal Biokinetics practice where students/interns are trained

* For Physiotherapy and Podiatry – do you have a process for accreditation of clinical sites in place?

** Does the site comply with and/or have a safety and emergency/contingency plan in place?

2.5.2 Clinical Areas

Please indicate in the table below where work-based placed training occurs. Also specify the area of practice (see example).

Table 4 Clinical / work-based placed training

	Year	No of rotations / activity	Area
e.g.	3	3	- Orthopaedics - Medical and Surgical - Neurology
	1		
	2		
	3		
	4		

2.4 Assessment

2.4.1 Format

Which of the following formats are utilised in your program?

- examinations
- continuous assessment
- flexible assessment
- other

2.4.2 Criteria for promotion to the next year/level

Describe the criteria applicable to your program and modules/courses for students to be promoted to the next level/year.

Are the assessment criteria known to students?

How are they informed?

2.4.3 Quality assurance

Describe the processes in place to insure quality of the assessments used within the program. This includes a description of the internal and external moderation mechanisms, use of student feedback (formal and or informal) etc.

Please provide (during the SV) copies of the external moderation reports of the last 5 years; and examples of test papers/rubrics/mark sheets for all year groups and modules

3. Staff Structure and Profile

3.1 Departmental structure

3.1.1 Please insert organogram of the staff structure within the department/division.

3.1.2 Provide a diagrammatic representation of the supervisory structure(s) responsible for managing the teaching and learning in the various programmes of the department.

3.1.3 Are staff represented at Faculty and University committees?

3.2 Staff profile

Please complete the tables below:

Table 5 Staff Profile (Permanent staff)

	Professor	Associate Professor	Senior Lecturer	Lecturer	Other* (give details)
Full-Time					
Part-Time					
PhD					
Masters					
Bachelors					
Others					
Asian					
Blacks					
Coloured					
Whites					

* Other (e.g. Physiotherapy Assistant)

Table 6 Experience of staff involved in teaching and learning

Name	Highest applicable academic qualification	Profession / education	Appointment status	Subject(s)	Years of experience		Active HPCSA registration (Yes/No)
					Academic	Non-academic	
Permanent Staff (Full and part-time)							
Clinical educators / supervisors							
Other staff							

3.3 Involvement in post-graduate training

Please indicate in the table below the extent of involvement of the staff in post-graduate training.

Table 7 Post graduate academic staff

Name	No of students Honours / M / PhD / other	Level (teaching / supervision)

3.4 Involvement in research

Please indicate in the table below the involvement of your staff in research.

Table 8 Staff research profile

Name	Area of research	Research outputs (last 5 years)*

* Examples of research outputs include journal publications, books and/or chapters in books, conference presentations, patents etc.

3.5 Additional questions

3.5.1 Are goals formulated for staff and how are these evaluated?

3.5.2 How are staff encouraged to remain updated and relevant?

3.5.3 Describe any initiatives to promote educational research and whether and how this is recognised and rewarded.

3.5.4 Describe the mechanisms used to ensure quality of teaching and learning.

3.5.5 What was the staff turnover for the last 5 years?

3.5.6 How are clinical educators/supervisors trained and supported?

Please provide (during the SV) copies of the staff's CPD record of the last two years.

http://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/board_nominations/CPD%201%20%20IAR.pdf

4. Students**4.1 Recruitment strategy / process and program entry requirements**

Describe the University/Faculty and or Program requirements for entry into the program and describe the recruitment strategy employed by your institution.

4.2 Student Profile

Complete the table below to indicate the total number of students enrolled in your program for the last 5 years.

Table 9 Total no of students enrolled in Year 1

1 st Year	2....	2.....	2....	2.....
Total Number				
Number first time entering				
Number of mature students				
Number of Asians				
Number of Blacks				
Number of Coloureds				
Number of Whites				
% Males				
Pass Rate %				

Table 10 Total no of students enrolled in Year 2

2 nd Year	2....	2.....	2....	2.....
Total Number				
Number first time entering				
Number of mature students				
Number of Asians				
Number of Blacks				
Number of Coloureds				
Number of Whites				
% Males				
Pass Rate %				

Table 11 Total no of students enrolled in Year 3

3 rd Year	2....	2.....	2....	2.....
Total Number				
Number first time entering				
Number of mature students				
Number of Asians				
Number of Blacks				
Number of Coloureds				
Number of Whites				
% Males				
Pass Rate %				

Table 12 Total no of students enrolled in Year 4

4 th Year	2....	2.....	2....	2.....
Total Number				
Number first time entering				
Number of mature students				
Number of Asians				
Number of Blacks				
Number of Coloureds				
Number of Whites				
% Males				
Pass Rate %				

4.3 Throughput

Indicate in the tables below the success rate of graduates over the past five years

Table 13 Success rate of graduate in 2.....

	2.....			
	4 Years	5 Years	6 Years	>6 Years
Black				
White				
Asian				
Coloured				
Total				

Table 14 Success rate of graduate in 2.....

	2.....			
	4 Years	5 Years	6 Years	>6 Years
Black				
White				
Asian				
Coloured				
Total				

Table 15 Success rate of graduate in 2.....

	2.....			
	4 Years	5 Years	6 Years	>6 Years
Black				
White				
Asian				
Coloured				
Total				

Table 16 Success rate of graduate in 2.....

	2.....			
	4 Years	5 Years	6 Years	>6 Years
Black				
White				
Asian				
Coloured				
Total				

Table 17 Success rate of graduate in 2.....

	2.....			
	4 Years	5 Years	6 Years	>6 Years
Black				
White				
Asian				
Coloured				
Total				

4.4 Student support

4.4.1 Orientation program

Please provide details of the induction/orientation programme for new students.

4.4.2 Academic support

- What systems are in place to ensure that students have sufficient academic support?
- What mechanisms are in place to identify students with academic problems?
- How are these problems approached?
- Do you have a mentoring/tutoring system in place whereby senior students/lecturers act as mentors to new students?

4.4.3 Personal support

- What systems are in place to ensure that students have sufficient personal support?
- How does the department ensure that students in hospitals or out in communities have the support they need?

4.5 Student enrolment plan

Complete the table below indicating envisaged enrolment for the next 5 years

Table 18 5-year enrolment plan

Year	Student Numbers

5. Basic infrastructure and Facilities for Teaching and Learning

Complete the following table: (where appropriate provide additional information for clarification)

Question/statement	Yes	No
Venues for teaching and learning - is there enough office space for staff? - are there enough lecture venues? - are there enough practical venues? - etc.		
Is ventilation adequate in these venues?		
Library/libraries - adequately stocked with recent and relevant literature? - accessibility?		
IT platform - is IT support readily available? - is there a Learning Management System (LMS)? [briefly describe how and to what extent this is used]		
Is there an emergency and evacuation plan in place?		
Equipment - is there adequate equipment available to train students (Biokinetic programs refer to F206B) in all aspects of professional practice? - are there adequate materials (consumables – US gel/tissues/elastic bands etc.)? - is the equipment in line with advancements in technology? - is the equipment adequately maintained? - is the equipment used to its full potential? - is the staff fully versed in the use of the equipment, and knowledgeable about the latest developments?		
Are hygiene requirements met: - during T&L activities? - bathroom facilities?		
Research - is statistical support for student research available?		