

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION

**PROCEDURE FOR EVALUATION OF *DIETETIC TRAINING
PROGRAMMES**

**This form is ONLY for the use of evaluating Dietetic training institutions*

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1 ACCREDITATION OF PROFESSIONAL PROGRAMMES IN DIETETICS FOR REGISTRATION AT HPCSA

The general goal of accreditation is to exercise control over the quality of education and training in dietetics, and to serve as proof of the standard of performance of graduates from an accredited programme. According to “HPCSA guidelines for evaluation and accreditation of education and training institutions” (7 April 2011), the purpose of accreditation is as follows:

To promote excellence in educational preparation while assuring the public that graduates of accredited programmes are educated in a core set of knowledge and skills required for competent, safe, ethical, effective, and independent professional practice. Accreditation requires Professional Boards to ensure the quality of education and training programmes as a facet of public protection. The Health Professions Act, and Boards’ regulations, criteria and standards identify basic elements that must exist in all accredited education programmes.

1.1 APPROACH

A new system of evaluation has been implemented from July 2003 that consists of a process of accreditation of the provider (University/Institution) of the training programme in dietetics (refer to Annexure A for the rationale and justification of this approach).

1.2 ACCREDITATION PROCESS AND PROCEDURES

1.2.1 Process of self-review (by means of two questionnaires to be completed by the provider/head of Department of Dietetics/Human Nutrition/Nutrition) (Annexure B & C).

The self-review and report should be completed at least one month (4 weeks) prior to the visit by the Institution and then submitted to the Secretariat of the Professional Board for Dietetics and Nutrition for distribution to the evaluation panel.

1.2.2 External assessment will be done by a panel of experts to be appointed by the Professional Board.

- The panel of experts/evaluation panel will review the completed questionnaires and will establish if any additional information and/or documentation is required prior to the site (Campus and training facilities included) visit.
- The site visit will take place over a period of three to four (3-4) days, but usually 4 days, depending on the distances the Board has to travel to visit training sites, and the number of sites to visit. The date of the visit has to be finalized between the appointed evaluation panel (chairperson) and the head of department of the university as soon as possible after fixing of the dates at the first Education meeting of the Board of the year.

1.2.3 The evaluation panel compiles a report to be submitted to the Education Committee of the Professional Board, where after the report will be returned to the evaluated Department for comments and clarification.

1.2.4 The report and comments from the evaluated department will then be re-submitted to the evaluation panel for a recommendation to the Education Committee of the Professional Board for Dietetics and Nutrition, and subsequently to the Professional Board for the accreditation (and period of accreditation) of the training programme. The evaluation panel should include the following sections in its report (i.e. Quality Assessment Report):

- (i) An executive summary and assessment of the self–evaluation report (Annexure B & C) submitted by the evaluated department.
- (ii) A report on the progress of the evaluation visit, highlighting findings of special importance.
- (iii) An overall assessment of the evaluated department with a recommendation for accreditation/re-accreditation/provisional accreditation/no accreditation, and recommendations for improved performance if necessary. Highlighting special features and recommending / congratulating the department.

2 GUIDELINES FOR PROGRAMME COMPILATION FOR SITE VISIT TO A DEPARTMENT OF DIETETICS/HUMAN NUTRITION

2.1 PRINCIPLE GUIDELINES

- 2.1.1 The Department concerned must appoint a co-ordinator to facilitate the evaluation panel’s visit.
- 2.1.2 The Chairperson of the Board appointed evaluation panel, prior to the site visit, supplies the Head of Department with a proposed programme (point 2.2 below), where the Head of the Department can also make recommendations.
- 2.1.3 The Chairperson of the evaluation panel (Professional Board), prior to the visit, develops a Draft Report from the information supplied by the evaluated Department (University).
The Report is e-mailed to all evaluation panel members (of the Board), prior to the visit.
Board Members must comment on and make additions to the Draft Report and submit it to the Chairperson of the evaluation panel (Professional Board) before the site visit takes place. The Draft Report should be finalised through this process prior to the site visit.
This Draft Report acts as a basis for the identification of further relevant information to be gathered during the visit. The Draft Report also acts as a matrix or template to develop the Final Report.
(For this action [2.1.3] no input from the university is needed. Any questions arising when compiling the Draft Report will be noted and clarified during the site visit).
- 2.1.4 If the stipulated committees are non-existent, the Head of Department must nominate staff members who will be able to supply the relevant information

2.2 *PROPOSED PROGRAMME FOR THE EVALUATION VISIT

**Tea breaks and lunches also need to be included in the final programme as well as time, usually a whole day, for site visits (see 2.3), studying and discussion of the exhibitions.*

	Task	*Agenda	Allocation of time (approximate)
2.2.1	Evaluation Panel meeting (prior to arrival at Department)		
i	Finalising the programme (Departmental co-ordinator to attend where possible)		
ii	Identify individual members of the Department that the Evaluation Panel wish to interview personally		
			2 hours

	Task	*Agenda	Allocation of time (approximate)
iii	Agreement on responsibilities		
iv	Discussion: Draft Report (Refer to <i>Principle guidelines</i> in 2.1). Identify strengths and weaknesses, problem areas and specific activities to be encouraged. Define areas for special attention during the visit and share notes on questions to be asked		
2.2.2	Initial meeting with the Head of the School/ Dean of the Faculty/Senior Management of the School/Faculty:	School/Faculty management and structures	1 hour
2.2.3	Meeting with the Head of Department	Departmental management and structures	45 min
2.2.4	Meeting with Chairperson Research and members of the Research Committee	Research focus areas and outputs, students' role in research	30 min
2.2.5	Meeting with the Chairperson of the Education/Curriculum Committee	The curriculum, teaching and learning and assessment that relates to the curriculum	2 hours
2.2.6	Meeting programme manager on subjects/modules offered by support departments. Individual meetings with relevant staff can be arranged on an <i>ad hoc</i> basis	The curriculum, teaching and learning and assessment that relate to the curriculum	1 hour
2.2.7	Meeting with programme manager on subjects/modules offered by the Dietetic department. Individual meetings with relevant staff can be arranged on an <i>ad hoc</i> basis.	The curriculum, teaching and learning and assessment that relate to the curriculum	2 hours
2.2.8	Meeting with the Chairperson and members of Human Resources Development Committee or Unit/Centre responsible for Academic Development.	Human resource development/academic development that relate to education and training	30 min
2.2.9	Formal meeting with recent graduates.	Feedback on experience with the curriculum (strong and weak points)	1 hour working lunch
2.2.10	Meeting with student class representatives from each year of the programme (at least two representatives from each year).	Open agenda	1 hour
2.2.11	Meeting with representatives of all managerial levels of clinical, foodservice and community based training facilities.	Open agenda	1 hour

2.3 EXHIBITIONS/SITE VISITS TO BE ARRANGED

- 2.3.1 Exhibition of study guides, assessments and examination papers etc. to support self-assessment questionnaires.
- 2.3.2 Exhibition of students' work such as portfolios, assignments etc.
- 2.3.3 Teaching facilities, lecture and seminar rooms.
- 2.3.4 Computer laboratory
- 2.3.5 Skills laboratory

2.3.6 Library facilities

2.3.7 Training facilities of all the clinical departments (Hospitals; Clinics and Community Hospitals/Clinics; Foodservice Management) giving opportunity to see practical work by students in progress and to meet informally with members of the hospital /community /foodservices /private sector staff.

RATIONALE AND JUSTIFICATION OF APPROACH

Outcomes-based education and training (OBET) means focussing on and organizing a teaching-learning system around that which is essential for all students to be able to succeed at the end of their learning experience. This means starting with a clear picture of what is important for students to be able to do, organizing a curriculum, facilitating learning and finally assessment to make sure that the learning is ultimately taking place.

1. Outcomes are clear learning results that the educators or trainers (including the Professional Board for Dietetics acting as the ETQA) want students to demonstrate at the end of significant learning experiences. Standards ought to be written in an outcomes-based way and clearly state what is expected from students in order to prove their competence [Refer to Document: *Recommended outcomes for professional training and registration of dietitians in South Africa (2001)*].
2. Outcomes are the end products of a learning process. The word 'outcomes' is used broadly as an inclusive term, referring to everything that is learnt, including social and personal skills, the activities of learning how to learn, understanding concepts, acquiring knowledge, understanding methodologies, values, attitudes, and so on, also including intended and unintended outcomes. In outcomes-based education and training, curriculum developers work backwards from agreed desired outcomes in a particular context. These outcomes state clearly that the student should be able to demonstrate an understanding of and an ability to apply. Programmes of learning are then designed to help the students to achieve these outcomes [*The design, implementation, continuous monitoring and assessment of any Dietetics programme are the responsibilities of the provider (academic department) that is offering the programme*].
3. The design of assessment for any qualification should take the following into consideration:
 - The applied competence that the student will be assessed on.
 - Specific and critical cross-field outcomes to be assessed.
 - The assessment made should indicate skills the student has; the status, recognition, credentials and licensing of the qualifying student; the student's marketability and employability, and the further learning that the student may access.
 - The assessment should also indicate whether the qualifying student has the same or similar skills, status and recognition as students elsewhere who have acquired the same or similar qualification.
 - The assessment of the student should be both formative and summative and should be administered using a range of assessment methods and instruments.
 - The assessment should assess whether the student can integrate the roles, actions, skills and behaviours specified in the learning outcomes, and whether the integration of these is evidence of understanding of the purpose of the qualification and the achievement of applied competence required.
 - Where applicable, recognition of learning already in place should be given or credited, and such recognition indicated, including the method(s) of ascertaining that such learning is in place, i.e. recognition of prior learning (RPL).

- *Refer to Annexure B: Assessment of teaching and learning aimed at attaining the specified outcomes according to graduate attributes [Refer to Document: Recommended outcomes for professional training and registration of dietitians in South Africa (2001)].*

4. On-going moderation of assessment

This is required to ensure that there is consistency of assessment to the required standard. Assessment is not a once-off affair, but needs to be done at regular intervals to ensure that the quality of the teaching-learning remains acceptable. Control (moderation) of assessment practices as such is an on-going process (*This refers to the Professional Board for Dietetics and Nutrition's responsibility regarding the monitoring of standards through its accreditation activities*).

5. The provider's responsibilities

5.1 Through the accreditation process the Professional Board for Dietetics and Nutrition (acting as the ETQA) will want to be assured that -

- the provider's (academic department offering the training programme) quality aspirations address each of the quality indicators and are both ambitious and yet realistic;
- the provider has, or will put in place, a system to collect sufficient, authentic, current and valid evidence pertaining to the quality achieved; and
- the provider has or will ensure that all of the resources necessary to meet the quality expectation (including staff competent in teaching-learning, facilitation and assessment) are or will be available.

5.2. SAQA states that the current quality indicators are based on the objectives of the NQF, for both qualifications and programmes, that providers -

- use the standards and integrate theory and practice;
- utilize suitable learning and assessment processes for the prescribed learning outcomes;
- better enable individual students to contribute to the reconstruction and development of the country and the individual's socio-political-economic development;
- facilitate and enhance access, mobility and progression;
- redress previous inequities, particularly making available opportunities for those who could not previously access them;
- periodically collect, store and report information describing achievements for each of the other indicators.

(The self-assessment questionnaires (See Annexure B & C) to be completed by the providers/academic departments offering a training programme in dietetics ought to reflect on these indicators).

6. Activities associated with the quality management roles of ETQAs and therefore the Professional Board for Dietetics and Nutrition include:

- 6.1 To create and sustain a quality culture.
- 6.2 To contribute to ensuring the relevance, comprehensiveness and clarity of the standards.

- 6.3 To confirm that providers/academic departments regularly monitor and report on the effectiveness of learning and assessment activities.
- 6.4 To confirm that the providers ensure that the practices are enhanced in the light of what is learnt from monitoring activities.
- 6.5 To confirm that suitable resources are available and are used to good effect.
- 6.6 To regularly seek, receive and act on feedback from their 'internal customers': SAQA, providers, NSB, SGB and stakeholders.
- 6.7 To monitor providers' outcomes and their internal audit process and report back to providers, SAQA and NSBs.

Literature consulted:

Coetzee M. Getting and keeping your accreditation. Van Schaik: Pretoria. 2002

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SELF-ASSESSMENT OF TEACHING AND LEARNING AIMED AT ATTAINING THE SPECIFIC OUTCOMES ACCORDING TO GRADUATE ATTRIBUTES

	ATTRIBUTE	
A	1. SCREENING / NEEDS ASSESSMENT / SITUATION ANALYSIS	Module code(s) reference as proof of attaining of outcomes <i>(indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)</i>
A1	Assess socio-demographic status	
A2	Compile a community profile	
A3	Demonstrate the various anthropometric measurements	
A4	Critically evaluate anthropometric measurements	
A5	Measure or estimate body composition	
A6	Critically evaluate body composition analysis techniques	
A7	Describe concept of quality assurance for dietary intake instruments	
A8	Describe the most important sources of error in assessment of dietary intake	
A9	Select the most appropriate instrument for assessing dietary intake	
A10	Design instruments for assessment of dietary intake	
A11	Demonstrate appropriate application of techniques in assessing dietary intake	
A12	Critically assess various standard techniques used in assessment of dietary intake	

	ATTRIBUTE	
A13	Identify and describe the symptoms and signs of nutritional deficiencies	
A14	Describe and apply basic concepts - clinical assessment of nutritional status	
A15	Holistic approach to the clinical evaluation of nutritional status	
A16	Critically evaluate biochemical measurements	
A17	Interpret biochemical data	
A18	Reflect nutritional status of patients - by analysis, integration, interpretation of data	
A19	Predict type and severity of health issues for nutrition intervention, based on the application of standard screening tools	
A20	Compile nutritional diagnosis based on integration of nutritional assessment data	
A21	Describe effect of disease on nutritional status - explaining underlying mechanisms	
A22	Identify the potential cause(s) of health issues based on nutrition assessment data	
A23	Social and cultural factors which affect food preferences and eating behaviour	
A24	Assess food preferences using appropriate skills/tools	
A25	Conduct food wastage studies - appropriate techniques - client satisfaction	
A26	Identify causes of plate-waste by investigating contributory factors	
A27	Assess and classify the nutrition knowledge using appropriate techniques	
A28	Nutrition education & health promotion - integrating knowledge & cause analysis data	
A29	Identify food service needs and need for nutritional support in institutions	
A30	Identify individuals for referral to support services/programmes	
A31	Assess needs for training; development of people involved in nutrition service delivery.	
B	2. PLANNING, IMPLEMENTATION, EVALUATION AND DOCUMENTATION OF NUTRITION SERVICE DELIVERY	

	ATTRIBUTE	
B1	Intervention strategies to address health issues of groups	
B2	Collaborate with relevant stakeholders to address problems	
B3	Facilitate and monitor community or public participation	
B4	Appropriate nutrition care and education for specific needs/ diseases	
B5	Collaborate with members of health care team - re specific needs	
B6	Promote and monitor patient/client compliance with the nutrition care plan	
B7	Compile menus to comply with patient/client and/or group needs	
B8	Food procurement, storage, production, distribution & consumption of final product	
B9	Develop and standardise recipes for specific needs	
B10	Conduct a sensory evaluation of food products	
B11	Establish food quality standards & procedures to monitor these standards	
B12	Interpret and apply specifications	
B13	Compile food and nutritional product specifications	
B14	Integrate the food service system in nutrition service delivery	
B15	Integrate management principles, quality assurance, and the system	
B16	Monitor satisfaction with nutrition service delivery	
B17	Adapt strategy based on feedback - monitoring of quality of nutrition service delivery	
C	3. COMMUNICATION	
C1	Effectively communicate with individuals and groups	

	ATTRIBUTE	
C2	Communicate effectively orally	
C3	Communicate effectively in writing	
C4	Communicate effectively using electronic media	
C5	Word	
C6	Excel	
C7	PowerPoint	
C8	FoodFinder analysis programme or equivalent (e.g. Dietary Manager)	
C9	Advocate for nutrition-related issues.	
D	4. MANAGEMENT	
D1	Describe, interpret and apply human resource management principles	
D2	Role of the dietitian in preparation of the budget	
D3	Calculate operational budget - policies and budgetary constraints; recommendations and discuss factors that influence cost control.	
D4	Effectively manage aspects of a nutrition delivery service	
D5	Compile, implement, monitor and evaluate a business plan/project	
D6	Interpret, implement & integrate internal/ external policy and legislation	
D7	Discuss and interpret quality assurance principles and systems	
D8	Apply and manage quality assurance systems	
E	5. RESEARCH	
E1	Plan, write composite literature review, critically evaluating different viewpoints	

	ATTRIBUTE	
E2	Develop a research proposal and undertake the research	
E3	Evaluate a problem; identify research question/s and aims and objectives	
E4	Select the appropriate survey design when developing a research project	
E5	Different ways of obtaining data in order to select and use the appropriate methods	
E6	Put measures in place in order to ensure quality of data collected	
E7	Enter data into software programme – spread sheets and basic statistical software	
E8	Basic statistical procedures, selection of tests according to normality of the data	
E9	Critically discuss the findings of the study; compare them with similar studies	
E10	Plan and demonstrate a scientific presentation	
E11	Develop a research report, article and abstract	
E12	Critically evaluate results; appropriate and feasible recommendations	
F	6. INTRA-PROFESSIONAL FOCUS CRITICAL CROSS-FIELD OUTCOMES	
F1	Comprehend and apply prescribed standards of practice and ethics	
F2	Perform tasks in a professional manner	
F3	Perform professional tasks without prejudice	
F4	Promote nutrition and - care as a basic human right	
F5	Participate and work effectively in health care team	
F6	Work effectively with peer group - complex tasks	
F7	Manage and organise activities responsibly and effectively	

	ATTRIBUTE	
F8	Apply the nutritional care process- assessment, planning, intervention and evaluation.	
F9	Perform electronic data search and critical reviews of the literature	
F10	Present talks to diverse groups	
F11	Present information using audio visual and electronic media	
F12	Show sensitivity for diversity in dealing with clients.	
F13	Function in diverse groups and contexts	
F14	Solve problems in unspecified health and nutrition related contexts	
F15	Behave in manner fitting to profession and professional board	
F16	Perform self-study tasks	
F17	Take responsibility for own learning	

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QUESTIONNAIRE/GUIDELINES FOR SELF-ASSESSMENT FOR ACCREDITATION OF UNDERGRADUATE PROGRAMME IN DIETETICS

Name of University	
Name of Faculty	
Name of School (if applicable)	
Name of Department	
Name of undergraduate programme (as registered with SAQA)	
SAQA registration number	
Qualification delivered	
Questionnaire (Annexure B) completed by:	
Questionnaire (Annexure C) completed by:	
Date of completion of the report:	
Date submitted to the PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION	

PROVIDE THE FOLLOWING INFORMATION AS PER SAQA REGISTRATION WHERE APPLICABLE

1 MANAGEMENT/ GOVERNANCE/ SUPERVISORY STRUCTURES

1.1 Management structures

Please complete the following table:

Which body is responsible for the overall management of the programmes of the Faculty/School/Department?	What are the main functions of this body/these bodies?	What group(s) report to this body (these bodies), and what are their functions?	How is the membership of the various groups made up?	How are junior staff and students involved in the processes of these groups and bodies?

1.2 Supervisory structures

Diagrammatic representation of the supervisory structure(s) responsible for managing the Faculty/School/Department (Organogram)
Diagrammatic representation of the supervisory structure(s) responsible for managing the teaching and learning in the programmes of the Faculty/School/Department (Organogram)

2. STUDENT AND STAFF PROFILE

2.1 Entrance requirements and selection procedures (entry qualification and description of selection procedures).

2.2 Number of students i.e. actual numbers enrolled over the past five years (from previous evaluation until current) according to gender and ethnic distribution per study year; undergraduate and post-graduate.

	20...				20...				20...				20..				20...				Total	
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female			
	*B/C	*W	B/C	W	B/C	W	B/C	W	B/C	W	B/C	W	B/C	W	B/C	W	B/C	W	B/C	W		
1 st year																						
2 nd year																						
3 rd year																						
4 th year																						
Total																						
Hons (if any)																						
MSc																						
PhD																						
Total																						

*B/C = Black, Coloured, Indian, other (This information and breakdown is required by Department of Higher Education. They only have 2 categories, namely White and all the other, in this case B/C)

*W = White

2.3 State the number of students that qualified from the under-graduate programme over the past five years and the success rate (percentage of the original enrolled cadre that passed).

Actual number of students qualified						
	Male		Female		Total	*Success rate (% passed)
	B/C	White	B/C	White		
20..						
20..						
20..						
20..						
20..						

Total					
--------------	--	--	--	--	--

*This information should be available from university databases

2.4 Envisaged (planned) student enrolment numbers for the next five years (per year).

	Male		Female		Total
	*B/C	*W	B/C	W	
20..					
20..					
20..					
20..					
20..					
Total					

*B/C = Black, Coloured, Indian, other (This information and breakdown is required by Department of Higher Education. They only have 2 categories, namely White and all the other, in this case B/C)

*W = White

2.5 Indicate the transformation methods (in detail) used to market the programme to previously disadvantaged students to increase application numbers.

2.6 Academic/teaching staff profile

* Insert (or delete) extra rows in table where needed. Insert data for a staff member in one line.

Name of staff member (Professor)	Part time	Full time	Permanently appointed (yes or no)	Educational qualifications (only give the highest qualification: e.g. PhD Dietetics OR MSc Diet, etc)	DT number	Modules lectured for the last full academic year	Number of students enrolled for the module you lectured

Name of staff member (Professor)	Part time	Full time	Permanently appointed (yes or no)	Educational qualifications (only give the highest qualification: e.g. PhD Dietetics OR MSc Diet, etc)	DT number	Modules lectured for the last full academic year	Number of students enrolled for the module you lectured
Name of staff member (Associate-professor)							
Name of staff member (Senior lecturer)							
Name of staff member (Lecturer)							
Name of staff member (Junior lecturer)							
Name of staff member (Support staff)							

2.7 Calculate the overall student: FTE staff ratio.

Use the information given in point 2.4 to execute the calculation:

Total number of staff members (a)	a =	Total number of full time enrolled students (FTS) (b)	b =	Calculate: Student numbers ÷ staff numbers = FTE staff ratio*
Total number of staff members involved in teaching-learning (<i>excluding temporary staff members at training facilities</i>)		All students enrolled for all the modules are calculated and used in the equation.		b ÷ a = FTE staff ratio

* Higher FTE means more students per staff member. There is no recommended average FTE, but if the FTE is too high, it may be detrimental to training of students and overworked staff members.

2.7 Research and publication profile

* Insert (or delete) extra rows in table where needed. Use only 1 line for each staff member.

Name of staff member	Publication outputs for the past 5 years for each individual staff member (<i>only total number: n=...</i>)

3 PROGRAMME, CURRICULUM, CONTENT AND ORGANISATIONAL DESIGN

3.1 State the:

3.1.1 Educational and curriculum design philosophy, and

3.1.2 The teaching, learning and assessment policy of the Faculty/School/Department.

3.2 Complete the following table in full:

	Modules (<i>list the module name and code in relevant line</i>)	Number of credits/module	Number of *notional hours/	Number of hours of lectures per	Number of hours of group work per	Number of hours of directed/self-	Describe the support students

			module	week/module [e.g. 6h:ABCD123]	week/module (<i>indicate size of groups</i>) [e.g. 12 hours: n=6]	directed learning/structured self-study/week <i>(Per year group OR per block OR phase).</i>	<i>receive for self-directed learning</i>
NQF level	<i>Name and module code</i>	<i>Indicate 1st, 2nd semester OR full year module</i>					
5 (1 st year)							
6 (2 nd year)							
7 (3 rd year)							
8 (4 th year)							
Total:							

*10 notional hours = 1 credit

- 3.3 Briefly describe the content of the programme offered
- 3.4 Describe the special features/emphases of the programme.
- 3.5 Describe the structures in place to manage curriculum design/development and review.
- 3.6 Describe the role of students and alumni in the curriculum development and review processes.
- 3.7 Describe interdepartmental co-operation in curriculum development.

4 AIM, PURPOSE, OUTCOMES OF THE PROGRAMME

- 4.1 Aim/broad purpose of the programme (macro-level).
- 4.2 Exit-level outcomes (what capabilities constitute the overall competence?)
- 4.3 Specific outcomes (in terms of knowledge, skills & attitudes; abilities and ethical behaviour) students must demonstrate to be considered capable in terms of exit-level outcomes (Refer to ANNEXURE).
- 4.4 What materials/aids do students receive (e.g. study guides, student manuals, portfolios, training kits, etc.)?
- 4.5 Explain how the burden of factual overload is reduced without sacrificing quality.
- 4.6 How is a community-based and primary health care orientation ensured in the Department? Briefly reflect.
- 4.7 Explain how your program is integrated:
 - 4.7.1 Vertically and/or horizontal integration (by means of a diagram).
 - 4.7.2 If your programme is still strictly discipline-based with no (*or almost no*) integration, please justify that approach?

5. TEACHING, LEARNING AND ASSESSMENT

- 5.1 Describe the instructional methods and techniques used mostly in the different stages of the undergraduate programme for each module

Year and NQF level [e.g. 1: 5]	Module code (for module name refer to table 3.2)	Instructional methods and techniques	Indicate any problems you may experience with the instructional method (e.g. classroom size, classroom lay-out, absence of multimedia, number of training sites, etc.).

Year and NQF level [e.g. 1: 5]	Module code (for module name refer to table 3.2)	Instructional methods and techniques	Indicate any problems you may experience with the instructional method (e.g. classroom size, classroom lay-out, absence of multimedia, number of training sites, etc.).

- 5.2 Describe the extent to which resource-based learning is utilised, including the internet.
- 5.3 Give a brief summary of special regulations to ensure quality of the end-product (e.g. re-evaluations, repeating modules/academic years; electives; class attendance; clinical residency, student facilitation, etc.).
- 5.4 What systems are used for the assessment of student learning (e.g. diagnostic, formative, summative and evaluative assessment).
- 5.5 How are the achievements of students in terms of generic skills assessed?
- 5.6 Describe the assessment criteria employed (how will the assessor know the learner is competent in/capable of performing a certain task according to set standards?)(For this question cross-reference to the assessment on outcomes is permissible: ANNEXURE B).
- 5.7 Are the assessment criteria known to students as well as staff? How are they informed?
- 5.8 Does the assessment system encourage appropriate learning skills and reduce emphasis on uncritical acquisition of facts (rote learning)? How do you know/ensure that? Please explain.
- 5.9 Does the assessment structure reflect the educational approach (e.g. integrated assessment in an integrated programme; problem-based assessment in a problem-based approach)? Please explain.
- 5.10 Describe the external evaluation and moderation systems (processes) for the programme (modules). Also reflect on the role of the external examiner in ensuring quality control.

6. STUDENT DEVELOPMENT, SUPPORT AND GUIDANCE

- 6.1 Provide details of the induction/orientation programme for newly enrolled students.

- 6.2 Briefly describe:
- 6.2.1 The systems which are in place to ensure that students have sufficient academic support during the early years
 - 6.2.2 The mentoring/tutoring (or similar) system in place whereby senior students/lectures act as mentors to new students
- 6.3 Briefly describe what systems are in place to ensure that students have sufficient personal support from Faculty/School/Department in both the early years and the practice training (experiential learning in hospitals or communities)?
- 6.4 What mechanisms are in place to identify students with academic and/or personal problems, and how are these problems approached?
- 6.5 Briefly describe how you ensure the development of students' generic skills; also refer to the resources that are used for the development of these skills?
- 6.6 How is the development of generic skills integrated in the modules in the under-graduate programme? Refer to the specific modules.
- 6.7 How does the Department ensure that students are properly trained to practise dietetics in a multi-cultural society?

7. RESOURCES

- 7.1 Describe how the availability of resources (e.g. libraries, other information centres, information technology/computer centres, hospitals, clinics, community, simulation labs, etc.) facilitate student learning?
- 7.2 Indicate which of the following equipment is available for teaching/training for Therapeutic Nutrition, Community Service, and Foodservice Management.

Therapeutic Nutrition	Yes/No	Community Nutrition	Yes/No	Foodservice Management	Yes/No
Scale (adults)		Scale (adults)		Scale (for small weight ingredients)	
Scale (Baby)		Scale (Baby)		Scale (for large scale ingredients)	
Scale [body composition]		Scale [body composition]		Measuring cups (set = 250 ml)	
Stadiometer (fixed, wall mounted)		Stadiometer (fixed, wall mounted)		Measuring cups/jugs (250 - 1000 ml)	
Stadiometer (non-fixed, portable)		Stadiometer (non-fixed, portable)		Measuring jugs (> 1 l)	
Measuring mat (Height) for babies		Measuring mat (Height) for babies		Mixing bowls of different, appropriate sizes	
Calipers (Harpen)		Calipers (Harpen)		Electric hand mixer (table model)	
Calipers (plastic)		Calipers (plastic)		Electric large scale mixer (floor model)	
Measuring tapes (general haberdashery)		Measuring tapes (general haberdashery)		Knife sets for multi purposes	
Measuring tape Lufkin (non-stretchable)		Measuring tape Lufkin (non-		Cutting boards: colour coded for different area usage	

Therapeutic Nutrition	Yes/No	Community Nutrition	Yes/No	Foodservice Management	Yes/No
		stretchable)			
Clip boards for data capturing		Clip boards for data capturing		Electric stove: household	
Calculators		Calculators		Electric stove: industrial	
Blood glucose monitor		Blood glucose monitor		Gas stove: household	
Cholesterol monitor		Cholesterol monitor and test strips		Gas stove: industrial	
Haemoglobin monitor and cuvettes		Haemoglobin monitor and cuvettes		Combination steamer	
Blood pressure monitors		Blood pressure monitors		Tilting frying pan	
Thermometers and probes		Thermometers and probes		Steam jacketed kettles/pots	
				Oil jacketed kettles/pots	
				Store room for chemicals	
				Store room for groceries (Dry food)	
				Store rooms/fridges for perishable goods	
				Fridges for meat and meat products	
				Fridges for milk and milk products	
				Fridges for fresh vegetables	
				Freezers	
Other: indicate and give relevant details:		Other: indicate and give relevant details:		Other: indicate and give relevant details:	

- 7.3 Describe the **hospital(s)/practice settings** etc. in terms of appropriateness, efficiency, accessibility and effectiveness.
- 7.4 Describe all the **other** physical facilities in terms of appropriateness, efficiency, accessibility and effectiveness.
- 7.5 Describe the teaching venues/group rooms and related facilities/services in terms of suitability and appropriateness, size and accessibility, fitness for the purpose etc. To what extent does the provision or lack of provision of facilities and equipment influence teaching, learning, research and services in the Faculty/School/Department? Briefly reflect (refer to 5.1).
- 7.6 Describe the student administration and support facilities (e.g. health clinic, academic assistance, etc).
- 7.7 Describe the financial situation in the Faculty/School/Department with reference to dependence on state subsidies (e.g. Clinical Training Grant), provincial health department support, own funding, etc.
- 7.8 To what extent does the financial situation in your Faculty/School/Department influence the educational process? Briefly reflect.

8. STAFF DEVELOPMENT

- 8.1 Describe **(for the staff)** the research support services, as well as the academic staff support and development resources and facilities in terms of applicability, appropriateness, sufficiency, efficiency and effectiveness, etc.
- 8.2 Describe the training given to staff in programme/curriculum design, instructional strategies and methods, assessment, student support, and other related matters. Indicate the frequency of training sessions, and whether these are optional or compulsory.
- 8.3 Describe the training given to hospital staff involved in the training of under-graduate students.
- 8.4 Describe any initiatives undertaken to promote teaching-learning as a valuable activity, and state whether and how teaching-learning excellence is rewarded.
- 8.5 Describe any initiatives to promote educational (teaching-learning) research, and whether and how this is recognised and rewarded.
- 8.6 Describe any other initiatives/interventions in the field of academic staff development and support in the Faculty/School/Department, and state who takes responsibility for these activities.

9. QUALITY ASSURANCE AND ENHANCEMENT

- 9.1 What mechanisms are in place for assessing the quality of -
 - teaching in the Faculty/School/Department;
 - teaching in a clinical context (i.e. in hospitals, community, etc.);
 - instructional materials;
 - student support and development;
 - staff development;
 - assessment procedures.
- 9.2 What remedial/developmental actions are taken in each of these when quality is found to be lacking/improvement is required:
 - teaching in the Faculty/School/Department;
 - teaching in a clinical context (i.e. in hospitals, community, etc);
 - instructional materials;
 - student support and development;

- staff development;
- assessment procedures.

9.3 Is the self-evaluation (Annexure B) with a view to accreditation the only self-evaluation exercise of the Department? Describe any other self-evaluation processes in place in the Faculty/School/Department.

10 HUMAN RIGHTS, ETHICS AND MEDICAL LAW

10.1 Give evidence of the inclusion of the “Proposed core curriculum on Human Rights, Ethics and Medical Law for Health Care Practitioners” (Human Rights Core Curriculum -DhaiS FINALE EDITION 10.11.061: 2 September 2011).

**HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION**

RECOMMENDED STRUCTURING OF A QUALITY ASSESSMENT REPORT

ACCREDITATION OF UNDERGRADUATE EDUCATION AND TRAINING PROGRAMME IN DIETETICS

Name of University	
Name of Faculty	
Name of School (if applicable)	
Name of Department	
Name of undergraduate programme (as registered with SAQA)	
SAQA registration number	
Qualification delivered	
Questionnaire (Annexure B) completed by:	
Questionnaire (Annexure C) completed by:	
Date of completion of the report:	
Date submitted to the PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION	

VISITING PANEL MEMBERS

Names

THE MAIN TASKS OF THE VISITING PANEL

- To analyse the Self-Assessment Report prior to the site evaluation visit
- To gather evidence during the site evaluation visit
- To write a Quality Assessment Report
- To recommend accreditation/ re-accreditation/ provisional accreditation or no accreditation

PROGRAMME

A brief summary of the education and training programme and information on committees, groups and persons interviewed during the site visit to be given and/ or the programme of the site visit could be attached as an annexure to the document.

EVALUATION OF THE SELF-ASSESSMENT REPORT

Comments on the comprehensiveness, quality etc.

SPECIFIC COMMENTS

1. MANAGEMENT/ORGANISATIONAL STRUCTURES

- 1.1 Management structures.
- 1.2 Organisational structure of the Department in context of the School's/ Faculty's management/ organisational structures.
- 1.3 Structures in place to ensure effective planning, organising, leadership and control.
- 1.4 Structures for quality assurance.
- 1.5 Students' role in Department and School/Faculty structures and management.

2. STUDENT SELECTION AND ADMISSION

- 2.1 Entrance requirements & selection procedures (admission requirements & description of selection procedures).
- 2.2 Number of students i.e actual numbers (undergraduate and post-graduate).
- 2.3 Student profile (gender and ethnic distribution per study year; undergraduate and post-graduate).

3. THE CURRICULUM

- 3.1. The aim and outcomes of the education and training programme in dietetics. The aim, exit level outcomes and specific outcomes (competencies and capabilities) and profile of the end product as formulated in the Self-Assessment Report must be evaluated in terms of the requirements of the Professional Board for Dietetics. [*Recommended outcomes for professional training and registration of dietitians in South Africa (2001)*].
- 3.2 Programme information:
 - 3.2.1 National Qualifications Framework Level of the programme.
 - 3.2.2 Duration of the programme.
 - 3.2.3 Number of credits.
- 3.3 Curriculum design, content and organization:
 - 3.3.1 The curriculum design philosophy and policy of the Department.
 - 3.3.2 The nature of the undergraduate programme [teacher-centred or student-centred, discipline-based or integrated, content-driven or outcomes-based, knowledge (facts) acquisition or problem-driven, community- or hospital-based, etc.].
 - 3.3.3 Structures in place to manage curriculum development and review.
 - 3.3.4 Quality of curriculum documents available such as study guides with an organisational and study component containing learning outcomes and references of reading material.
 - 3.3.5 Academic quality assurance of development and review processes.
 - 3.3.6 Role of students and alumni in the curriculum development and review processes.
 - 3.3.7 Interdepartmental co-operation in curriculum development.
 - 3.3.8 Innovation in curriculum development and review.
 - 3.3.9 Curriculum load.
 - 3.3.10 Relevance of content and methodology followed to identify relevant content.
 - 3.3.11 Integration: horizontal and vertical.

4. TEACHING, LEARNING AND ASSESSMENT

- 4.1 The teaching, learning and assessment philosophy and policy of the Department.
- 4.2 Instructional methods and techniques utilised for teaching and learning.
- 4.3 Utilisation of the library as a source of information.
- 4.4 Utilisation of the Internet as source of information.
- 4.5 Students' level of computer literacy.
- 4.6 Development of students' communication skills, writing, reading and information gathering skills.
- 4.7 Time allocated for reflection and self-study.
- 4.8 Innovation in teaching and learning, as well as assessment (focus on independent learning; group work; multi-professional co-operation).
- 4.9 Relevancy of assessment modalities utilised; reflection on formative and summative assessment, as well as on self and peer assessment.
- 4.10 Quality assurance in terms of scientific-based assessment norms (e.g. moderating bodies and external examiners).
- 4.11 Structures in place to ensure fair, valid and reliable assessment practices.
- 4.12 Academic staff development regarding teaching, learning and assessment practices.

5. GENERAL PRACTICE TRAINING including INTERNSHIP TRAINING (Distinguish between hospital, food service, provincial vs. private sector and community based learning environments)

- 5.1 Training of supervisors/preceptors in educational methods and techniques; assessment of students, as well as student counselling and support.
- 5.2 Formal support systems for supervisors/ preceptors e.g. study guides, assessment forms etc.
- 5.3 Teacher/supervisor: student ratio for practice training.
- 5.4 Facilities for practice training.
- 5.5 Nature of practice training (comprehensive or discipline-based).
- 5.6 Practice assessment programme including mode of practice assessment (criterion or norm referenced).
- 5.7 Role modelling as well as control over professional conduct.
- 5.8 Working as a team (including multi-professional team work).
- 5.9 Attention to bio-psycho-social (human rights) elements of patient/ client care.
- 5.10 Promotion of the concept of integrated and holistic patient/ client care.
- 5.11 Equipment of students to deal with patients with highly infectious diseases (measures in place).

6. STUDENT PROGRESSION AND ACHIEVEMENT

- 6.1 The number of first year students enrolled in the undergraduate programme in dietetics over the past five years.
- 6.2 Envisaged student enrolment for the next five years.
- 6.3 The number of students who qualified from the undergraduate programme over the past five years.
- 6.4 The success rates of first-year students over the past five years.
- 6.5 The success rates of final year student over the past five years.

7. STUDENT DEVELOPMENT, SUPPORT AND GUIDANCE

- 7.1 The relevancy and comprehensiveness of an induction/orientation programme for new students.
- 7.2 The development of students' generic skills.

- 7.3 The Department's/School's/ Faculty's policy to ensure that students are properly trained to practise in a multi-cultural society.
- 7.4 Academic support for students during the early years.
- 7.5 Structures in place to support students with academic and/or personal problems.
- 7.6 Student administration support facilities.

8. RESOURCES

- 8.1 Availability of resources for student training and learning in terms of appropriateness, size, accessibility, efficiency and effectiveness:
 - 8.1.1 Computer facilities
 - 8.1.2 Skills laboratory
 - 8.1.3 Library facilities
 - 8.1.4 Practice teaching and learning facilities such as hospitals, clinics and community hospitals/clinics
 - 8.1.5 Seminar rooms for co-operative learning/group work.
 - 8.1.6 Didactic teaching and learning facilities
- 8.2 Current academic/teaching staff breakdown (according to rank).
- 8.3 Overall student: FTE staff ratio.
- 8.4 Academic qualifications of teachers/ lecturers.
- 8.5 Availability of academic staff as a resource.
- 8.6 Impact of the financial situation on the educational process and learning resources.

9. STAFF DEVELOPMENT AND TRAINING

- 9.1 Training given to staff in programme/curriculum design and development, instructional strategies and methods/ techniques, assessment techniques, student support, etc.
- 9.2 Initiatives undertaken to promote teaching as a valuable activity/asset.
- 9.3 Recognition/awards for excellence in teaching.
- 9.4 Initiatives undertaken to promote educational research.
- 9.5 Recognition/ awards for excellence in educational research.
- 9.6 Initiatives in the field of academic staff development and support in the Department/ School/ Faculty.

10. RESEARCH AND OTHER PUBLICATION OUTPUTS

A summary of the Department's output for the past five years.

11 HUMAN RIGHTS, ETHICS AND MEDICAL LAW

Evidence of the inclusion of the "Proposed core curriculum on Human Rights, Ethics and Medical Law for Health Care Practitioners" (**Human Rights Core Curriculum -DhaiS FINALE EDITION 10.11.061: 2** September 2011).

GENERAL AND SPECIFIC RECOMMENDATIONS

Comments on strengths and weaknesses: specific mention of commendable features of the programme; recommendation as to the enhancement of the quality of the programme.

RECOMMENDATION REGARDING ACCREDITATION

Period of accreditation to be specified.