HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

PROFESSIONAL BOARD FOR DIETETICS AND NUTRITION

PROCEDURE FOR SELF-ASSESMENT BY HIGHER EDUCATION INSTITUTIONS (HEI's) FOR NUTRITIONIST EDUCATION AND TRAINING PROGRAMMES

This form is ONLY for the use of evaluation of Nutritionist Training Programmes

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> *The following Annexures are for use of the evaluating panel only, but are included here for information purposes of the institution being evaluated and assessed.*

IMPORTANT NOTICE TO ALL USERS OF THIS DOCUMENT:

Please do not change the numbering system of the document. If there is no information for a specific point, please indicate with **Not Applicable** (NA).

DEFINITION OF TERMS

1	*Criteria for Programme Approval*	*Acts, Regulations, standards, specified by the Professional Board with which an Institution's professional education and training programme must comply in order to be evaluated.*
2	*Evaluation Panel*	*A team of experts appointed by the Board to evaluate an institution's professional education and training programme and facilities to determine whether it meets the Criteria for Programme Evaluation. The panel members are external to the educational Institution.*
3	*Institution*	*An organization of Higher Education, offering a professional programme of education and training that leads to registration with the HPCSA.*
4	*Minister*	*The Minister of Health of South Africa*
5	*Programme evaluation*	*Determination by the Professional Board of whether an Institution's professional programme of education and training meets the Criteria for Programme Evaluation for registration of its graduates with the HPCSA.*
6	*Programme evaluation*	*Processes undertaken by the Board (once every 5 years or as indicated) to assess whether an Institution's professional programme of education and training meets the Criteria for Programme Evaluation for education and training in the profession.*
7	*Professional Board*	*A Professional Board as defined in the Health Professions Act number 56 of 1974.*
8	*Self-evaluation/ review*	*A process undertaken by an Institution's professional programme of education and training to assess whether it meets the Criteria for Programme Evaluation.*
9	*Site visit*	*A visit to an Institution's professional programme of education and training undertaken by the Evaluation panel for the purpose of programme evaluation. It typically involves: interviews with students, staff and the leadership; observation of student academic and clinical learning opportunities/ activities; visits to clinical training facilities; review of programme resources and documentation.*
10	*Site visit plan*	*A schedule of activities which the Evaluation panel will undertake during the site visit to an Institution.*
11	*Training facility*	*An organisation that offers professional practice / clinical training to students during formal periods of study.*

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1 EVALUATION OF PROFESSIONAL PROGRAMMES IN NUTRITION FOR REGISTRATION AS NUTRITIONIST AT HPCSA

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

To promote excellence in educational preparation while assuring the public that graduates of evaluated programmes are educated in a core set of knowledge and skills required for competent, safe, ethical, effective, and independent professional practice. Evaluation 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 evaluated education programmes.

1.1 APPROACH

A revised system for evaluation has been implemented from 2013 that describes the process of evaluation of the provider (University/Institution) of the training programme in nutrition (refer to Annexure A for a more extensive rationale and justification of this approach).

1.2 EVALUATION PROCESS AND PROCEDURES

1.2.1 The evaluation process consists firstly of the completion of two documents by the provider/head (or co-ordinator) of Department of Human Nutrition/Nutrition) (Annexure B & C)

These Annexures (B & C) should be completed according to the timeline provided in Annexure E.

After submission of Annexure B and C to the Secretariat of the Professional Board for Dietetics and Nutrition (DNB) the distribution of duplicates to the evaluation panel will commence.

1.2.2 The external assessment will be done by a panel of experts (evaluation panel), consisting of 3-4 persons of which at least one (1) will be a member from a Higher Education Institution, to be appointed by the DNB

- The evaluation panel will review the completed Annexures B and C and will establish if any additional information and/or documentation is required **prior** to the virtual/online or on-site evaluation (University and training facilities included).

- The virtual/online or on-site evaluation will take place over a period of three (3) days which will be allocated to the assessment of the program and day four (4) will be allocated to report writing by the panel and follow up of additional questions and aspects which needs clarity (see 2.3 for more details). Access to the venue and documentation on day four (4) is required. The Chairperson of the Education, Training and Registration (ETR) Committee and the Head of Department (HOD) of the university will finalise the date of the virtual/online or on-site evaluation as soon as possible after or at the first Education, Training and Registration Committee meeting of the Board for the year, and a soon as an evaluation panel has been appointed.

- Extra ordinary criteria for changing of evaluation dates:
  - Student unrest
  - Emergency situations
  - Change of Board members/evaluation panel

1.2.3   After the evaluation virtual/online or on-site, the evaluation panel compiles a report to be submitted to the Education, Training and Registration Committee of the DNB according to the timeline in Annexure E, where after the report will be returned to the evaluated institution for further comments and clarification of additional questions by the panel (*via* the DNB secretariat). The report and comments will then be re-submitted by the evaluated institution to the secretariat of the DNB for attention of the evaluation panel for a recommendation to the Education, Training and Registration Committee of the DNB, and subsequently to the Professional Board for confirmation of the evaluation (and period of evaluation) of the training programme.

The evaluation panel should include the following sections in its report (i.e. virtual/online or on-site evaluation Report: electronic format): Refer to Annexure D

(i)   An executive summary of the self–assessment report (SAR) (Annexure B & C) submitted by the evaluated institution in electronic format.

(ii)   A report on the progress of the virtual/online or on-site evaluation, highlighting findings of special importance (according to Annexure D)

(iii)   An overall assessment of the evaluated institution with a recommendation and motivation for:
- Approval
- re-approval
- provisional approval
- no approval, and
- recommendations for improved performance if necessary, highlighting special features and recommending/congratulating the department (Annexure F).

2 GUIDELINES FOR PROGRAMME COMPILATION FOR VIRTUAL/ONLINE OR ON-SITE EVALUATION AT THE INSTITUTION

2.1 PRINCIPLE GUIDELINES

2.1.1 The Institution concerned must appoint a co-ordinator to facilitate the evaluation panel's visit.

2.1.2 The co-ordinator must communicate with the institutional Quality Control Department informing them of the pending dates for the virtual/online or on-site evaluation by the DNB.

2.1.3 The institutional Quality Control Department may appoint a member to attend the virtual/online or on-site evaluation.

2.2 RESPONSIBILITIES OF THE CONVENOR (DNB panel)

2.2.1. The Convener (of the evaluation panel), prior to the institution visit, supplies the co-ordinator with a proposed programme (see 2.3), where the co-ordinator can also make recommendations. The programme should be finalised in time for the co-ordinator (Institution) to arrange meetings with the institution staff ahead of time.

2.2.2 The Convener, **prior to the virtual/online or on-site evaluation**, develops a Draft Report (according to Annexure D) from the information supplied by the evaluated Institution (University).

-The Draft Report is sent (e-mailed) to all appointed evaluation panel members (DNB), prior to the visit by the appointed convenor of the specific panel (see Annexure E for timelines).

-Evaluation panel members comment on and make additions to the Draft Report and submit it to the Convenor **before the virtual/online or on-site evaluation takes place**. The Draft Report should be populated through this process prior to the virtual/online or on-site evaluation.

-This Draft Report acts as a basis for the identification of further relevant information to be gathered during the virtual/online or on-site evaluation. The Draft Report also acts as a matrix or template to develop the Final Report.

(For this action [2.2.2] no input from the institution is needed. Any questions arising when compiling the Draft Report will be noted by the Convener and panel members and clarified during the virtual/online or on-site evaluation).

2.3 *PROPOSED PROGRAMME FOR THE VIRTUAL/ONLINE OR ON-SITE EVALUATION

Tea breaks and lunches also need to be included in the final programme as well as time, usually a whole day, for virtual/online or on-site evaluation (see 2.4), studying and discussion of the exhibitions.
** Do not add the names of the evaluation panel on the program, as it may change on short notice.

	Task	*Agenda / **Name of interviewee	Allocation of time (approximate)
2.3.1	Evaluation Panel meeting on arrival at Institution		
i	Finalising the programme (Institutional co-ordinator to attend where possible). Co-ordinator to have class lists available for convenor to choose students for 2.3.10 (indicate class representative on the class list).		
ii	Identify individual members of the Department/Faculty that the Evaluation Panel wish to interview personally.		2 hours

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		Task	*Agenda / **Name of interviewee	Allocation of time (approximate)
iii		Agreement on responsibilities and divide panel members for training and teaching facility visits, which usually takes place simultaneously.		
iv		Discussion: Draft Report (Refer to G*uidelines for programme compilation for virtual/online or on-site evaluation)* in 2.1 and 2.2). Identify strengths and weaknesses, problem areas and specific activities to be encouraged. Define areas for special attention during the virtual/online or on-site evaluation and share notes on questions to be asked.		
2.3.2		Initial meeting with the Head of the School (HOD)/Dean of the Faculty/Senior Management of the School/Faculty	School/Faculty management and structures	1 hour
2.3.3		Individual meeting with the Head of Department	Departmental management and structures	45 min
2.3.4		Meeting with Chairperson Research and members of the Research Committee	Research focus areas and outputs, students' role in research	30 min
2.3.5		Meeting with the Chairperson of the Education/Curriculum Development Committee	The curriculum, teaching and learning and assessment that relates to the curriculum	2 hours
2.3.6		Meeting with programme manager (or HOD if it is the same person) on subjects/modules offered by "**service/support"** departments (e.g. chemistry or microbiology). Individual meetings with relevant staff should be arranged	The curriculum, teaching and learning and assessment of "service/support" modules that relate to the curriculum	1 hour
2.3.7		Meeting with programme manager (or HOD if it is the same person) on subjects/modules offered by the Dietetic department. Individual meetings with relevant academic and support staff should be arranged.	The curriculum, teaching and learning and assessment that relate to the curriculum as well as support given to each module.	2 hours
2.3.8		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
2.3.9		Formal meeting with recent graduates (3-6 graduates).	Feedback on experience with the curriculum (strong and weak points)	1 hour working lunch
2.3.10		Individual meeting with student class representatives and two other class members from each year of the programme (at least three students per year group; 1st to 4th years) (4 groups)	Open agenda	2-3 hours
2.3.11		Meeting with representatives of all managerial levels of therapeutic, foodservice and community based training facilities.	Open agenda	1 hour
2.3.12		Training facilities of all the 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	Evaluation panel will divide into 3 groups and visit the training facilities simultaneously, with a relevant staff member as guide.	3-5 hours

	Task	*Agenda / **Name of interviewee	Allocation of time (approximate)
	hospital /community /foodservices /private sector staff.		
2.1.13	Courtesy feedback session with School Director, program leader/manager and Dean of the Faculty	Preliminary highlights and possible recommendations (first impressions)	30 min – 1 hour (end of day 3 or on day 4)
2.3.14	Report writing (day 4 of virtual/online or on-site evaluation)	Access to all documents and a venue where the panel can work for the day will be appreciated.	6-8 hours (day 4 of virtual/online or on-site evaluation)

2.4 EXHIBITIONS/TRAINING AND TEACHING FACILITY VISITS TO BE ARRANGED

2.4.1   Exhibition of study guides, assessments and examination papers etc. to support self-assessment documentation.

2.4.2   Exhibition of students' work such as portfolios, assignments etc.

2.4.3   Teaching facilities, lecture and seminar rooms.

2.4.4   Computer laboratory facility

2.4.5   Skills laboratory facility

2.4.6   Library facilities

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3. 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 learning is ultimately taking place.

3.1. Outcomes are clear learning results that the educators or trainers (including the Professional Board for Dietetics and Nutrition 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)*].

3.2. 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 programme training Nutritionists are the responsibilities of the provider (academic department) that is offering the programme*].

3.3. 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: Self-assessment of teaching and learning aimed at attaining the specified outcomes according to minimum skills, competencies and attributes [*Refer to Document: *Recommended outcomes for professional training and registration of dietitians in South Africa (2001)*].

3.4. 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 evaluation activities).*

3.5. The provider's responsibilities

3.5.1 Through the evaluation 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.

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

- use the standards to 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-psycho-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; and

- periodically collect, store and report information describing achievements for each of the other indicators.

  (The self-assessment documents [see Annexure B & C] to be completed by the providers/academic departments offering a Nutritionist training programme ought to reflect on these indicators).

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

3.6.1   To create and sustain a quality culture.
3.6.2   To contribute to ensuring the relevance, comprehensiveness and clarity of the standards.

3.6.3   To confirm that providers/academic departments regularly monitor and report on the effectiveness of learning and assessment activities.
3.6.4   To confirm that the providers ensure that the practices are enhanced in the light of what is learnt from monitoring activities.
3.6.5   To confirm that suitable resources are available and are used to good effect.
3.6.6   To regularly seek, receive and act on feedback from their 'internal customers': SAQA, providers, NSB, SGB and stakeholders.
3.6.7   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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4.   SELF-ASSESSMENT FOR EVALUATION OF UNDERGRADUATE NUTRITIONIST PROGRAMME

Table 4.1: Programme information

Name of University/Institution	
Name of Faculty	
Name of School (if applicable)	
Name of Department (if applicable)	
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 DNB	

Table 4.2: SELF-ASSESSMENT OF TEACHING AND LEARNING AIMED AT ATTAINING THE SPECIFIC OUTCOMES ACCORDING TO MINIMUM SKILLS AND COMPETENCIES AND GRADUATE ATTRIBUTES (as per SGB Draft2 11/3/2010)

A	NUTRITION SCIENCES	Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)
A1	A comprehensive understanding of the principles and concepts of nutrition and nutritional science as they may apply to human nutrition.	
A2	A comprehensive understanding of the nutrient requirements of healthy individuals in different stages of the life cycle and those of different groups within a community / population including safety and toxicity of each nutrient and other food components	
A3	A comprehensive understanding of the role and concepts in food biotechnology	
A4	A comprehensive understanding of ethical issues in food supply and access.	
A5	A comprehensive understanding of eating habits of different groups and populations in South Africa and factors affecting it.	
A6	A comprehensive understanding of food safety.	
A7	A comprehensive understanding of relevant legislation and public policies related to food supply.	
B	ASSESSMENT OF NUTRITIONAL SITUATION IN GROUPS, COMMUNITIES AND POPULATIONS	Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)
B1	Understand factors contributing to nutritional well-being and the multicausality of nutritional problems (causative processes and risk factors).	
B2	Be able to conduct a comprehensive situation analysis or community diagnosis	
B3	A comprehensive understanding of nutritional status assessment (methods, interpretations, classifications, etc)	
B4	Assess nutritional status by dietary, anthropometric, and socio-economic methods, as well as applicable biochemical values/tests.	
B5	Identify, characterize and prioritize nutrition-related problems in different socio-economic, occupational, age, cultural and religious groups in communities and populations.	
B6	Identify and monitor vulnerable and at risk groups.	
B7	Suggest strategies on how to address these problems using community-based, participatory and development principles	
B8	Understand nutrition indicators relevant to health, development and management systems and participate in operation of information systems	
C	NUTRITION COMMUNICATION AND PROMOTION (ADVOCACY, MEDIATION, NEGOTIATION, EXTENSION	Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)
C1	Demonstrate the ability to mediate in nutrition matters between authorities at various levels of health, education, social service systems, and others systems such as finance.	
C2	3.2 Act as a catalyst by facilitating the prioritization of nutrition considerations at the community level.	
C3	3.3 Liaise with other role players in relevant settings such as education or social services, regarding for example food quality, safety, socio-economic circumstances, etc	

C4	Collaborate with members of food industry to ensure their compliance with dietary guidelines, food regulations and other legislative frameworks, and objectives of local food and nutrition policy.	
C5	Network with other relevant role players through the provision of knowledge and information on food, nutrition and health.	
C6	Develop a variety of nutrition and health promotion activities and materials using different media such as newsletters, pamphlets, publications, public relations and audio-visual material, to support various activities in health care relevant to nutrition	
C7	Stimulate and contribute to mass-media initiatives on matters of nutrition and health.	
C8	Be able to translate nutritional knowledge and guidelines into food-based advice within socio-economic-cultural contexts.	
C9	Have generic skills in communication and have a good understanding of the principles of health promotion.	
D	**NUTRITION PROGRAMME PLANNING**	**Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)**
D1	A comprehensive understanding of relevant and appropriate interventions to address nutrition problems and improve wellness.	
D2	A comprehensive understanding of factors for success of nutrition programmes.	
D3	A comprehensive understanding of principles and concepts in monitoring and evaluation of nutrition programmes.	
D4	Prioritise nutritional problems and target populations.	
D5	Formulate nutritional goals, process and outcome objectives.	
D6	Select or suggest appropriate intervention strategies.	
D7	Development of an implementation or action plan, including monitoring and evaluation framework.	
D8	Identification of actions, activities, role players, time frame, and resources leading to development of a budget	
D9	Identify and allocate resources.	
D10	Develop and implement a comprehensive monitoring and evaluation framework for nutrition interventions.	
D11	Understand management (including financial management) of programmes	
D12	Keep comprehensive records on the process of the programme.	
D13	Advodate for and incorporate nutrition objectives into development projects.	
D14	Liaise with relevant stakeholders at various levels and sectors in the implementation of nutrition programmes.	
E	**CONTRIBUTION TO NUTRITION POLICY**	**Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)**
E1	Comprehensive understanding of policies and legislation relevant to nutrition (local, national and international) .	
E2	Contribute to formulation and implementation of nutrition policy at various levels (local, regional, national), by communicating nutritional needs and scientific methods to address these needs.	

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E3	Advise relevant authorities on inclusion and integration of nutritional considerations in general health development	
E4	Evaluate the effects of nutrition policies in other sectors.	
E5	Evaluate the impact of policies in other sectors on nutrition.	
E6	Lead interdisciplinary groups in planning food and nutrition policy	
F	**EDUCATION AND TRAINING**	**Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)**
	Assess, characterise and prioritise training needs.	
	Provide (plan, organise, implement and evaluate) nutrition information to relevant groups (professionals, organisations, public) and in different settings.	
	Communicate to the nutrition community and higher learning institutes on practical experience, lessons learned and competence needed in community nutrition.	
G	**MANAGEMENT AND PERSONAL DEVELOPMENT**	**Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)**
G1	Perform self-evaluation and maintain and expand professional competence	
G2	Develop a value system for nutrition work (tolerance and sensitivity for different attitudes and values).	
G3	Operate within a human rights framework (embracing processes that lead to community capacity development) and ensure ethical and professional standards of conduct.	
G4	Manage work of other members of staff and student placements as required (including mentoring).	
G5	Evaluate own and other health staff's needs for further training and development.	
G6	Liaise with colleagues on technical and job-related issues.	
G7	Work effectively within organisational structure	
G8	Manage time and other resources effectively	
H	**RESEARCH AND APPLICATION OF SCIENCE**	**Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)**
H1	Understand and apply the principles of human nutrition and epidemiology sciences – including factors influencing food patterns and nutritional status.	
H2	Understand how scientific information is used to develop policies and programmes, public health strategies, dietary recommendations and guidelines, and government and international reports.	
H3	Identify research areas based on scientific literature and public health needs, develop hypotheses, design protocols to test hypotheses, execute research with appropriate methods, analyse and interpret results, and communicate results to fellow scientists, practitioners, and beneficiaries through appropriate channels.	
H4	Conduct and participate in operational and applied research related to food, health, nutrition and nutrition programmes.	
H5	Critically evaluate, interpret and summarise key findings of original research papers.	
H6	Use scientific information to develop policies and programmes, public health strategies, dietary guidelines, protocols, and government and international reports.	
H7	Keep up to date with latest relevant research findings	

I	ETHICS*	Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)
I1	Display thorough understanding of ethical guidelines and standards for good clinical practice as pronounced by HPCSA	
I2	Show respect for patients and colleagues without prejudice, with an understanding and an appreciation of diverse of background and opportunity, language and culture	
I3	Strive to improve patient care, reduce inequalities in health care delivery, by optimizing the use of health care resources in societies	
I4	Use of professional capabilities to contribute to community and individual patient welfare	
I5	Demonstrate awareness, through action or in writing, of the legal and ethical responsibilities involved in individual patient care and the provision of care to populations	
I6	Consider the impact of healthcare on the environment and the impact of the environment on health	
I7	Demonstrate knowledge, skills and attitudes consistent with professional ethical practice, human rights and medical law	
I8	Understand the need to refer to or consult with a variety of stakeholders, including practitioners with more professional ethics and human rights experience, or institutional ethics committees in making tough ethical decisions	
I9	Demonstrates an ability to engage in ethical reasoning and decision making	
J	INTRA-PROFESSIONAL CRITICAL CROSS-FIELD SKILLS, COMPETENCIES AND ATTRIBUTES	Module code(s) reference as proof of attaining of outcomes (indicate all the module codes where a specific attribute is being addressed: e.g. A1: ABCD111, ADCD221, DCBA114, etc.)
J1	Comprehend and apply prescribed standards of practice and ethics	
J2	Perform tasks in a professional manner	
J3	Perform professional tasks without prejudice	
J4	Promote nutrition and - care as a basic human right	
J5	Participate and work effectively in health care team	
J6	Work effectively with peer group - complex tasks	
J7	Manage and organise activities responsibly and effectively	
J8	Apply the nutritional care process- assessment, planning, intervention and evaluation.	
J9	Perform electronic data search and critical reviews of the literature	
J10	Present talks to diverse groups	
J11	Present information using audio visual and electronic media	
J12	Show sensitivity for diversity in dealing with clients.	
J13	Function in diverse groups and contexts	
J14	Solve problems in unspecified health and nutrition related contexts	
J15	Behave in a manner fitting to the profession and professional board	
J16	Perform self-study tasks	
J17	Take responsibility for own learning	

Source: Proposed Core Curriculum on Human Rights, Ethics and Medical Law for Health Care Practitioners – Compiled by: The Committee on Human Rights, Ethics and Professional Practice

4.3   Add any skills, competencies and attributes not covered in the table, in a paragraph (if needed)

4.4   Reflect on the content of the table above in short to indicate strong points and shortcomings identified, which should be addressed.

4.5   Also include a complete list of accredited training sites used by your institution including the period of evaluation.

List of HPCSA accredited training sites			
Discipline	**Name of Site**	**Date of evaluation**	**Evaluation Period**
Community Nutrition			
Food Service Administration			
Public Health Nutrition			

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5. QUESTIONNAIRE/GUIDELINES FOR SELF-ASSESSMENT FOR EVALUATION OF UNDERGRADUATE NUTRITIONIST PROGRAMME

5.1 MANAGEMENT/ GOVERNANCE/ SUPERVISORY STRUCTURES WITHIN THE INSTITUTION

5.1.1 Management structures

Please complete the following table:

Which body/bodies is/are responsible for the overall management of the learning 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?

5.1.2 Supervisory structures

Diagrammatic representation of the **supervisory structure**(s) responsible for **managing t**he Faculty, School and /or Department (Organogram)
Diagrammatic representation of the supervisory structure(s) responsible for **academic planning and support as well as managing the teaching and learning** in the programmes of the Faculty, School and/or Department (Organogram)

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5.1.3   Explain the role of students in the management structures.

5.2.   STUDENT AND STAFF PROFILE

5.2.1   Entrance requirements and selection procedures (entry qualification and description of selection procedures) (Complete set of supporting documents to be available at the institution)

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

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

Student profile should indicate evidence of how registration with HPCSA is managed
Staff profile should indicate evidence of how registration with HPCSA is managed
University should indicate how they deal with students who have moved out of the programme

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B/C = Black, Coloured, Indian, (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
O = Other
ST = Sub-total

5.2.3   State the number of students that graduated for the past five full academic years

Number of graduates							
	Male		**Female**		**Total number of graduates**	****Graduation rate**	*****Success rate**
	B/C	White	B/C	White			
20..							
20..							
20..							
20..							
20..							
Total							

Reference: DHET (2019)
Graduation rates (the number of students who graduate divided by the total number of students enrolled in that year).
The success rate expresses the proportion of the undergraduate credit values that students complete in a particular year as a proportion of those they enrol for in that year.
The Department should request system administration to provide graduate and success rate.

5.2.4   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					

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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
O = Other

5.2.5   Indicate the transformation strategy used since the last formal DNB virtual/online or on-site evaluation to market the programme to diversify the student population (detailed documentation to be available during the virtual/online or on-site evaluation), as well as the challenges encountered during this process.

5.2.6   Academic/teaching staff profile of all staff members since last assessment

* Insert (or delete) extra rows in table where needed.
Insert data for a staff member in one line.
*ALSO Indicate the role of **retired** or **resigned** staff members during the past 5 years.*

Name of staff member (Professor)	Part time	Full time	Permanently appointed (yes or no)	Educational qualifications (only give the highest qualification: e.g. PhD, OR MSc Nutrition, etc)	HPCSA registration number	Modules lectured for the last full academic year	Number of students for each module you lectured
Example: A Kemp (retired)		x	Yes	PhD Public Health	DT 0001234	ABCD111 ABCD112 ABCD123	25 56 38
Name of staff member (Associate-professor)							
Name of staff member (Senior lecturer)							

Name of staff member (Professor)	Part time	Full time	Permanently appointed (yes or no)	Educational qualifications (only give the highest qualification: e.g. PhD, OR MSc Nutrition, etc)	HPCSA registration number	Modules lectured for the last full academic year	Number of students for each module you lectured
Name of staff member (Lecturer)							
Name of staff member (Junior lecturer)							
Name of staff member (Support staff)							

Give a general interpretation of the staff profile for the past 5 years.

5.2.7   Calculate the overall student: FTE staff ratio.

Use the information given in point 2.2 to execute the calculation:

Total number of staff head count (a)		Total number of full time enrolled student head count (b)		Calculate: Student numbers ÷ staff numbers = staff ratio*
Total number of staff members involved in teaching-learning (*excluding temporary staff members at training facilities*)	**a =**	All students enrolled for all the modules lectured by staff (a) from 1st to 4th year are calculated and used in the equation.	**b =**	b ÷ a = **student:staff ratio**

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

Example:

Total number of staff members (a)		Total number of full time enrolled students (FTS) (b)	b = Students FTE's - 99.838	Calculate: Student numbers ÷ staff numbers = FTE staff ratio*
Total number of staff members involved in teaching-learning (*excluding temporary staff members at training facilities*)	a = Staff FTE's - 10.29

a = staff headcount 10 | All students enrolled for all the modules are calculated and used in the equation. | b = student head count 115 in 2014 | b ÷ a = FTE staff ratio: 99.838/10.29 = 9.70

b ÷ a = 115/10 = 11.5 |

According to CHE (Vital stats Public Higher Education, 2014, page vi; "the student: staff ratio refers to the average number of students per academic staff and gives an indication of the average teaching load carried by each academic staff member and it is calculated by dividing the number of FTE academic staff by the number of FTE students". According to CHE (2014, p57) the staff: student ratio using headcount for permanent staff was 1:55 and when using staff and student FTEs 1:26 in 2012 for all Higher Education Institutions, and for SET including Health Science at 1:20.

5.2.8   Research and publication profile

* Insert (or delete) extra rows in table where needed. Use only 1 line for each staff member. Also add information for retired or resigned staff for the past 5 years.
A complete set of outputs to be made available at the virtual/online or on-site evaluation (include all peer reviewed articles, chapters in books, books, peer reviewed conference proceedings, etc).

Name of staff member	Publication outputs for the **past 5** years for each individual staff member (*only total number: n=...) (Add a publication list as an Annexure*)

5.2.8   Supervision of MSc and PhD students

Indicate in the table the participation in post-graduate supervision during the past 5 years:

Name of Lecturer	Masters supervision (*n)	PhD supervision (*n)	Supervisor / Promotor (*n)	Co-supervisor / Co-promotor (*n)
Example	*10*	*5*	*5/3*	*5/2*

*n= number

5.3 QUALIFICATION/PROGRAMME, CURRICULUM, CONTENT AND ORGANISATIONAL DESIGN

5.3.1 State the:
   5.3.1.1 Educational and curriculum design philosophy, and
   5.3.1.2 The teaching, learning and assessment policy of the Faculty, School or Department.
(Detailed information to be available during the virtual/online or on-site evaluation)

5.3.2 Programme details:

NQF level	Modules (*list the module name and code in relevant line*)		Number of credits/ module	Number of *notional hours/ module	Number of hours of lectures per week/module [e.g. 6h:ABCD123]	Number of hours of group work per week/module (*indicate size of groups*) [e.g. 12 hours: n=6]	Number of hours of directed/ self-directed learning/ structured self-study/week (*Per year group OR per block OR phase*).	Describe the support students receive for self-directed learning (Elaborate in a paragraph if needed)
	Name and module code	*Indicate 1st, 2nd semester OR full year module*						
5 (1st year)								
6 (2nd year)								
7 (3rd year)								

NQF level	Modules (*list the module name and code in relevant line*) Name and module code	Indicate 1st, 2nd semester OR full year module	Number of credits/ module	Number of *notional hours/ module	Number of hours of lectures per week/module [e.g. 6h:ABCD123]	Number of hours of group work per week/module (*indicate size of groups*) [e.g. 12 hours: n=6]	Number of hours of directed/ self-directed learning/ structured self-study/week (*Per year group OR per block OR phase*).	Describe the support students receive for self-directed learning (Elaborate in a paragraph if needed)
8 (4th year)								
Total:								

*10 notional hours = 1 credit

Note: When descriptions such as sufficient or adequate is used during report writing, it should be quantified

5.3.3 Briefly describe the content of the programme offered

5.3.4 Describe the special features, emphases and challenges of the programme.

5.3.5 Describe the structures in place to manage continuous curriculum design, development and review.

5.3.6 Describe, in detail, the role of students and alumni in the curriculum development and review processes.

5.3.7 Describe interdepartmental co-operation in curriculum development (e.g. Physiology, Biochemistry, Food Sciences, Chemistry, etc).

5.3.8 How is a community-based and primary health care approach reflected in your programme design (e.g. WIL)? Briefly reflect.

5.4 AIM, RATIONALE, PURPOSE AND OUTCOMES OF THE PROGRAMME

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

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5.4.2   Briefly reflect on the exit-level outcomes of your programme (what capabilities constitute the overall competence?)

5.4.3   Reflect on the 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 B).

5.4.4   What materials/aids do students receive (e.g. study guides, student manuals, portfolios, training kits, etc.) to ensure that constructive learning is taking place for the duration of the programme?

5.4.5   Explain how the burden of factual overload is reduced without sacrificing quality, while referring to Table 2 in Annexure B.

5.4.6   Explain how your programme content is integrated and designed:
   5.4.6.1   Vertical and horizontal integration (by means of a ***diagram***)
   5.4.6.2   If your programme is still strictly discipline-based with no (*or almost no*) vertical and horizontal integration, please justify that approach while taking into consideration your university, faculty and programme aims, objectives and philosophy? If you should require any assistance while answering this question, please contact the evaluators of your programme.

5.5.   KNOWLEDGE BASIS OF STANDARDS OF THIS PROGRAMME (TEACHING, LEARNING AND ASSESSMENT) AND HOW IT RELATES TO GRADUATE ATTRIBUTES (Annexure B)

5.5.1   Teaching, Learning and Assessment

   5.5.1.1   The teaching, learning and assessment philosophy of the School/Department.
   5.5.1.2   Innovation in teaching and learning and assessment (focus on independent learning, group work, multi-professional co-operation)
   5.5.1.3   . Instructional methods and techniques mostly used for teaching and learning (complete the following table):

(Use the same information as in Table 3.2 to populate the 3 columns on the left-hand side of this table)

NQF level	Modules (*list the module name and code in relevant line*)		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.*) and suggest solutions for it.
	Name and module code	*Indicate 1st, 2nd semester OR full year module*		
5 (1st year)				
6 (2nd year)				
7 (3rd year)				
8 (4th year)				
		Total:		

5.5.2   Describe the extent to which resource-based learning is utilised, including the internet.

5.5.3   Give a brief summary of special regulations to ensure quality of the end-product, in other words, the student graduate (e.g. re-evaluations, repeating modules/academic years; electives; class attendance; clinical residency, student facilitation/assistance, supplemental instruction, development of generic skills set, etc.).

5.5.4   What systems are used for the assessment of student learning (e.g. *diagnostic, formative, summative and evaluative assessment).

*(*Diagnostic assessment is a type of assessment which examines what a student knows and can do prior to a learning program being implemented. Assessment of students' skills and knowledge upon entry to the program provides a baseline against which to assess progress. It is particularly important in re-engagement programs due to the complex learning needs of students in these programs, which must be taken account of in design and delivery of the individual learning program*).

5.5.5   How are the achievements of students in terms of generic skills assessed?

5.5.6   Describe the assessment criteria employed in the academic and practice setting and the relevancy thereof (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 ANNEXURE B is permissible).

5.5.7   Are the assessment criteria known to students as well as staff? How are they informed? Reflect on formative and summative assessment, and on self- and peer assessment.

5.5.8   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.

5.5.9   Does the assessment structure reflect the educational approach (e.g. subject specific, integrated assessment in an integrated programme; problem-based assessment in a problem-based approach)? Please explain (for example: *Provide appropriate examples where the linkages between theoretical knowledge in lower levels, i.e. 2nd year knowledge of maternal nutrition and exclusive breastfeeding is built onto when in following levels the development of evidence-based policy is taught. Then, when the implementation of all prior knowledge and understanding is assessed through using the Mother Baby Friendly Initiative [MBFI] assessment tool, student must be able to write a report with recommendations and furthermore reflect on this experience*).

5.5.10   Describe the external evaluation and examination or moderation systems (processes) for the programme (modules). Also reflect on the role of the external examiner in ensuring quality control (*Detailed documents of evaluations for all third and fourth year dietetic modules to be available during the virtual/online or on-site evaluation*)

5.5.11   Which academic staff development processes/programmes regarding teaching, learning and assessment practices are in place? Add details of formal or informal processes/programmes if possible. Also explain if these are not available at all.

5.6. STUDENT DEVELOPMENT, SUPPORT AND GUIDANCE AND HOW IT RELATES TO THE ETHICAL GUIDELINE PRINCIPLES *(available on HPCSA website: www.hpcsa.co.za)*

5.6.1 Provide details of the yearly induction/orientation programme for enrolled students at university and programme level

5.6.2 Briefly describe:

5.6.2.1 The systems which are in place to ensure that students have sufficient academic support during the early years (1st-2nd year at least)

5.6.2.2 The mentoring/tutoring (or similar) system in place whereby senior students/lecturers act as mentors to students

5.6.3 Briefly describe what systems are in place to ensure that students have sufficient personal support from Faculty, School or Department in both the early years and the practice training (experiential learning in hospitals or communities)?

5.6.4 What mechanisms are in place to identify students with academic and/or personal problems, and how are these problems approached?

5.6.5 Briefly describe how you ensure the development of students' generic skills; also refer to the resources and modules that are used for the development of these skills? (You may refer to section F in Annexure B).

5.6.6 How does the programme/department/division ensure that students are properly exposed (intra and extra curricula) to practise nutrition in a diverse society?

5.6.7 How are the following generic skills set for students developed in the practice (WIL) setting:
5.6.7.1 Professional conduct and role modelling.
5.6.7.2 Working as a team (including multi-professional team work).
5.6.7.3 Attention to bio-psycho-social (human rights) elements of patient/clients care.
5.6.7.4 Promotion of the concept of integrated and holistic patient/client care.
5.6.7.5 Equipment of students to deal with patients with highly infectious diseases (measures in place).

5.7. RESOURCES

5.7.1 Describe how the availability of resources (e.g. libraries, other information centres, information technology/computer centres, hospitals, clinics, community, simulation labs, food labs, IT software, i.e. *FoodFinder*®, etc..) facilitate student learning?

5.7.2 Indicate which of the following resources (equipment) are available for teaching/training for Therapeutic Nutrition, Community Service, and Foodservice Management.

AVAILABLE RESOURCES	*Yes/No*
Scale (adults)	
Scale (Baby)	
Scale [body composition]	
Scale (for small weight ingredients: FSM**)**	
Scale (for large scale ingredients: FSM**)**	
Stadiometer (fixed, wall mounted)	
Stadiometer (non-fixed, portable)	
Measuring mat (Height) for babies	
Calipers (Harpenden)	
Calipers (plastic)	

AVAILABLE RESOURCES	Yes/No
Measuring tapes (**general haberdashery**)	
Measuring tape Lufkin (**non-stretchable**)	
Clip boards for data capturing	
Calculators	
Blood glucose monitor	
Cholesterol monitor	
Haemoglobin monitor and cuvettes	
Blood pressure monitors	
Thermometers and probes	
Measuring cups (set = 250 mℓ)	
Measuring cups/jugs (250 - 1000 mℓ)	
Measuring jugs (> 1 ℓ)	
Mixing bowls of different, appropriate sizes	
Electric hand mixer (table model)	
Electric large scale mixer (floor model)	
Knife sets for multi purposes	
Cutting boards: colour coded for different area usage	
Electric stove: household	
Electric stove: industrial	
Gas stove: household	
Gas stove: industrial	
Combination steamer	
Tilting frying pan	
Steam jacketed kettles/pots	
Oil jacketed kettles/pots	
Water 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	

5.7.3 Describe the **practice settings and all other physical facilities** in terms of appropriateness, efficiency, accessibility and effectiveness. d

5.7.4 Describe the **teaching venues/group rooms and related facilities/services** in terms of suitability and appropriateness, size and accessibility, fitness for the purpose etc.

5.7.5 To what extent does the provision or lack of provision of facilities and equipment influence teaching, learning, research and services in the School or Department? Briefly reflect (refer to 5.1).

5.7.6 Describe the student administration and support facilities (e.g. health clinic, academic assistance, registration, etc) (Detailed information should be available during virtual/online or on-site evaluation)

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5.8   FINANCES

5.8.1   Describe the operational financial situation in the School or Department with reference to dependence on state subsidies (e.g. Clinical Training Grant), provincial health department support, own funding, etc.

5.8.2   To what extent does the financial situation in your Faculty, School or Department influence the educational process delivery of the programme? Briefly reflect.

5.9.   STAFF DEVELOPMENT

5.9.1   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.

5.9.2   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.

5.9.3   Describe the training of on-site supervisors (involved in the training of under-graduate students) in educational methods and techniques; assessment of students, student counselling and support.

5.9.4   Describe any initiatives undertaken to promote teaching-learning as a valuable activity, and state whether and how teaching-learning excellence is rewarded.

5.9.5   Describe any initiatives to promote educational (teaching-learning) research, and whether and how this is recognised and rewarded.

5.9.6   Describe any initiatives to promote community engagement and whether and how this is recognised and rewarded

5.9.7   Describe any other initiatives/interventions in the field of academic staff development and support in the Faculty, School or Department, and state who takes responsibility for these activities.

5.10.   QUALITY ASSURANCE AND ENHANCEMENT

5.10.1   What mechanisms are in place for **assessing and enhancement** of the **quality** of -

- teaching and learning in the Faculty, School or Department;
- teaching and learning in a clinical context (i.e. in hospitals, community, foodservice, etc.);
- instructional materials;
- student support and development;
- staff development; and
- assessment procedures.

5.10.2   What **remedial/developmental** actions are taken in each of these when quality is found to be lacking/improvement is required:

- teaching and learning in the Faculty, School or Department;
- teaching and learning in a clinical context (i.e. in hospitals, community, foodservice etc);
- instructional materials;

- student support and development;
- staff development; and
- assessment procedures.

5.10.3   Is these self-evaluation documents (Annexure B and C) with a view to evaluation, the only self-evaluation exercise of the programme? Describe any other self-evaluation processes in place in the Faculty, School or Department and how it is implemented in program renewal.

5.11   HUMAN RIGHTS, ETHICS AND MEDICAL LAW

5.11.1   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). You may refer to Annexure B - section G. Evidence should be made available during the virtual/online or on-site evaluation.