



**REPORT OF EVALUATION OF EDUCATIONAL INSTITUTIONS  
FOR PHYSIOTHERAPY, PODIATRY AND BIOKINETICS**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>NAME OF DEPARTMENT / DIVISION / SCHOOL:</b>	
<b>NAME OF THE PROGRAM:</b>	
<b>HEAD OF DEPARTMENT:</b>	
<b>DEPARTMENTAL ADDRESS:</b>	
<b>TEL NO:</b>	<b>CELL NO:</b>
<b>EMAIL:</b>	
<b>UNDERGRADUATE PROGRAM COORDINATOR:</b>	
<b>DATE:</b>	
<b>CONVENOR:</b>	

**1. PROGRAM**

<b>Question/statement</b>	<b>Yes</b>	<b>No</b>
Are program aims, departmental - and faculty visions aligned?		
Is there evidence of vertical and horizontal integration for teaching and learning (T&L) of knowledge, skills/competencies & attitudes?		
Does the program have an appropriate credit structure? (120 credits/year x 4 = 480 credits)		
Is student through-put rate acceptable?		
<b>General Comments:</b>		

## 2. CURRICULUM

Question/statement	Yes	No
Does the department/division have a T&L philosophy/policy and is this aligned with that of the faculty?		
Does the curriculum content comply with the minimum standards as determined by the PPB Board?		
Are methods/activities for T&L aligned with the outcomes for each module?		
Assessment: - Are there sufficient assessment opportunities? - Are the assessments aligned with mode of teaching and with module/course outcomes? - Is there a balance in terms of Bloom's taxonomy?		
Are students provided with detailed study guides which include module/course outcomes, activities and resources, venues, assessment (including criteria for promotion to next level)?		
Are the following quality assurance mechanisms in place and appropriate? - Internal moderation - External moderation - Student feedback (formal; class rep meetings; and / or other) - Is there evidence that recommendations/ change/ challenges are addressed?		
Service modules (subjects/courses offered outside of the relevant profession's department / division): - Departments seen/visited and persons seen/interviewed during the visit (list...) - Is there satisfactory collaboration between service modules and the program – i.e. content aligned with requirements for the profession? - Are clear study guides provided?		
Research: - are projects appropriate for students to develop an understanding of basic research methodology? - is there a departmental research plan and is there a link with UG research?		
<b>General Comments:</b>		

### 3. CLINICAL TRAINING

Question/Statement	Yes	No
Does clinical training offer broad exposure in relation to the local burden of disease?		
Is there adequate exposure to all areas of practice as defined in the minimum standards?		
Do the number of sites adequately cater for the number of students?		
Do all facilities meet the minimum requirements for clinical training?		
Is safety of students and staff adequately addressed?		
Are the staff/lecturers involved adequately trained/experienced in the relevant professional areas?		
Assessment: - Are clinical techniques (evaluation and treatment) adequately assessed? - Is there a balance between formative and summative assessments? - Are soft skills / graduate attributes and/ or generic skills adequately assessed?		
Is the supervisor to student ratio satisfactory?		
Is the time spent on "direct supervision" of the student adequate?		
Is the collaboration between sites and the department/division satisfactory? - Do the clinical staff have an opportunity to give input into the curriculum?		
Is students' attendance monitored/verified at clinical sites?		
Are the students across all years/levels satisfied with their clinical exposure?		
Sites visit during the evaluation: (list)		
<b>General Comments:</b>		

### 4. STAFF

Question/Statement	Yes	No
Is the staff Equity and Diversity Profile reflective or in line with the institutional transformation policy?		
Are there sufficient lecturers/staff teaching on the program?		
Do lecturers carry a reasonable lecture load?		
Are lecturer peer evaluations done regularly? * QA		
Do academic staff maintain and / or update their professional skills?		
Are there opportunities and incentives for staff to improve their qualifications?		
Do staff have relevant qualifications in the following areas:		
Clinical qualifications?		

Academic/ Teaching practice?		
Is staff developed and / or trained in the following areas:		
Curriculum design?		
Learning and Teaching methodologies?		
Assessment techniques?		
Clinical supervision?		
Is training regularly provided? - is it optional?		
Are part-time staff/ clinical supervisor:		
Provided with training on student assessment?		
Provided with a platform and / or mechanism to raise their concern?		
Is the following discussed and agreed with staff annually/regularly:		
Key performance areas?		
Personal development plans?		
Performance management?		
Is staff involved or active in the following research areas:		
Clinical research?		
Educational/ teaching and learning research?		
Undergraduate research supervision?		
Postgraduate research supervision?		
Is staff aware of the relevant institutional policies related to:		
Teaching and learning?		
Assessment?		
Quality assurance?		
Handling of students complaints?		
At risk students?		
Academic rules and regulations?		
Is there adequate involvement of institutional staff at:		
Departmental level?		
Faculty level?		
University level?		
Are there any staff incentives relating to:		
Teaching excellence?		
Innovative teaching?		
Clinical excellence?		
<b>General Comments:</b>		

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## 5. STUDENTS

### 5.1 Recruitment/Entry requirements

Question/Statement	Yes	No
There is an appropriate recruitment strategy in place		
Is there fair demographic representation?		
Students meet specific entry requirements to be accepted into the program		
<b>General comments:</b>		

### 5.2 Student/Staff/Client/Patient relationships

Question/Statement	Yes	No
Is there a good relationship between staff and students?		
Are there class representatives and do they have regular meetings for student feedback?		
Do students exhibit professional behaviour on the clinical platform?		
<b>General comments:</b>		

### 5.3 Student support

Question/Statement	Yes	No
Are students with poor performance timeously identified?		
Are students with poor academic performance adequately supported: - by department/division? - by faculty/university?		
Are there systems in place to take care of the health and wellness of students?		

#### 5.4 Student feedback on interviews

Question/Statement	Yes	No
The department adhere to minimal standards of student training and teaching across all levels		
The standard and relevance of course contents is adequate		
All staff involved in student education and training is competent		
The training facilities, apparatus, and materials are appropriate.		
Are students satisfied with facilities and resource centres (e.g. library, computer centre and/or IT services, practical skills lab / simulation lab etc.)?		
Is the availability of patients and clients at the training institution sufficient?		
The students are satisfied with the quality expected of a tertiary institution. The department complies with the universities policies.		
The students are satisfied with the quality and relevance of training on the clinical platform?		
The staff-student relationship is good		
<b>General comments:</b>		

#### 6. RESOURCES

Question/statement	Yes	No
<b>Infra structure</b>		
Are there enough venues? - office space - lecture and practical venues - library and information resources - IT platform		
Adequate ventilation in all the venues?		
Enough bathroom facilities?		
Is there an emergency evacuation plan?		
Is there adequate equipment available to train students (Biokinetic programs refer to F206B) in all aspects of professional practice?		
Are there adequate materials / consumables (e.g. ultrasound gel/tissues/elastic bands etc.)?		
Is the equipment in line with advancements in technology?		

Is the equipment adequately maintained?		
Is the equipment used to its full potential?		
Are hygiene requirements met?		
<b>Program</b>		
Are there research opportunities?		
Is statistical support for student research available?		
Is the staff fully versed in the use of the equipment, and knowledgeable about the latest developments?		

## 7. FINAL RECOMMENDATION

After careful consideration, the PPB Board ..... satisfied that the ..... at **University of .....** meets the Minimum Standards of Education & Training and award and .... **hereby accredited for a further 5-year period or .....** \*

\* **NOTE** - Any concerns raised and reported on F244D need to be addressed as stipulated and the institution is reminded that a report in which this progress is reflected, must be submitted to the Education Committee Administrator annually.

## 8. EVALUATORS

INITIALS AND SURNAME	SIGNATURE	ADDRESS	TEL, FAX E-MAIL ADDRESS
Convenor			
Member			
Member			
Member			