

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
THE PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY
**GUIDELINES FOR THE EVALUATION OF MEDICAL TECHNOLOGY EDUCATION,
TRAINING AND FACILITIES**
ACCREDITATION OF TRAINING INSTITUTIONS

OBJECTIVES

The aim of the HPCSA is to protect the public of South Africa and to guide the professions. The accreditation process therefore guides and supports educational institutions to achieve quality education to the benefit of the public and the profession.

1. SPECIFIC AIMS

Profile of Graduate

- a. A caring and ethical individual, theoretically and practically competent in all designated core aspects of the professions.
- b. Should be able to communicate effectively with peers, patients and the public.
- c. Should have the ability to access resources and to deploy them effectively.
- d. Should be flexible and adaptable with regard to the environment.
- e. Should be life-long learners.

2. THE PROGRAMME

Should be aligned with the policies of education (SAQA, NQF) in response to health needs and the broad expectations of quality professional developments in the following undergraduate and postgraduate areas:

- Professional specific knowledge base
- Professional specific skills base

These areas are:

- a. Curriculum development
- b. Student development
- c. Staff development
- d. Research development
- e. Clinical laboratory education development

3. **PROCESS OF EVALUATION**

All existing programmes will be evaluated once in four years. A four year accreditation plan will be made available by the Board. Convenors of evaluation panels should be members of the Education Committee of the Professional Board for Medical Technology (MTB).

The panel should consist of professionals reflecting the different disciplines presented at the particular institution.

All educational institutions will be given notice well in advance and presented with the guidelines for evaluation.

Prior to the evaluation, the educational institution should provide the evaluators with any forms or schedules which are used for evaluating students, staff members and course work.

The evaluation panel will then consult to formulate a relevant accreditation plan. The accreditation visit should take place over 2-3 consecutive days, which would include one day for compiling the report.

A meeting with the Head of Department as well as a feedback meeting with staff should take place at the end of the evaluation. The Head of Department is to arrange a meeting of the panel with the Dean and Head of School/Faculty.

A detailed evaluation report will be presented to the Education Committee within two (2) months from the date of the evaluation.

4. **EVALUATION OF EDUCATIONAL FACILITY**

The accreditors will scrutinize the quality and relevance of the course content (both theoretical and experiential), the training, applicability and scientific standing of the academic staff, as well as Safety and Quality Control measures. For this purpose, evaluators must refer to the accreditation guidelines.

The Head of the Department should provide the following:

- Curriculum.
- Syllabi of each subject or course within each year.
- List of prescribed and recommended books.
- Test and examination question papers and marked examination scripts (For this

purpose examination papers, model answers and script should be kept at least four (4) years).

- External examiners' reports for all years of study during the previous four (4) years.
- A schedule of final mark compilation and rules for that compilation.
- Personnel records of the examiner should include a CV and proof of registration with the HPCSA.
- Staff organogram reflecting demographic profile.
- CV's of academic staff.
- List of Demo laboratories.
- List of Satellite campuses.
- Proof of current registration of students with the HPCSA.

Interviews with academic staff should be arranged and their concerns and experiences recorded. Discussions with staff about programmes, procedures and policies should take place. A random sample of students should be interviewed to determine their views and experiences on all aspects of the course.

In preparing the report, the evaluators should take all aspects of their visit into consideration, making use of the specific headings, questions and levels of compliance appearing in the Report (Criteria to be determined). To be able to complete this report, the evaluators should try to obtain the answers to these questions during interviews, observation of and open discussions with staff and students.

The elements contributing to the successful training of students must be evaluated against the aims and objectives referred to above and against the circumstances of the specific educational institution.

The competency profile/minimum standards of training as reflected in the SAQA outcomes-based document should serve as the minimum academic standard against which the programme is measured.

5. **EVALUATION OF INSTITUTION FOR TRAINING OF STUDENTS**

As a general rule the training institution would be required to have a minimal "satisfactory" rating for the Professional Board for Medical Technology to agree that the training of Medical Technologists be recognised for registration. Whatever the accomplishment/rating of the training institution, accreditors may still recommend substantial changes/improvements.

Institutions not meeting the minimum standards (in categories unsatisfactory and unacceptable) will have to re-apply for accreditation after one year at the cost of the institution). During this year they would have to follow an agreed rehabilitation programme prior to the application for re-accreditation.

6. **FINAL REPORT ON THE ACCREDITATION**

In preparing the report, the accreditors should take the following aspects into consideration, making use of specific headings, as well as all other relevant information supplied:

- Curriculum development
- Student development
- Staff development
- Research development
- Clinical laboratory education development

The following details should be included in the final report:

- a. The strengths and weaknesses of the training presented at the educational institution.
- b. Factors contributing towards the quality of the education and training of students, e.g. facilities for experiential training, curricula and syllabi and methods of teaching (theoretical and practical).
- c. Adherence to SAQA standards and requirements, and the level of competency of graduates. The methods of assessing competency of students, should be given in detail, and should address the minimum standards required for competency.
- d. A description of the examination and other methods of evaluation which should include details about the methods and process of examination.
- e. A discussion on the merits of the training of students on all aspects of professional specific practice, both from the point of view of the training institution and the students. Particular attention should be paid to the exposure of students to a pathology environment and experiential training. The progress of the ability of students to deal with increasingly complex cases, and the ability to work independently should be established.
- f. The accreditation report should include a review of a representative sample of the student evaluation.
- g. Submission of the final report to the Professional Board for Medical Technology should be within two (2) months from the date of the evaluation.
- h. The conclusion of the report should include a statement of the extent to which the training institution meets the minimum standards for training. The following values apply in the rating scale:
 - i. Completely unsatisfactory/poor
 - ii. Unsatisfactory/below average (does not attain minimal standards)
 - iii. Satisfactory/average (attains minimum standards, certain aspects exceed)
 - iv. Better than average (exceeds minimal standard consistently)

- v. Excellent (exceeds minimum standards in all aspects of training, innovative leader in field).
- i. Submission of the report to the Professional Board should be within two (2) months from the date of completion of the evaluation. The Administration will forward the report to the Head of the relevant educational centre and Dean of the Faculty for information and comment with a view to consideration of the matter by the Education Committee.

7. **TRAVEL ARRANGEMENTS AND ACCOMMODATION**

The evaluators are expected to make arrangements for travelling, accommodation and meals; this should be in consultation with the educational facility.

The Professional Board is responsible for payment of travelling expenses and will provide a daily subsistence and professional fee. Arrangements should be made through the travel agent used by the Board. The evaluator must complete the appropriate claim form on completion of the evaluation. This is then submitted, together with the final report, for payment. Payment will **not** be made before submission of the report.