



**REPORT OF EVALUATION OF EDUCATIONAL INSTITUTIONS  
FOR PHYSIOTHERAPY, PODIATRY AND BIOKINETICS**

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

**1. PROGRAM**

| Question/statement  | Yes | No |
|---|-----|----|
| Are program aims, departmental - and faculty visions aligned?   |     |    |
| Is there evidence of vertical and horizontal integration for teaching and learning (T&L) of knowledge, skills/competencies & attitudes? |     |    |
| Does the program have an appropriate credit structure?<br>(120 credits/year x 4 = 480 credits)  |     |    |
| Is student through-put rate acceptable?   |     |    |
| <b>General Comments:</b>  |     |    |

## 2. CURRICULUM

| Question/statement   | Yes | No |
|--|-----|----|
| Does the department/division have a T&L philosophy/policy and is this aligned with that of the faculty?  |     |    |
| Does the curriculum content comply with the minimum standards as determined by the PPB Board?  |     |    |
| Are methods/activities for T&L aligned with the outcomes for each module?  |     |    |
| Assessment:<br>- Are there sufficient assessment opportunities?<br>- Are the assessments aligned with mode of teaching and with module/course outcomes?<br>- Is there a balance in terms of Bloom's taxonomy?  |     |    |
| Are students provided with detailed study guides which include module/course outcomes, activities and resources, venues, assessment (including criteria for promotion to next level)?  |     |    |
| Are the following quality assurance mechanisms in place and appropriate?<br>- Internal moderation<br>- External moderation<br>- Student feedback (formal; class rep meetings; and / or other)<br>- Is there evidence that recommendations/ change/ challenges are addressed?   |     |    |
| Service modules (subjects/courses offered outside of the relevant profession's department / division):<br>- Departments seen/visited and persons seen/interviewed during the visit (list...)<br>- Is there satisfactory collaboration between service modules and the program – i.e. content aligned with requirements for the profession?<br>- Are clear study guides provided? |     |    |
| Research:<br>- are projects appropriate for students to develop an understanding of basic research methodology?<br>- is there a departmental research plan and is there a link with UG research?   |     |    |
| <b>General Comments:</b>   |     |    |

### 3. CLINICAL TRAINING

| Question/Statement   | Yes | No |
|--|-----|----|
| Does clinical training offer broad exposure in relation to the local burden of disease?  |     |    |
| Is there adequate exposure to all areas of practice as defined in the minimum standards?   |     |    |
| Do the number of sites adequately cater for the number of students?  |     |    |
| Do all facilities meet the minimum requirements for clinical training?   |     |    |
| Is safety of students and staff adequately addressed?  |     |    |
| Are the staff/lecturers involved adequately trained/experienced in the relevant professional areas?  |     |    |
| Assessment:<br>- Are clinical techniques (evaluation and treatment) adequately assessed?<br>- Is there a balance between formative and summative assessments?<br>- Are soft skills / graduate attributes and/ or generic skills adequately assessed? |     |    |
| Is the supervisor to student ratio satisfactory?   |     |    |
| Is the time spent on "direct supervision" of the student adequate?   |     |    |
| Is the collaboration between sites and the department/division satisfactory?<br>- Do the clinical staff have an opportunity to give input into the curriculum?   |     |    |
| Is students' attendance monitored/verified at clinical sites?  |     |    |
| Are the students across all years/levels satisfied with their clinical exposure?   |     |    |
| Sites visit during the evaluation: (list)  |     |    |
| <b>General Comments:</b>   |     |    |

### 4. STAFF

| Question/Statement  | Yes | No |
|---|-----|----|
| Is the staff Equity and Diversity Profile reflective or in line with the institutional transformation policy? |     |    |
| Are there sufficient lecturers/staff teaching on the program?   |     |    |
| Do lecturers carry a reasonable lecture load?   |     |    |
| Are lecturer peer evaluations done regularly? * QA  |     |    |
| Do academic staff maintain and / or update their professional skills?   |     |    |
| Are there opportunities and incentives for staff to improve their qualifications?                             |     |    |
| Do staff have relevant qualifications in the following areas:   |     |    |
| Clinical qualifications?  |     |    |

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| Academic/ Teaching practice?   |  |  |
| Is staff developed and / or trained in the following areas:          |  |  |
| Curriculum design?   |  |  |
| Learning and Teaching methodologies?                                 |  |  |
| Assessment techniques?   |  |  |
| Clinical supervision?  |  |  |
| Is training regularly provided?<br>- is it optional?                 |  |  |
| Are part-time staff/ clinical supervisor:                            |  |  |
| Provided with training on student assessment?                        |  |  |
| Provided with a platform and / or mechanism to raise their concern?  |  |  |
| Is the following discussed and agreed with staff annually/regularly: |  |  |
| Key performance areas?   |  |  |
| Personal development plans?  |  |  |
| Performance management?  |  |  |
| Is staff involved or active in the following research areas:         |  |  |
| Clinical research?   |  |  |
| Educational/ teaching and learning research?                         |  |  |
| Undergraduate research supervision?                                  |  |  |
| Postgraduate research supervision?                                   |  |  |
| Is staff aware of the relevant institutional policies related to:    |  |  |
| Teaching and learning?   |  |  |
| Assessment?  |  |  |
| Quality assurance?   |  |  |
| Handling of students complaints?                                     |  |  |
| At risk students?  |  |  |
| Academic rules and regulations?                                      |  |  |
| Is there adequate involvement of institutional staff at:             |  |  |
| Departmental level?  |  |  |
| Faculty level?   |  |  |
| University level?  |  |  |
| Are there any staff incentives relating to:                          |  |  |
| Teaching excellence?   |  |  |
| Innovative teaching?   |  |  |
| Clinical excellence?   |  |  |
| <b>General Comments:</b>   |  |  |

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## 5. STUDENTS

### 5.1 Recruitment/Entry requirements

| Question/Statement  | Yes | No |
|---|-----|----|
| There is an appropriate recruitment strategy in place                     |     |    |
| Is there fair demographic representation?                                 |     |    |
| Students meet specific entry requirements to be accepted into the program |     |    |
| <b>General comments:</b>  |     |    |

### 5.2 Student/Staff/Client/Patient relationships

| Question/Statement  | Yes | No |
|---|-----|----|
| Is there a good relationship between staff and students?                                |     |    |
| Are there class representatives and do they have regular meetings for student feedback? |     |    |
| Do students exhibit professional behaviour on the clinical platform?                    |     |    |
| <b>General comments:</b>  |     |    |

### 5.3 Student support

| Question/Statement   | Yes | No |
|--|-----|----|
| Are students with poor performance timeously identified?   |     |    |
| Are students with poor academic performance adequately supported:<br>- by department/division?<br>- by faculty/university? |     |    |
| Are there systems in place to take care of the health and wellness of students?  |     |    |

#### 5.4 Student feedback on interviews

| Question/Statement  | Yes | No |
|---|-----|----|
| The department adhere to minimal standards of student training and teaching across all levels   |     |    |
| The standard and relevance of course contents is adequate   |     |    |
| All staff involved in student education and training is competent   |     |    |
| The training facilities, apparatus, and materials are appropriate.  |     |    |
| Are students satisfied with facilities and resource centres (e.g. library, computer centre and/or IT services, practical skills lab / simulation lab etc.)? |     |    |
| Is the availability of patients and clients at the training institution sufficient?   |     |    |
| The students are satisfied with the quality expected of a tertiary institution.<br>The department complies with the universities policies.                  |     |    |
| The students are satisfied with the quality and relevance of training on the clinical platform?   |     |    |
| The staff-student relationship is good  |     |    |
| <b>General comments:</b>  |     |    |

#### 6. RESOURCES

| Question/statement  | Yes | No |
|---|-----|----|
| <b>Infra structure</b>  |     |    |
| Are there enough venues?<br>- office space<br>- lecture and practical venues<br>- library and information resources<br>- IT platform  |     |    |
| Adequate ventilation in all the venues?   |     |    |
| Enough bathroom facilities?   |     |    |
| Is there an emergency evacuation plan?  |     |    |
| Is there adequate equipment available to train students (Biokinetic programs refer to F206B) in all aspects of professional practice? |     |    |
| Are there adequate materials / consumables (e.g. ultrasound 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?  |  |  |
| Are hygiene requirements met?   |  |  |
| <b>Program</b>  |  |  |
| Are there research opportunities?   |  |  |
| Is statistical support for student research available?  |  |  |
| Is the staff fully versed in the use of the equipment, and knowledgeable about the latest developments? |  |  |

## 7. FINAL RECOMMENDATION

After careful consideration, the PPB Board ..... satisfied that the ..... at **University of .....** meets the Minimum Standards of Education & Training and award and .... **hereby accredited for a further 5-year period or .....** \*

\* **NOTE** - Any concerns raised and reported on F244D need to be addressed as stipulated and the institution is reminded that a report in which this progress is reflected, must be submitted to the Education Committee Administrator annually.

## 8. EVALUATORS

| INITIALS AND SURNAME | SIGNATURE | ADDRESS | TEL, FAX<br>E-MAIL ADDRESS |
|----------------------|-----------|---------|----------------------------|
| Convenor             |           |         |                            |
| Member               |           |         |                            |
| Member               |           |         |                            |
| Member               |           |         |                            |