

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
PROFESSIONAL BOARD FOR EMERGENCY CARE
EVALUATION REPORT FOR APPROVAL/RE-APPROVAL: HIGHER
EDUCATION PROGRAMMES

NAME OF INSTITUTION

PROVIDER TYPE (Public/Private Institution)

NAME OF PROGRAMME

NQF LEVEL

TOTAL NUMBER OF CREDITS (120/240/480)

SITE (OR SITES) OF DELIVERY

MODE (OR MODES) OF DELIVERY

DATE OF EVALUATION VISIT:.....

EVALUATION PANEL MEMBERS

NAME

SIGNATURE

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DATE OF REPORT:

Acronym	
C	Commend
MMS	Meets minimum standards
NC	Noncompliant

CRITERION 1: PROGRAMME DESIGN

The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.

C	MMS	NC
COMMENTS:		

CRITERION 2: STUDENT RECRUITMENT, ADMISSION AND SELECTION

Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme's academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme's intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).

C	MMS	NC
COMMENTS:		

CRITERION 3 STAFFING (qualifications, experience and competence)

Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development. The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.

C	MMS	NC
COMMENTS:		

CRITERION 4: TEACHING & LEARNING STRATEGY

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

C	MMS	NC
COMMENTS:		

CRITERION 5: STUDENT ASSESSMENT POLICIES AND PROCEDURES

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

C	MMS	NC
COMMENTS:		

CRITERION 6: INFRASTRUCTURE AND LIBRARY RESOURCES

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

C	MMS	NC
COMMENTS:		

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CRITERION 7: PROGRAMME ADMINISTRATIVE SERVICES

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

C	MMS	NC
COMMENTS:		

CRITERION 8: PROGRAMME COORDINATION

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

C	MMS	NC
COMMENTS:		

CRITERION 9: ACADEMIC DEVELOPMENT FOR STUDENT SUCCESS

Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary. Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.

C	MMS	NC
COMMENTS:		

CRITERION 10: TEACHING AND LEARNING INTERACTIONS

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

C	MMS	NC
COMMENTS:		

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CRITERION 11: STUDENT ASSESSMENT PRACTICES

The programme should have effective assessment practices which include internal (and external) assessment, as well as internal and external moderation.

C	MMS	NC
COMMENTS:		

CRITERION 12 (if applicable): COORDINATION OF CLINICAL LEARNING

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

C	MMS	NC
COMMENTS:		

Please indicate your summary recommendation in relation to each of the criteria.

CRITERIA	C	MMS	NC
1. Programme Design			
2. Student Recruitment, Admission and Selection			
3. Staffing (qualifications, experience and competence)			
4. Teaching and Learning Strategy			
5. Student Assessment Policies and Procedures			
6. Infrastructure and Library Resources			
7. Programme Administrative Services			
8. Programme Coordination			
9. Academic Development for Student Success			
10. Teaching and Learning Interactions			
11. Student assessment practices			
12. Coordination of Clinical Learning			

Please indicate below your recommendation with regard to the approved and/or re-approved of the programme.

Where comments are suggested, they should refer either to -

- **aspects of the programme that illustrate good practice relevant to the level and/or field/discipline of the programme; or**

- **aspects of the programme that, while meeting minimum standards, merit – in terms of the evidence available to the evaluator – review on the part of the institution.**

Tick (√) the appropriate box below:

Recommend that the programme should be approved or re-approved , without conditions.

Comments:

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Recommend that the programme should be approved or re-approved, subject to conditions. (Please distinguish between conditions that could be met in the short-term and long-term conditions).

Short-term conditions:

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Long-term conditions:

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Comments:

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Recommended that the programme not be approved or re-approved, due to the following reasons:

(Please refer each of the reasons given to the relevant HEQC criteria and minimum standards):

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