

**APPENDIX E:**

**PROFESSIONAL BOARD FOR RADIOGRAPHY AND CLINICAL TECHNOLOGY  
SELF-EVALUATION REPORT TEMPLATE FOR HIGHER EDUCATION INSTITUTIONS**

This template should be completed by cross referencing with the *Minimum Criteria and Standards for Accreditation of Radiography and Clinical Technology Education and Training* (Appendix B) to provide a narrative self-evaluation. This will ensure that the questions included below are addressed adequately in terms of the required criteria and standards. The questions are designed to assist in the institution's self-reflection of the programme being evaluated. The numbering of the various sections below corresponds with the numbering in Appendix B.

**INFORMATION/DOCUMENTATION TO SUPPORT THE SELF EVALUATION REPORT MAY BE CAPTURED ELECTRONICALLY IN RELEVANT SECTIONS, OR IF MORE CONVENIENT SHOULD BE MADE AVAILABLE IN CLEARLY LABELLED FILES AT THE TIME OF THE ACCREDITATION. THE RELEVANT FILE/ DOCUMENT NUMBER MUST BE REFLECTED IN SEQUENCE IN THE APPROPRIATE SECTIONS OF THIS SELF-EVALUATION REPORT (SER).**

The questions below are aligned to the minimum criteria used by the Council for Higher Education (CHE). The tables provided in this document may need to be expanded to include all relevant information.

**PART 1****CRITERIA FOR PROGRAMME INPUT AREAS****1.1 PROGRAMME DESIGN**

*The programme must be consistent with the university's vision, mission, values and forms part of university's planning and resource allocation, meets national requirements, the needs of learners and the Health Professions Council of South Africa (HPCSA), and is intellectually credible. It must be designed coherently and articulate well with other appropriate programmes, where possible.<sup>1</sup>*

**(a) Relation to university's vision, mission, values planning and resource allocation**

1. How does the programme's design align to the vision and mission and goals of the university?
2. Has the programme been approved by the appropriate university structures?

3. Does the programme meet the national legislative requirements? (e.g. CHE/HEQCF etc)
4. How have the future plans/design for the programme been included into the institution's academic/strategic planning and resource allocation?
5. How does the programme fit into the overall academic offering of the university?
6. To what extent does this programme overlap with other programme/s in the university?
7. On what grounds is the continued existence of this programme justified and warranted?
8. Under what circumstances was the programme developed?
9. How regularly has the programme/categories been offered?
10. To what extent has the programme been developed and transformed over the years (including community engagement issues)?
11. What major challenges have been experienced with the programme and how were these challenges resolved?

**(b) Needs of learners, national and other relevant stakeholders**

1. What population of learners is the programme intended to serve?
2. To what extent is the purpose and design of the programme aligned to the needs of the HPCSA (including registration/licensure)
3. To what extent does the programme address the HPCSA guidelines on core curriculum regarding human rights, ethics and health law?
4. To what extent is the purpose and design of the programme aligned with the national human resource needs for health?
5. To what extent is the purpose and design of the programme aligned to the service delivery needs of the country?
6. What institutional, community or social needs is the programme intended to serve?
7. What other institutions have programmes that serve the same needs regionally and nationally?
8. What are the formal stated outcomes of the programme?
9. When are learners provided with these stated outcomes?
10. How feasible and realistic are these outcomes in terms of the abilities of the target population and the available time and resources?
11. With regards to the respective professional or vocational field, how are the outcomes related to the competencies the learners are likely to need in their future careers and how are these made explicit to learners.
12. How are the stated outcomes related to the adult life-role competencies/skills learners will need in everyday life outside of the institution?

**(c) Credit value of each qualification offered as applicable**

Complete the number of credits awarded for each year in the table below:

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	Master's	PhD	Total
Credits Certificate							
Credits Diploma							
Credits Degree							
Credits Master's							
Credits Doctorate							

1. How appropriately have the credits been distributed across the different levels with respect to the National Qualifications Framework (NQF)?
2. How has the programme design and development addressed exit level outcomes for the qualification?

**(d) Intellectual credibility**

1. Indicate how the various stakeholders, relevant to the radiography/clinical technology industry, are involved in the development of the programme?

**(e) Articulation and coherent design**

1. To what extent does the programme allow for articulation with other programmes within the university and across other institutions?
2. How does the programme design maintain an appropriate balance between theory, practical and experiential knowledge and skills?
3. Is there sufficient disciplinary knowledge and theoretical depth at the appropriate level to serve its educational purposes?
4. Are the programme subjects/modules coherently placed with regards to outcomes, rules of combination, relative weighting and delivery.

**(f) Characteristics and needs of professional and vocational education**

Provide details on how the characteristics and needs of professional and vocational education are catered for in the design of the programme, with specific reference to -

1. promoting the learner's understanding of the occupation in radiography/clinical technology for which they are being trained;

2. how techniques and skills required for the radiography/clinical technology profession are mastered;
3. how work integrated learning (WIL) placement in a profession specific accredited work-based environment forms an integral part of the curriculum.

**(g) Learning materials development**

1. What policy and/or procedures are in place for developing and evaluating learning materials and ensuring their alignment with the programme goals?
2. Are academic staff trained to develop learning materials?

**1.2 LEARNER RECRUITMENT, ADMISSION AND SELECTION**

*Recruitment documentation informs potential learners of the programme accurately and sufficiently, and legislation regarding admission is adhered to. Admission and selection of learners are commensurate with the academic requirements of the programme, within a framework of widened access and equity and demographics. The number of learners selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession.*

**(a) Recruitment**

1. Is there a university recruitment policy in place?
2. How is the programme marketed and advertised?
3. How does the recruitment and selection strategy of the programme ensure fitness for practice in radiography/clinical technology?
4. To what extent is the recruitment and selection strategy for the programme linked to adequate infrastructure and resources?
5. Does the advertising and promotional material contain accurate and sufficient information on the programme with respect to admission policies, completion requirements and academic standards?
6. Are there sufficient bursaries to cover the needs of learners of the university?
7. If not, what percentage of learners accepted on the programme that apply for bursaries are not successful in obtaining them? Provide possible reasons.

**(b) Legislative Issues**

How is the legislation regarding the following adhered to?

1. Admission

2. Grade 12/matriculation exemption/university endorsement/diploma endorsement
3. Age exemption

**(c) Recognition of prior learning**

1. What provision is made for flexible entry routes, for example, recognition of prior learning (RPL)?
2. What RPL policy does the programme implement?
3. How is RPL being implemented on a practical level?
4. What problems are being experienced in RPL?
5. What problems, if any, are generally experienced by learners who do not have the required pre-requisites?

*Complete the following table:*

Number of learners accredited with RPL over past 5 years	List the type of outcome: Exit level, critical, or specific	List outcomes for which RPL was accredited

**(d) Widening of Access**

1. Are the selection criteria made explicit and indicate how diversity is addressed?
2. Indicate how these criteria contribute to the programme's plans regarding representatively.

**(e) Equity Policy**

1. In which documentation are equity targets clearly stated?
2. What plans have been laid down to attain these targets?

**(f) Professional needs**

1. How are the needs of the particular profession taken into account with regard to the quality and number of learners that are admitted.

**(g) Capacity of the programme (a new table for each qualification is required)**

Please complete the following table: (or provide university HEDA documentation, for a 5-year period as an appendix)

Year																	<b>Total</b>							
Annual Intake of registered learners																								
Gender distribution	F		M		F		M		F		M		F		M		F		M					
Race distribution	A	C	I	W	A	C	I	W	A	C	I	W	A	C	I	W	A	C	I	W	A	C	I	W
Total number completing the course																								
																	<b>Total</b>							
Class sizes																								
1 <sup>st</sup> year																								
2 <sup>nd</sup> year																								
3 <sup>rd</sup> year																								
4 <sup>th</sup> year																								
Masters																								
Doctorate																								

<b>TOTAL</b>						
--------------	--	--	--	--	--	--

**Enrolment plan for the next three (3) years**

<b>Qualification</b>	<b>Year e.g. 2018</b>			<b>Total</b>

### **1.3 STAFFING**

*The academic staff responsible for the proposed programme, are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies provide opportunities to academic staff to enhance their teaching and assessment competencies and to support their professional growth and development.<sup>2</sup>*

**(a) Qualifications/teaching experience**

1. Is the programme coordinator a full-time employee with adequate clinical and teaching experience?
2. Do all academic staff have the required HPCSA registration, appropriate qualifications and experience to teach their subjects/modules?
3. Do the clinical training staff have a qualification that is above a three-year National Diploma or Degree?
4. Are the clinical staff utilised by the university registered with the HPCSA?

Please complete the following table:

Name	Qualification(s)	HPCSA NO	Clinical experience in years	Teaching experience in years	Institution	Instructional offering (list subjects/modules)

**(b) Assessment competence**

1. List the academic staff responsible for the programme who have at least two years' experience in learner assessment at the exit level.

Name	Qualification	Teaching experience	Assessment policy at exit level of the programme <i>(an explanation is required)</i>

2. What academic training is provided for staff to ensure that their assessment skills/competence is in line with South African Qualifications Authority (SAQA) requirements?

**(c) Staff Development**

1. What provision is made for staff development within the university?
2. To what extent does the staff development provide opportunities for vertical (academic) development?
3. To what extent does the staff development provide opportunities for development of staff in teaching, learning assessment practices?
4. To what extent does the staff development provide opportunities for continuous professional development to ensure updating of developments in their profession?

**(d) Size and seniority**

The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the learner body to ensure that all activities related to the programme could be done effectively. An appropriate ratio exists between full-time and part-time staff and relevant legislation and appropriate administrative procedures are followed in the recruitment and employment of staff. Redress and equity considerations are accounted for in the appointment of staff. Support staff is adequately qualified, and their knowledge and skills are regularly updated.

1. Insert the contact hours per staff member:

Name	Rank	Instructional offering	Contact hrs per week – academic/theory	Contact hrs per week – clinical

2. What is the staff-to-learner ratio for academic staff; expressed in full-time equivalents (FTE's)?
3. What is the staff-to-learner ratio for technical/clinical staff; expressed in full-time equivalents (FTE's)?
4. How many part time staff are appointed in the department?

**(e) Procedures for selection, appointment, induction and payment**

1. What administrative procedures with regards to staff members exist for selection, appointment, induction and payment.
2. Are the stipulations of the *Labour Relations Act, Act 66 of 1995* and the *Basic Conditions of Employment Act, No. 75 of 1997* adhered to with regards to recruitment and staff employment?
3. How are redress and equity taken into consideration when appointing staff?
4. What orientation and induction opportunities does the university provide for new academic staff members?
5. Is there a letter of appointment outlining the roles and responsibility of the head of department?
6. Is there a condensed curriculum vitae for each staff member?
7. Is there a need for part time lecturers/clinical supervisors – motivate: e.g. skill assessments (a staff ratio of 1:12 students is the ideal when teaching practical and doing tutorials).
8. How are staff recognised for their achievements?

Staff achievement	Name of staff members	Details of achievement/award
Professional honours/teaching award		
Award for research/publication		
Staff development & training		
Record of completion of studies		
Service record		

**(f) Research profile**

1. How is staff involved with research?
2. To what extent does the department meet its research output targets?

Complete the table below

Name	Publications in subsidy approved journals in last 5 years	Publications in non-subsidised /other journals in last 5 years	Papers at international conferences in last 5 years	Papers at local conference in last 5 years

## 1.4 TEACHING AND LEARNING STRATEGY

Please note that this section refers to the *teaching and learning strategy*. The *teaching and learning methods* are discussed under section 2.3.

*The university gives recognition to the importance of promoting learners' learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and learner composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.*

### (a) Importance of promotion of learner learning

1. How is the importance of the promotion of learner learning recognised and reflected within the university's central operating policies and procedures, in terms of;

- 1.1 resource allocation;
- 1.2 provision of support services – specify e.g. computer labs, library resources, etc;
- 1.3 marketing;
- 1.4 staff appointments and promotions?

**(b) Appropriate teaching and learning methods**

1. What policies, procedures and mechanisms are in place to ensure that the teaching and learning methods (including use of learning materials and instructional technology) being implemented are appropriate?
2. To what extent is the teaching and learning strategy consistent with the university type as reflected in its mission.
3. What mechanisms are in place to ensure that teaching and learning methods are appropriate for the delivery of professionally registrable graduates?
4. What mechanisms are in place to ensure that teaching and learning methods prepare learners for successful professional practice?
5. Please complete the table to indicate the university type, mode(s) of delivery and learner composition. Place a tick [x] below the appropriate box. Alternatively, indicate a percentage ratio (e.g. 60:20).

Name of programme	Programme type			Mode of delivery			Learner composition	
	Research	Teaching	Both	Contact	Distance	E-learning	Full-time	Part-time
e.g., M Tech (x or % ratio)	X			X			X	X
							Advantaged	Historically disadvantaged
							50:50	50:50
e.g. Diploma Radiography (D)								

**(c) Upgrading of teaching methods**

1. What staff development opportunities exist to ensure that staff can upgrade their teaching methods?

**(d) Targets, implementation plans, and ways to monitor, evaluate, and effect improvement**

Outline how each of the following are incorporated into your university's teaching and learning strategy:

1. Targets
2. Plans for implementation
3. Ways for monitoring progress and evaluating impact
4. Mechanisms for feedback and improvement.

## **1.5 LEARNER ASSESSMENT POLICES AND PROCEDURES**

*Please note that this section deals with assessment policies and procedures - assessment practices are discussed under 2.4.*

*The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of learner progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes, the rigour and security of the assessment system, recognition of prior learning (RPL), and for the development of staff competence in assessment.*

**(a) Internal Assessment**

1. Outline the policies and procedures that exist for internal assessment of learners' learning achievements by academic staff responsible for the instructional offering.
2. Assessment practices and procedures are consistent with the mission and goals of the programme.

**(b) Internal and external moderation**

1. To what extent does the assessment policy address internal moderation?
2. Are criteria and procedures for appointment of moderators well documented?
3. Is the moderation procedure for both internal and external moderation well documented across the programme?
4. How clearly documented is the role of the external moderator?
5. What guidelines are sent to moderators regarding the execution of their roles and responsibilities?

Please complete the following table:

Internal moderator	External moderator	Instructional offering	Level of learning e.g. 2 <sup>nd</sup> year	Qualification	Experience

**(c) Monitoring learner progress**

1. What procedures are in place to monitor learner progress – including class attendance?
2. Are there policies or procedures that outline the identification of learners who are at risk (i.e. performing poorly)?
3. What instruments and procedures are employed as a means of collecting evidence of the learners' progress and achievement; in the academic courses, the clinical/ practical sessions and WIL?

**(d) Validity and reliability of assessment practices**

1. What mechanisms are in place to ensure that the assessment practices (instruments and procedures) yield valid and reliable results?
2. What mechanisms are in place to ensure secure and reliable recording of assessment results?
3. How are the marks weighted with regards to: year mark/exam mark (for examinations) and/or continuous assessment?
4. What security measures are in place to ensure credibility and integrity of the assessment system?
5. What policies/procedures are in place to settle learner disputes regarding assessment results?
6. Are there policies that allow staff to develop their competence in assessment?

**(e) Recognition of prior learning**

1. What policies and procedures exist for recognition of prior learning (RPL) in terms of:
  - 1.1 Identification

1.2 Documentation

1.3 Assessment

1.4 Evaluation

1.5 Transcription of prior learning against specified learning outcomes, for articulation with current programmes and qualifications

## **1.6 INFRASTRUCTURE AND LIBRARY RESOURCES**

*Suitable and sufficient venues, IT infrastructure and library resources are available for learners and staff. Policies ensure the proper management and maintenance of library resources, including support and access for learners and staff. Staff development of library staff takes place on a regular basis.*

### **(a) Venues**

#### Academic Facilities

1. How is legislation regarding occupational health and safety adhered to?
2. What codes of conduct and safety exist in the department?
3. Is there adequate provision for disabled learners (if applicable)?
4. How well planned is the venue allocation and timetabling of lecture venues to accommodate the needs of the learners?
5. How many dedicated lecture/seminar rooms are there?
6. Are these rooms sufficient, suitably equipped and large enough?
7. Are these rooms sound proofed?
8. Is there a dedicated resource room?
9. Is there an adequate dedicated study area for learners?
10. Is there a department library available to staff and learners?
11. Is there a supply of CD's, video and DVD's, books and journals for learner training?
12. Does the department have its own photocopy and fax facilities for;
  - 12.1 Staff?
  - 12.2 Learners?

13. Do staff members each have a suitable office that provides privacy?
14. Does each staff member have an up to date computer with relevant software and access to internet /WiFi?
15. Is there a dedicated staff room?
16. Are there adequate toilet facilities for staff and learners?
17. Which of the following equipment is permanently available to the department/university for teaching purposes?

Please place a tick [ ✓ ] next to equipment available in your programme. Provide the quantity of each. **Please note that this table is incomplete. Please complete with all equipment available for your programme.**

Equipment	✓	No. available
Overhead projector		
Data projector		
PC with DVD player		
Whiteboard/green board		
Smartboard		
Screen		
Table and chair for each student or equivalent seating		
Internet connection/ WiFi		
Other technology:		

Clinical / Practical Facilities (on campus)

1. What codes of conduct and safety exist?
2. Does the university have a dedicated practical laboratory / training venue or equivalent for learner training?

3. How many adequately fitted practical laboratories (clinical facilities) are there?
4. Are drugs stored in a manner stipulated by the Pharmacy Council of South Africa (if applicable)?
5. Is there sufficient space in each laboratory, clinical facility?
6. What equipment within the university allows for training in all the areas of practice in the course. **Please provide a list thereof.**
7. Is the equipment current or out of date but functional? Is it obsolete?
8. Is there a schedule for the regular maintenance and calibration of equipment?
9. Do all learners have easy access to all training equipment in the institution?
10. What equipment or accessories do learners have to purchase?
11. Are the equipment costs (if any) included in the course pamphlets distributed to potential candidates?

**(b) IT Infrastructure and training**

1. Is the available IT infrastructure suitable and sufficient at all sites of learning?
2. Do all learners have adequate access to computers and internet?
3. Outline the available (to both staff and learners) and appropriate functional:
  - 3.1 Hardware
  - 3.2 Software
4. When and how are staff and learners trained in the use of technical skills required for updated programmes?

**(c) Size and Scope of library resources**

1. Is the library well ventilated with suitable study areas for learners?
2. Do learners have access to printing facilities in the library?
3. What are the operating hours of the library?
4. What is the budget allocation per year for the university & department's library needs?
5. Do learners have access to resources that are not available in the university's library?
6. How do learners access library resources when they are off-campus?
7. What type of support and training is offered to learners and staff by the library staff?

Please supply a list of journals, which your library subscribes to. Provide the dates of subscription, e.g.1998 – current. Alternatively, a list can be provided during the site visit to the library.

Journal Title	Dates of subscription

Provide a list with the availability of electronic resources:

Name of resource	Availability	Limitations, if any
<i>Example</i> SABINET	Library computer	Opening times of library

**(d) Management and maintenance of library resources**

1. What policies exist to ensure the proper management and maintenance of library resources, as well as their continuous renewal and expansion?
2. Are there sufficient suitably qualified and experienced librarians to manage the library?

**(e) Integration of library resources into curriculum**

1. Describe the interventions used to integrate the library resources into the curriculum?
2. How often do students make use of the resources available in the library?
3. How accessible and available are library resources to learners?

**1.7 PROGRAMME ADMINISTRATIVE SERVICES**

*The programme has effective administrative services in place for providing information, managing the programme information system, dealing with a diverse learner population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.*

**(a) Provision of information**

1. How is relevant information distributed to learners – on and off campus?
2. Is there a policy in place for learner records?
3. What system is used to keep university records?
4. How long are records kept in archives?
5. How is confidentiality protected and maintained with regards to learner records?
6. What back up system is there?
7. Are records easily accessible -
  - 7.1 to all staff?
  - 7.2 to selected staff?

**(b) Identifying non-active and at-risk learners:**Academic Support

1. What administrative processes are in place to monitor performance and identify/manage non-active and “at-risk” learners?
2. Is there an academic support policy and programme in place to assist these learners academically?
3. What processes are in place to refer learners for academic supports?

4. Is there funding to support this?

#### Learner Counselling

1. Is there a programme responsible for counselling and career development?
2. How does the department integrate this into the academic programme?
3. What administrative processes are there for providing feedback to relevant academic staff?
4. Are there policies and procedures to handle impaired learners?

#### **(c) Dealing with needs of a diverse learner population**

1. Does the university have a language policy?
2. Are there support structures in place to help learners with language challenges?
3. What administrative systems are in place to deal with the needs of students with disabilities?

#### **(d) Ensuring the integrity of certification**

1. What administrative processes are in place to quality assure the processing and issuing of certificates?
2. What security measures are in place to prevent fraud or the illegal issuing of certificates?
3. Do the certificates issued by the university reflect the following:
  - 3.1 Name and reference
  - 3.2 Name and identity number of candidate
  - 3.3 Name of qualification successfully completed
  - 3.4 Certificate number
  - 3.5 Date of issue of certificate
  - 3.6 Signature of vice-chancellor/registrar
  - 3.7 Validity/expiry date (where applicable)

## Part 2

### Criteria for Programme Process

#### 2.1 PROGRAMME COORDINATION

*The programme must be effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.*

**(a) Mandate and responsibilities of the programme coordinator(s) within the context of departments/schools as applicable**

1. Are there defined procedures, roles and responsibilities for the co-ordinator(s)?
2. Are their responsibilities outlined in terms of;
  - 2.1 Ensuring academic coherence?
  - 2.2 Day-to-day delivery of the programme?
  - 2.3 Quality management systems?
  - 2.4 Provision of resources?
  - 2.5 Programme review and feedback?
  - 2.6 Programme development?
3. Is the programme co-ordinator(s) qualified commensurate with the qualification?
4. Does the programme co-ordinator(s) operate within the framework of a performance management agreement?
5. How is the quality and effectiveness of programme coordination assessed and monitored?
6. What opportunities exist for learner input and participation in relevant aspects of programme coordination?

## 2.2 ACADEMIC DEVELOPMENT FOR LEARNER SUCCESS

Academic development initiatives promote learner, staff and curriculum development and offer academic support for learners, where necessary.

### (a) Learner and staff development

1. Staff responsible for academic development are adequately qualified and experienced for their task:

*Please complete the table below:*

Academic development staff profile		
Name	Qualification	Experience

2. What foundational and skills-oriented academic development is provided for learners?
3. What staff development opportunities exist?
4. What curriculum development initiatives are there that enhance the learners' use of disciplinary discourse and skills?

### (b) Additional learner academic support

1. What outside-of-class instruction, tutoring, clinical supervision, counselling etc is provided?

Type of Instruction	Name of provider/unit	Qualification
Tutoring		
Clinical supervision		
Counselling		

2. What additional form of academic support is available?
3. What strategies are included in the programme for language skills development, numeracy and cognition, to enhance learners' use of disciplinary discourse and skills?
4. How are academic development initiatives monitored, and how is the feedback used for improvement?

## **2.3 TEACHING AND LEARNING INTERACTIONS**

*Effective teaching and learning methods and learning materials and suitable learning opportunities facilitate the achievement of the purposes and outcomes of the programme.*

### **(a) Guidance to learners on programme integration and outcomes**

1. How are learners guided as to how the different components (subjects/modules) of the programme contribute to the learning outcomes of the programme?
2. What evidence exists of appropriate integration of the different components?
3. Are students able to see and understand how the subjects/modules are integrated and how they contribute to the outcomes of the programme?

### **(b) Teaching and learning methods**

1. What teaching and learning methods are implemented?
2. Are the teaching and learning methods appropriate for the programme design, learning materials and technology used?
3. Please complete the table below: for each subject/module offered, indicate with a [ ✓ ] which educational methods are implemented.

<b>Instructional offering</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ laboratory work</b>	<b>Experiential learning</b>	<b>Media utilisation</b>	<b>Self- study</b>	<b>Group discussion</b>	<b>Case study</b>	<b>Role play</b>	<b>Other</b>

**(c) Suitable learning opportunities**

1. How are the components organized in terms of lectures, labs, discussion sessions, field trips, other types of scheduled sessions and clinical, practical or tutorials? Complete the table below:

1 <sup>st</sup> Year				
Instructional offering	No. of theoretical hours per week	No. of practical/ clinical hours per week	No. of tutorial/ discussion sessions per week	TOTAL
e.g. Bachelor of Radiography (Diagnostic)				
2nd Year				
3 <sup>rd</sup> year				
4 <sup>th</sup> year				

Indicate in the table below the frequency and duration of the various contact sessions

Type of Instructional Offering	Time allocation per session (minutes)	Total sessions per week	Sufficient	Insufficient
<i>Example:</i> Theory	40min	x5	✓	
1. Theory				
2. Practical				
3. Tutorial				
4. Clinic				
Other, please specify:				

- If 'insufficient' was indicated, provide reasons.
- How well is the learner workload distributed throughout the course?

Complete the table below:

	Theory (hours per week)	Clinical (hours per week)	Practical (hours per week)	Tutorial (hours per week)
<b>1<sup>st</sup> Year</b>				
<b>2<sup>nd</sup> Year</b>				
<b>3<sup>rd</sup> Year</b>				
<b>4<sup>th</sup> Year</b>				

4. What are the self-study expectations of the learner during each level of the programme?

*Complete the table below:*

<b>Year of study</b>	<b>No. of hrs per day</b>	
<b>1<sup>st</sup> Year</b>		
<b>2<sup>nd</sup> Year</b>		
<b>3<sup>rd</sup> Year</b>		
<b>4<sup>th</sup> Year</b>		

5. What learning opportunities are provided for undergraduate / postgraduate research? Complete the table below:

<b>Name(s) of currently registered learner(s)</b>	<b>Title of Research</b>	<b>Supervisor(s)</b>	<b>Year of study</b>	<b>Publications – where applicable provide details</b>

6. Do learners undertake projects or research as part of their undergraduate training that may require funding?

7. How are learners funded for these projects/research?

8. What established criteria are there to determine the distribution of this funding?

9. What development opportunities are there for staff to upgrade their teaching methods?

10. What facilitation of suitable learning opportunities exist for staff?

11. How are the teaching and learning interactions monitored and evaluated? How often is this done?

12. How is the feedback used to improve teaching?

#### **(d) Learner involvement**

##### Academic:

1. What activities are the learners expected to engage in during class sessions?
2. What assignments/projects/activities are learners expected to complete outside of class?
3. How are peer reviews used to encourage participation in the learning process?
4. What important instructional roles are not provided or are performed inadequately? Give reasons.

##### Clinical and practical

1. How are the aims and objectives of the clinical and practical components of the programme made explicit to the learners?
2. Are competency statements available to the learners for each clinical/practical activity?
3. Do the clinical sessions and laboratory sessions on campus build onto and relate clearly to the theoretical sessions?
4. What outreach/community engagement programmes are available for learners to participate in?
5. How are these programmes structured?
6. What systems and opportunities are in place to ensure that learners fulfil their WIL requirements?
7. How is the WIL component of the programme structured?

## **2.4 LEARNER ASSESSMENT PRACTICES**

*Effective assessment practices exist which include internal (or external) assessment, as well as internal and external moderation.*

#### **(a) Integral part of teaching and learning**

1. Does the university/department use continuous assessment or examinations?
2. Are the assessment practices used appropriate for the method of assessment used by the university/department?
3. How well do the assessment procedures correspond with the programme content and outcomes – including the WIL component?
4. Are assessment criteria appropriate for the level of the qualification in terms of the SAQA level descriptors?
5. For each exit level outcome, provide the linked critical cross-field outcome/graduate attributes, related specific outcomes and measured assessment methods.
6. Which outcomes or content areas are not assessed? Provide reasons.

Complete the table below (include clinical outcomes):

Exit level outcome	Critical cross-field outcome/graduate attribute	Specific outcome	Assessment method
1.			
2.			
3.			
4.			

**(b) Assessment methodology**

1. What assessment methods are implemented? Please complete the table below: for each subject/module offered indicate with a tick [✓], which assessment methods are implemented.

Instructional offering	Continuous evaluation	FORMATIVE					SUMMATIVE	Internal Continuous evaluation	MODERATION	
		Theory		Practical			Exam		Internal	External
		Class tests	Assignment	OSCEs	Patient simulations	Other practical				

2. What assessment methods are used to assess WIL?
3. How do learners receive feedback on their assessments?
4. Is the feedback useful and does it contribute to improved performance?
5. Is feedback provided within an acceptable timeframe?

**(c) Moderation**

1. Outline the external moderation procedure for learners' learning achievement at the exit level of the qualification, with specific reference to the following:
  - 1.1. Criteria according to which they have been appointed
  - 1.2. How often moderators are rotated
  - 1.3. Approval by relevant university body
  - 1.4. Duties they are expected to perform
2. What moderation procedure is used for internal moderation?
3. What moderation procedure is used for the moderation of continuous assessment?
4. What moderation procedure is used for the moderation of WIL assessments?

**(d) Reliability**

1. What system is in operation to ensure accuracy, consistency and credibility of results, including:
  - 1.1 Consistency of marking
  - 1.2 Concurrence between assessors and external moderators
  - 1.3 Reliable accessibility of learners' assessment records by all stakeholders, as appropriate?

**(e) Rigour and security**

1. How are the university/professional rules governing assessment published and communicated to learners and all relevant stakeholders?
2. What evidence exists that these rules are adhered to?
3. How are breaches of assessment rules/regulations dealt with?

4. In what format are learners provided with the information and guidance on their rights and responsibilities regarding assessment processes, with regards to, for example, definitions and regulations regarding plagiarism, penalties, supplementary examinations/assessments, etc.
5. Where are the regulations and guidelines published for;
  - 5.1. Marking and grading of results
  - 5.2. Aggregation of marks and grades
  - 5.3. Progression and final marks
  - 5.4. Crediting and articulation as applicable?

## **2.5 COORDINATION OF WORK INTEGRATED LEARNING**

*The coordination of work integrated learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.*

### **(a) Infrastructure**

1. Is there an appointed academic who is responsible for coordinating WIL?
2. Is the role and responsibility for this person documented and agreed upon?
3. Are there sufficient HPCSA accredited clinical facilities to provide all learners with adequate and appropriate clinical practice in the workplace?
4. How are clinical training facilities assessed for suitability to train learners prior to requesting accreditation by the Professional Board.
5. In the case where learning areas are not available at clinical training facilities, what measures are taken to provide learners with access to these?
6. Is there a contract or MOU between the university, learner and clinical training facilities/DoH/private practices?

### **(b) Communication**

1. What is the type and extent of communication that takes place between the various parties: university/department, learners and the providers of WIL?
2. How are duty allocations managed and communicated to learners and clinical facilities?

**(c) Recording and Monitoring system**

1. What system is in operation at the university/department, to record and regularly/systematically monitor the progress of the learner's WIL?
2. What system is in operation at the clinical training facility, to regularly and systematically record and monitor the progress of the learner's learning experience?
3. What type of mentoring system is there in place to assist learners to recognise their strengths and weaknesses so that they can improve their clinical knowledge and skills?

**(h) Advisory committee**

1. Does the advisory committee play a role in the curriculum process and in the monitoring of WIL?
2. Does the advisory committee inform the university of:
  - 2.1 Current and future needs of the industry – e.g. qualification of staff.
  - 2.2 Areas of training that may need reviewing/re-evaluating.
  - 2.3 Attitudes and values e.g. regarding patient management, in-service training, staff interaction.

## Part 3

### Criteria for Programme Output and Impact

#### 3.1 LEARNER RETENTION AND THROUGHPUT RATES

*Information is monitored on the learner retention and throughput rates in the programme, especially in terms of race and gender equity, and remedial measures are taken, where necessary.*

##### (a) Monitoring of information

1. What systems are in place to store and update learner information?
2. How do these systems assist in informing policy, planning, implementing and review of teaching and learning?
3. Complete the following table or provide a HEDA report as an annexure:

Instructional offering subjects/modules	No. enrolled	No. admitted to examination		No. passed	Throughput rate %	Pass rate %
	1 <sup>st</sup> Year:					
	2 <sup>nd</sup> Year:					
	3 <sup>rd</sup> Year					
	4 <sup>th</sup> Year					

4. Complete the following table: Attrition-rate over a period of five (5) years:

*RCT Evaluation & Accreditation – SER template for HEIs (January 2019)*

<b>Year</b>					
<b>Number accepted</b>					
<b>Number registered</b>					

**(b) Remedial action**

1. What remedial interventions are used, and what is their success rate?

**(c) Profiles of entering and qualifying class**

1. Does the profile of the qualifying class increasingly resemble that of the entering class in terms of race and gender?

*Complete the following table: Five (5) years retrospectively or provide a HEDA report as an annexure*

<b>Graduating Learners:</b>							<b>2017</b>		<b>2018</b>	
<b>African</b>										
<i>Gender</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
<b>Coloured</b>										
<i>Gender</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
<b>Indian</b>										
<i>Gender</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
<b>White</b>										
<i>Gender</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
<b>TOTAL</b>										
<i>Gender</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>

**3.2 PROGRAMME IMPACT**

*The programme has taken steps to have an impact on enhancing the employability of learners and in alleviating shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.*

**(a) External acknowledgement of programme**

1. How is the programme acknowledged in places of WIL/the community and by other institutions offering radiography/clinical technology?
2. What plans are in place to improve programme acknowledgement, where necessary?
3. What percentage of learners has been able to find employment in the year following graduation? (past three years)
4. Does the university contribute to the alleviation of shortages of expertise in the field of radiography/clinical technology?

**(b) Mentoring system**

1. Is there a mentoring system that exists to enable learners to gain knowledge of work practices?
2. To what extent are learners prepared for integration into the workplace after graduation?

**(c) Employment of learners**

1. Does the programme have a graduate placement service?
2. What role does the department/university play in graduate placements?
3. Outline how the university contributes towards job creation for graduates?

## Part 4

### Criteria for Program Review

#### 4.1 PROGRAMME REVIEW

*User surveys, reviews and impact studies are undertaken at regular intervals concerning the effectiveness of the programme. Results are used, where necessary, for improvement in the programme's design, delivery and resourcing, staff development or learner support.*

##### (a) Surveys

1. What processes are undertaken to obtain regular feedback from academics in the programme, from graduates, peers, external moderators, professional bodies and employers to ascertain whether the programme is attaining its intended outcomes?
2. How often are these processes undertaken?
3. Do these processes form part of the university's quality assurance programme?
4. How are results used to evaluate the programme and develop improvement plans?

##### (b) Reviews

1. What steps are undertaken to benchmark the programme against equivalent national and international reference points with a view to goal-setting and continuous self-improvement within the programme?
2. How has this assisted the department to review and improve the programme?

##### (c) Attainment of Outcomes

1. What measures are taken to evaluate the impact of the programme and its graduates on the employability of learners and in alleviating shortages of expertise in relevant fields, where these are the desired outcomes of the programme?
2. What proportion of enrolled learners complete the programme within the prescribed period (a HEDA report as an annexure will suffice).
3. What evidence exists that indicates learners have mastered/attained the stated outcomes at the end of the programme?
4. What methods are available for learners to evaluate the programme in terms of attaining the relevant outcomes?

5. To what extent do learners rate their experience in the programme as producing a meaningful and worthwhile contribution to their self-development?
6. In what ways were the learners satisfied or dissatisfied with the programme, according to their evaluation of the programme?
7. What suggestions do they have for improving the programme?
8. How is feedback obtained from the alumni on the quality of the programme?

**(d) Department governance and administration**

1. Provide an organogram that shows how the university is structured internally.
2. How is this structure followed in the routine administration of the university's business? (If applicable)
3. Do staff members hold functional portfolios within the department and/or faculty?
4. Are staff members part of departmental and faculty committees, with delegated functions?
5. Is there a policy and procedures document available to all staff?
6. How often does the departmental/faculty staff meet as a whole?
7. How often do the committees meet?
8. Are there clear reporting lines for communication between staff, HoD and executive dean?
9. Is support staff aware of their expected individual roles and responsibilities?
10. Are these clearly defined and communicated to them?
11. How often are performance appraisals undertaken for support staff - if applicable?
12. What mechanisms are in place for the development of support staff?
13. How frequently is the staff involved with skills building activities?
14. Does the department provide CPD activities for staff?

**(e) Internal review and evaluation of quality standards**

1. Is there a university review and quality assurance policy?
2. Is there a formal set of procedures for the internal review?
3. How frequently does it take place and who manages this process?

4. Does every staff member produce a formal academic plan?
5. Is this used for annual goal setting and appraisal of the staff member's progress at regular intervals?
6. Is there an additional formal performance review by the human resource department of the university? (If applicable)
7. Are the criteria for career/professional advancement explicit and available to staff?
8. What academic support is available to assist staff members in this process?
9. What strengths does staff perceive the department to have?
10. How would the programme benefit from collaboration with other training programmes in the university?
11. Outline where there is room for improvement.

**(f) Staff appraisal and development/performance management**

1. What form of staff appraisal and development (for example, performance management) is implemented if any?
2. If there is no formal appraisal system, how is staff performance monitored?

**(g) Evaluation of staff by learners**

1. What is the university policy regarding staff evaluation by learners?
2. Are all aspects of the programme (academic, practical and clinical) subject to evaluation by the learners?
3. How often is this done?
4. How are the results conveyed to staff?
5. Are interventions undertaken and monitored?

**(h) Staff-learner communication**

1. What is the forum for regular staff-learner communication?
2. How effective is this?
3. Are these communications documented?
4. Is the procedure for reporting problems clearly documented and made available to students?
5. Are the relevant corrective actions also clearly documented?

**(i) Advisory committee for the programme**

1. *Please complete the table:* Members of the advisory committee.

Name	Position held in the profession or other sector	Qualification	Experience

2. How does the university respond to and act on the recommendations of the department's advisory committee?

**(j) Cost effectiveness**

1. Are the time, space, facilities and equipment requirements for the programme comparable to other programmes in the radiography/clinical technology sector?
2. If not, explain why not?
3. How do the requirements for academic and support staff compare with other programmes?
4. What other support services are required by the programme?
5. What direct university costs are associated with the programme?
6. How does the university benefit from offering the radiography/clinical technology programme?

## PART 5: SELF ASSESSMENT RATING

The department is required to complete this self-assessment rating after completing the SER above and reflecting on the answers provided. An honest and objective assessment of all areas of the SER is needed.

1	2	3	4
<u>Does not comply</u>	<u>Needs improvement</u>	<u>Meets min standards</u>	<u>Excellent</u>
Did not comply with the majority of the minimum standards specified in the criteria	Did not comply with all the minimum standards specified in criterion. Problems/weaknesses could be addressed in a short period of time	Minimum standards as specified in the criterion were met.	All the minimum standards specified in the criterion were fully met and in addition, good practices and innovation were identified in relation to the criterion.

Criteria	1	2	3	4	Comments
<b>Part 1</b>					
Program design					
Learner recruitment, admission and selection					
Staffing					
Teaching and learning					

Learner assessment policies and procedures					
Infrastructure and library resources					
Programme administrative services					
<b>Part 2</b>					
Programme coordination					
Academic development and learner success					
Teaching and learning interactions					
Learning assessment practices					
Coordination of WIL					
<b>Part 3</b>					
Learner retention and throughput rates					
Programme impact					
<b>Part 4</b>					
Programme review					