

FORM 244



PROFESSIONAL BOARD FOR PHYSIOTHERAPY, PODIATRY AND BIODKINETICS

GUIDELINES FOR EVALUATION AND ACCREDITATION OF EDUCATION AND TRAINING INSTITUTIONS

2016/2017

ACRONYMS

HPCSA	Health Professions Council of South Africa
NQF	National Qualifications Framework
PHC	Public Health Care
PPB	Professional Board for Physiotherapy, Podiatry and Biokinetics
SAQA	South African Qualifications Authority
SVP	Site Visit Plan

SV Site Visit

QA Quality Assurance

DEFINITION OF TERMS

These definitions are relevant to the PPB Board

Academic staff

Academic staff refers to all permanent, part-time and contract staff teaching or conducting clinical supervision and research at an institution for higher education.

Accreditation

The recognition and approval of professional programmes of study by the PPB of the HPCSA. Graduates of accredited programmes are eligible for registration with the HPCSA, a legal requirement to practice the profession in South Africa. Accreditation status is valid for 5 years. Any changes to programs need to be re-accredited within the first year of implementation.

Clinical facility

Clinical facility is a facility which provides health care to the local community.

Clinical supervisor

A clinical supervisor is a suitably qualified health care professional who facilitates clinical education and practice at a clinical site.

Clinical supervision

Clinical supervision is the provision of guidance, monitoring and feedback on matters of professional, personal and education in the context of the care rendered to patients / clients by health care students.

Clinical education

Clinical education is part of health care training where students are given opportunity to interact with patients within work-based placed settings (clinical platform) throughout his / her programme of study.

Community engagement/work/outreach

Community engagement/work/outreach is the service provided to society which is conducted through awareness activities as well as teaching of basic self-help skills to all communities.

Contact time

Contact time refers to the amount of time that a student spends interacting directly with a lecturer or clinical supervisor.

Course content

Course content is an outline or a summary of the outcomes, activities and assessment of a course of study.

Credits

Credits refer to units of study often equivalent to notional hours in a module or course of study.

Curriculum

A curriculum consists of a specific selection of related modules from various programs and/or disciplines, in which students must achieve the stated learning outcomes within a specified period.

Criteria for programme accreditation

Acts, regulations and standards specified by the Professional Board with which an institution's professional education and training programme must comply in order to be accredited.

Entry level

Entry level is the lowest level required to be considered for entry into a program.

Evaluation

Evaluation refers to the act of considering or examining something in order to judge its value, quality, importance, extent, or condition.

Evaluation Panel / Evaluators

A team of professionals external to the educational institution being accredited appointed by the Board to evaluate an institution's professional education and training programme and facilities to determine whether it meets the minimum criteria for programme.

Evaluation process

The systematic series of procedures in determining merit, worth and significance of a professional program using criteria governed by a set of minimum standards. Evaluation provides opportunity to reflect on prior or existing initiatives to enable / assist in identification of further and future initiatives.

Facility

Something designed, built, installed or established to serve a specific function, in this case teaching and learning of professionals in Physiotherapy, Biokinetics and Podiatry.

Generic skills

Knowledge, skills and attitudes in order to succeed in his/her profession.

Graduate attributes

Competencies pertaining to professionalism, communication, life-long learning, advocacy, scholarship, communication and teamwork.

Graduate

A person who has completed a degree.

Hospital staff

Health care personnel providing health care within that hospital or health care facility.

Institution

An organisation of Higher Education, offering a professional programme of education and training that leads to registration with the HPCSA.

Notional hour(s)

Notional hours is the total time necessary for students to master the prescribed outcomes. A notional hour includes but is not limited to contact time, self-directed learning and assessment (such as preparing for presentations and lectures, research, reflection and preparing for tests and exams).

Practical training

Teaching and learning of practical skills / techniques.

Profession-specific knowledge and skills

Profession-specific knowledge and skills used in practicing that profession.

Program

A program comprises all courses that lead to a degree and include core and elective components/modules/courses.

Program accreditation

Determination by the Professional Board of PPB of whether an institution's professional programme for teaching and learning meets the minimum criteria for registration with the HPCSA.

Programme evaluation

The processes undertaken by the Board to assess whether an institution's professional programme for teaching and learning meets the criteria for accreditation.

Professional Board

A Professional Board as defined in the Health Professions Act number 56 of 1974.

Self-directed learning

“Self-directed learning” describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and reflecting on outcomes.

Self-evaluation

A process undertaken by an institution to reflect on whether their professional program meets the minimum criteria for accreditation.

Session / contract personnel / external lecturer

Staff appointed on an adhoc or contract basis to assist in the teaching and learning of students.

Site visit

A visit to an institution undertaken by the Evaluation Panel appointed by the PPB Board for the purpose of programme evaluation. It typically involves: review of programme outcomes and resources; interviews with students, staff and the leadership; observation of student academic and clinical learning activities; and visits to clinical training facilities.

Site visit plan

A schedule of activities at an institution which the Evaluation Panel will undertake during the site visit.

Staff development

Staff development can be defined as the activities and programmes (formal and informal) that help staff members to develop the required skills and competencies as well as responsibilities necessary to accomplish institutional and professional goals.

Training facility

A platform that offers professional practice/clinical training to students during formal periods of study.

1. INTRODUCTION

The Health Professions Council of South Africa (HPCSA) was established by the Health Professions Act, 1974 (Act 56 of 1974) as a quality assurance body for education and training in the professions which fall within its ambit. In terms of Section 16 of the Act no person, educational institution or training facility, may offer or provide any education or training, having as its object to qualify any person for the practising of any profession to which the provisions of the Act apply, or for the performance of any other activity directed to the mental or physical examining of any person or to the diagnosis, treatment or prevention of any mental or physical defect, illness or deficiency in humankind, unless such education and training has been accredited by the professional board concerned as being appropriate education and training for such purposes. Section 16(6) of the Act further indicates that the Health Professions Council is the education and training quality assurer for the health professionals registered under the Act.

According to Section 15B, to be read in conjunction with Section 16 of the Act, Professional Boards may, subject to the prescribed accreditation process and prescribed conditions, including the submission of reports by teams or evaluators appointed by the Professional Board, accredit teaching institutions and training facilities.

The aim of this document is to provide guidelines for the evaluation and accreditation process of Physiotherapy, Podiatry and Biokinetics education and training institutions by the PPB Board.

These guidelines contain the following:

- Purpose and procedures document (F244)
- Self-evaluation report (F244A)
- Site visit plan (F244B)

- Final report (F244C)
- Feedback report template (in cases where remedial action is required) (F244D) and Progress report (F244E)

2. PURPOSE OF ACCREDITATION

The purpose of accreditation is 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.

The evaluation (and accreditation) would therefore pertain to the following:

- A. Curriculum of the program
- B. Staff profile and development
- C. Student's perceptions of the program
- D. Alignment of Management and Governance with Teaching and Learning

3. DURATION OF ACCREDITATION

An institution's professional education and training programme that meets the prescribed standards and requirements (as specified in the Act, and relevant Board regulations and criteria) is granted accreditation. Accreditation is valid for five years after which the programme will be re-evaluated. Graduates of programmes that are accredited are eligible for registration with the HPCSA and thereby able to legally practice the profession for which they have been educated and trained. Some Professional Boards also require graduates to write and pass the Board examination before registration with the HPCSA.

All programs that do not meet minimum standards, will be required to comply with specific Board recommendations if the graduates are to be registered with the HPCSA until accreditation status has been attained.

Students who complete an education and training programme, which does not meet the minimum requirements set by the PPB, will not be registered by the HPCSA and will therefore not be permitted to practice. It might be required from these students to complete further training in order to be registered.

4. COMPOSITION OF THE EVALUATION PANEL

The evaluation panel consists of three members, of which at least one member is from the profession being evaluated and / or at least one member from a different profession (but from the PPB board). Panel members must have professional, clinical expertise, be in good professional standing (including CPD) and have a relevant knowledge and/or familiarity with educational processes as well as health and education issues on a national and international level.

A fourth board member (or co-opted member) of the same profession will act as 'reserve'/stand by to be available in cases where one of the panel are unable to do the site visit.

The roles, responsibilities and processes pertaining to the Evaluators/Evaluation Panel are described.

4.1 PRE-EVALUATION

a. Appointment as an Evaluator to Evaluation Panel

The processes relating to the nomination and appointment of the evaluators to serve on the Evaluation Panel are described in Appendix C.

- i. Individuals will be sent a letter notifying them of their appointment as an Evaluator.
- ii. The individual must indicate her/his acceptance of the appointment/ or decline, in writing, to the Board manager.
- iii. Individuals who have accepted the appointment will constitute the pool of evaluators.

b. Appointment to Evaluation Panel

Evaluators will be notified at least four (4) months before the accreditation/evaluation site visit.

c. Code of Conduct

Evaluators are expected to conduct themselves in accordance with the highest standards of ethical, moral and professional behavior during all phases of the process. Each evaluator must review, sign the Code of Conduct in Appendix G and submit it to the Board manager together with the written acceptance of the appointment to an Evaluation Panel – prior to receiving any documentation from the Institution. *Any conflict of interest must be declared in writing to the Board Manager prior to finalization of appointment.*

5. ROLES, RESPONSIBILITIES AND PROCEDURES RELATING TO EVALUATION AND ACCREDITATION

The accreditation of institutions offering education and training under the HPCSA is the responsibility of Professional Boards, which delegate it to their Education Committees. Professional Boards, in accordance with the Act and relevant regulations, ensure quality in

professional education and training by evaluating and accrediting professional education and training programmes within their ambits. To this end, the roles and responsibilities of the Education Committees include: standards setting; scheduling accreditation of institutions' professional education and training programmes; setting frameworks for accreditation; appointment and training of evaluators; determining accreditation status of education and training programmes; and managing outcomes of the accreditation process.

In this process, the roles and responsibilities of the Board Secretariat are to: manage all the administrative processes effectively and efficiently; facilitate effective communication between the Professional Board, education providers, evaluators and the Board administration; and maintain the highest standards of professionalism.

Table 1 provides a broad overview of roles, responsibilities and procedures relating to evaluation and accreditation of institutions.

Phase	Education Committee (PPB)	Board Secretariat	Evaluation Panel	Educational institution
PREPARATION	- Annually reviews the schedule for evaluation of all institutions relevant to the PPB Board	- Contacts institutions to be reviewed the following year and provides the institution with the guidelines (F244) and Self-evaluation Report (F244A) documents		- Acknowledge receipt of documents and identify 4 days/ dates for site visit (SV) via the Board Secretariat
	- Reviews and appoints the list of evaluators (includes the Convenor of the panel) for the following year - Coordinates times (month period) for each institution visit	- Negotiates dates with the institution for the site visit (4 days)	- Once date is confirmed the Convenor makes contact with Institution and introduces the panel members	- Acknowledges panel members and declares any potential conflict of interest
		- Confirms the availability and sends letters of appointment and code of conduct to panel members		
				- Completes Self-evaluation report (F244A) and submit it to the Board Secretariat 8 weeks before site visit
PRE-EVALUATION		- Sends reminder to the institution 12 weeks before the SV - Ensures the Self-evaluation report is submitted within 8 weeks before SV	- Reviews the completed Self-evaluation report and informs institution of 'items' / plan for the site visit (SVP) (F244B)	- Informs all role players regarding the evaluation and accreditation process - Compiles the SVP (F244B)
		- Coordinates flights and accommodation arrangements for the panel	- Finalise the SVP in conjunction with the HOD of the relevant	- Prepare all documentation and secures a venue for the evaluation panel for the SV

			institution (includes informing site of panel dietary requirements)	
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Phase	Education Committee (PPB)	Board Secretariat	Evaluation Panel	Educational institution
EVALUATION			<ul style="list-style-type: none"> - Introduce panel and brief the staff on the evaluation (~4 areas) and accreditation process at the onset of the SV - Confirm/amend the SVP if necessary 	<ul style="list-style-type: none"> - Arrange for all role players to attend applicable sessions as included in the SVP
			<ul style="list-style-type: none"> - Conduct the SV and evaluate all relevant aspects - Give verbal feedback to the staff on final day of the SV 	<ul style="list-style-type: none"> - Respond to any queries from panel members
				<ul style="list-style-type: none"> - Commence writing the preliminary report (F244C*) - Submit to HOD to establish factual correctness within 2 week of SV <p><i>* without last section</i></p>
FINALISATION			<ul style="list-style-type: none"> - Finalise the report (including recommendations and accreditation status of the institution) and submit to next EdCom meeting 	
	<ul style="list-style-type: none"> - Review and discuss final report, recommendations, accreditation status and institutional feedback 	<ul style="list-style-type: none"> - Send final report, recommendations and accreditation outcome (F224C) to the educational institution 		<ul style="list-style-type: none"> - Review the panel's outcome and feedback

	- Send final report and institutional feedback to the Board for noting	- Receive the response from the institution and place it on the agenda of the next EdCom meeting - Table final evaluation report and institutional feedback at the next Board meeting for noting - Send final report to institution		- Submit an implementation plan (F 244D) (if necessary within three months)
Phase	Education Committee (PPB)	Board Secretariat	Evaluation Panel	Educational institution
FOLLOW-UP AND CONTINUOUS SUPPORT	- Follow-up on the implementation of the response/ improvement plan via a progress report (F244E) submission completed by the relevant institution	- Receive the progress reports and place it on the agenda of the next Education Committee meeting of each year	- Follow-up on the implementation of the response/ improvement plan (if required)	- Implementation of the response/ improvement plan (as appropriate)
	- Provide continuous support to the educational institution			- Submit progress report (F244E) (as appropriate)

6. ACCREDITATION STATUS OPTIONS

The Convenor and Board Secretariat ensure that the final report is served at the next Following review of the final report the Education Committee will make a decision with respect to accreditation, with the following options:

- Accreditation is granted for a five-year period subject to an annual report, which includes quality assurance feedback
- Accreditation is granted subject to conditions, e.g. specified issues addressed within specified time frames, together with the right to re-visit the institution
- Accreditation is granted for a shorter period of time, if there are significant concerns which warrant re-evaluation within a prescribed period
- Accreditation is declined if the institution's programme does not meet the minimum standards for accreditation

7. SUPPORTIVE DOCUMENTATION

The following documents are considered when accrediting institutions. Programs should ensure alignment with the contents of these documents:

- Minimum standards of training for students in the specific profession
- Scope of profession for Physiotherapy, Podiatry and Biokinetics
- Regulations relating to the registration of students
- Health Professions Act of 1974 (as amended)
- Higher Education Act of 1997
- The Higher Education Qualifications Framework
- Level Descriptors for the National Qualifications Descriptors
- National Health Act of 2003
- Continuing Professional Development (CPD) guidelines
- Policy document on Undesirable Business Practices
- Ethical rules of conduct for practitioners registered under the Health Professions Act of 1974
- Guidelines for Good Practice in Health Care Professions : National Patients' Rights Charter
- Guidelines for Good Practice in Health Care Professions: General Ethical

Guidelines for the Health Care Professions

- HPCSA Ethical rules

Code of Conduct for Evaluators

Evaluators are expected to conduct themselves in accordance with the highest standards of ethical, moral and professional behavior during all phases of the process. Each evaluator must review, sign this Code of Conduct and submit it to the Board manager together with the written acceptance of the appointment to an Evaluation Panel – prior to receiving any documentation from the Institution.

I _____ (name) agree to uphold and conduct myself in accordance with the highest standards of ethical, moral and professional behavior at all times. With respect to the Programme Evaluation and Site Visit, I will:

1. Treat peers, staff and students at the institution, and the Board/ HPCSA with courtesy and respect.
2. Exercise punctuality at all times.
3. Maintain strictest confidentiality. The results and outcomes of the process will only be discussed with the Board manager and/or the Education Committee of the Board.
4. Conduct the evaluation in an objective, fair and impartial manner.
5. Evaluate the programme on its merits i.e. does it meet the Board specified criteria/ requirements.
6. Evaluate the programme (i.e. nature of learning opportunities provided by programme) and not individual students' performance.
7. Respect differences – methods of attaining requirements are variable and are the right of the programme.
8. Avoid comparisons with own training or training programmes.
9. Refrain from offering advice to the programme/institution.
10. Recuse myself in the event of a conflict of interest.
11. Sign and submit (to Board Manager) the Code of Conduct and Confidentiality Agreement prior to receiving the Institution's Self Review Report.
12. I will not discuss the report directly with the institution - all communications will be via the Board/ Board Secretariat.

Signature

Date