



COUNCIL ON HIGHER EDUCATION

HIGHER EDUCATION QUALITY COMMITTEE

**NATIONAL REVIEW OF
THE
MASTER OF
EDUCATION PROGRAMMES
MANUAL**

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Acronyms

AUT	Advisory Council for Universities and Technikons
CHE	Council on Higher Education
DoE	Department of Education
ETQA	Education and Quality Assurance Body
FTE	Full-time Equivalent
HE	Higher Education
HEQC	Higher Education Quality Committee
NQF	National Qualifications Framework
PQM	Programme and Qualification Mix
QA	Quality Assurance
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

Introduction

The Higher Education Act (No. 101 of 1997) sets out quite clearly the roles and responsibilities of the Council on Higher Education (CHE) and its permanent sub committee, the Higher Education Quality Committee (HEQC), with regard to policy and quality assurance related matters in the higher education sector. Simply stated, in terms of their respective mandates, the CHE advises the Minister of Education on matters relating to higher education (HE) and the HEQC manages the quality assurance activities of all public and private providers operating in the HE band.

In terms of its mission and vision, the HEQC supports the development, maintenance and enhancement of the quality of public and private higher education provision in order to enable a range of stakeholders to benefit from effective higher education and training. The HEQC performs its quality assurance duties also in terms of the South African Qualifications Authority Act (SAQA), 1995, (Act No 58 of 1995)¹ and the SAQA Regulations of 1998². As an Education and Training Quality Assurance body (ETQA) for higher education, the HEQC is responsible for the accreditation of public and private institutions and their learning programmes.

The underlying objective of the HEQC with regard to quality assurance is:

*to ensure that institutions effectively and efficiently deliver education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress.*³

The quality assurance framework and criteria of the HEQC are based on a multi-faceted definition of quality⁴, viz.:

- Fitness of purpose based on national goals, priorities and targets
- Fitness for purpose in relation to a specified mission within a national framework that encompasses differentiation and diversity.
- Value for money judged in relation to the full range of higher education purposes set out in the White Paper on Higher Education. Judgements about the effectiveness and efficiency of provision will include, but not be confined to, labour market responsiveness and cost recovery.

¹ The South African Qualifications Authority Act, 1995, (Act No 58 of 1995), Section 5(1)(a)(ii).

² Regulations under the South African Qualifications Authority Act, 1995, (Act No 58 of 1995).

³ CHE, *Quality Assurance in Higher Education*, p 2 (Pretoria: 2001)

⁴ HEQC, *Accreditation Framework* (Pretoria: 2004)

- Transformation, in the sense of developing the capabilities of individual learners for personal enrichment, as well as the requirements of social development and economic and employment growth.

The specific functions of the HEQC are to:

- Promote quality assurance in higher education
- Audit the quality assurance mechanisms of institutions of higher education
- Accredite programmes of higher education

The essence of the complex regulatory framework of which the CHE/HEQC is part can be briefly stated as:

- The DoE approves the programme and qualification mixes (PQMs) of public higher education institutions. It funds programmes of these institutions that are accredited by the HEQC, and it registers all private higher education institutions before they are permitted to operate.
- SAQA registers each qualification on the NQF.
- The HEQC accredits institutions of higher education to offer programmes leading to particular NQF-registered qualifications. In relevant cases, this is done in co-operation with statutory professional councils and Sector Education and Training Authorities (SETAs).

Final responsibility for accreditation decisions rests with the HEQC Board.

Objectives and Principles of the HEQC's Programme Accreditation Model

The HEQC's programme accreditation model makes a fundamental distinction between "new" and "existing"⁵ programmes. New programmes will be accredited in two phases, viz. the candidacy and accreditation phases. In the candidacy phase, a new programme has to meet the HEQC's criteria for that phase, or demonstrate its potential to do so in a stipulated period of time. The HEQC's criteria for the accreditation phase have to be met within one year after the first cohort of students has graduated from the programme. Re-accreditation of existing programmes will be done mainly through national reviews during the period 2004-2009. The objectives of the HEQC programme accreditation model are to:

⁵ The HEQC's *Criteria for Programme Accreditation* (November 2004), p. 1, defines a new programme as one which has not been offered before, or one whose purpose, outcomes, field of study, mode or site of delivery has been considerably changed. An existing programme is one that is registered on the National Qualifications Framework (NQF) and has been accredited by the Universities and Technikons Advisory Council (AUT) or the South African Qualifications Authority (SAQA) or the HEQC.

- Assure and enhance the quality of higher education programmes by identifying and granting recognition status to programmes that satisfy the HEQC's minimum standards for provision, or demonstrate their potential to do so in a stipulated period of time. Only those programmes satisfying at least *minimum* quality requirements will be entitled to enter and remain in the higher education system.
- Protect students from poor quality programmes through accreditation and re-accreditation arrangements that build on reports from self-evaluation and external evaluation activities, including HEQC audits, and other relevant sources of information.
- Encourage and support providers to institutionalise a culture of self-managed evaluation that builds on and surpasses minimum standards.
- Increase the confidence of the public in higher education programmes and qualifications.
- Facilitate articulation between programmes of different higher education sectors and institutions.

The following principles underpin the functioning of the HEQC's programme accreditation model:

- Primary responsibility for programme quality rests with higher education institutions themselves. Institutions should seek to establish and sustain effective mechanisms that facilitate programme quality and yield reliable information for internal programme-related planning and self-evaluation, external evaluation, and public reporting.
- The HEQC's responsibility is to establish a value-adding external system of programme accreditation that can validate institutional information on the effectiveness of arrangements for ensuring the quality of academic programmes.
- The HEQC relies on a system of peer and expert review in order to ensure credible and consistent programme evaluations.

Criteria⁶

The HEQC views criteria for programme accreditation as indicators of the minimum standards required for academic programmes. Criteria are defined as follows by the HEQC (*Criteria for Programme Accreditation*, 2004, p. 34):

⁶ A more detailed and nuanced account of criteria is in preparation. This will appear in the document with the consolidated criteria for all education programmes.

“Minimum standards necessary to support and enhance the quality of teaching and learning in a programme.”

It should be noted that although programme accreditation criteria express minimum standards, institutions are encouraged to strive to attain levels of quality higher than the minimum. The need for benchmarks to measure quality is particularly relevant in South Africa where the higher education system has been characterised for decades by inequality in the provision of programmes at both undergraduate and postgraduate level. Concern with the quality of postgraduate education led the Minister of Education to request the HEQC to prioritise the review of the quality of these programmes.⁷

National reviews are one of HEQC’s methodologies to deal with inequality in the provision of learning programmes. In this sense, both minimum standards and improvement are constitutive elements of HEQC’s national reviews. Minimum standards, as embodied in the criteria, are seen as a necessary measure:

To instil public confidence in the quality of higher education provision, facilitate articulation between higher education institutions and programmes, and provide the foundations for the development and support of excellence at all levels of higher education and training (Founding Document, 2001, p. 8).

The identification of improvement trajectories, on the other hand, aims at achieving excellence in programme delivery. In this sense the quality assurance system is based on the development from minimum standards.

The need for flexibility in the interpretation of the criteria is recognised by the HEQC, since:

The relative importance and weight to be attached to specific programme areas and their related criteria may differ between programmes. Members of the review panel have the responsibility for using their discipline and subject knowledge to make these judgements within the context of the programme that is evaluated (Criteria for Programme Accreditation, 2004, p. 25).

In the case of national reviews, this means that the HEQC’s criteria have to be adapted within the context of the nature and needs of the programmes / disciplines under review.

⁷ Cf. the National Plan for Higher Education, 2001, section 4.7.1.

National Review on Teacher Education

The Higher Education Quality Committee of the Council on Higher Education is undertaking a national review of professional and academic programmes in education focused on four different types of programmes over a two year period: M.Ed.; B.Ed.; PGCE; and ACE.

National reviews are a specialised type of accreditation exercise focusing on existing learning programmes in a particular disciplinary/subject area. This re-accreditation is carried out using specific criteria developed by specialists, peers, and commented on by stakeholders and institutions offering those programmes.

National reviews have three components.

First, institutions submit their self-evaluation on the extent to which their programmes meet the agreed upon criteria.

Secondly, a panel of peers and experts visits the institution and interviews representatives from management, academic staff, students, and alumni. Taking into account the self-evaluation and the result of the visit to the institution, the panel makes recommendations in relation to the accreditation status of each programme to a specialised Accreditation Committee. The Accreditation Committee submits its decisions to the HEQC Board. Programmes can attain full accreditation or conditional accreditation until they meet a number of conditions stipulated by the Board. Programmes found not to comply with minimum standards have their accreditation withdrawn.

The third part of the methodology is based on an analytical report of the results of the re-accreditation process. This study provides a quantitative, qualitative and contextual analysis of the programmes that were submitted for re-accreditation. The analysis follows lines of enquiry derived from the results of the re-accreditation process and looks into issues of quality of provision taking into account local and international developments in the specific discipline/programme.

The finalised M.Ed (refers to all variants of Masters programmes offered in the field of education and designated differently by institutions, eg. M Phil, Masters in...) criteria will be used to evaluate relevant programmes at main campuses, satellite campuses and tuition centres. The criteria apply to contact, distance education and e-learning programmes. The document selected a total of 11 criteria. The criteria are drawn from the set of 19 generic criteria for programme evaluation, developed by the HEQC. In no way can these criteria be

perceived simplistically as specifications of standard. In fact, the formal definitions of the criteria do not mean something in and of themselves. They are to be treated as statements, the meaning of which should emerge during peer evaluation.

Peers play a key role in the evaluation process, because they have the necessary knowledge and experience to make appropriate judgements within the context of the programme being reviewed. It is fundamental that evidence is used to provide a rationale for judgements arrived at. Sources of evidence on which HEQC evaluator panels rely to support their judgements include:

- Answers to questions about the criteria in the electronic submission of the application.
- Information and documentation submitted as part of the application.
- Documents provided during site visits (copies of theses, examiners' reports, policies, minutes, organograms, review reports, etc).
- Observations of infrastructure, e.g. lecture rooms.
- Interviews with staff, students, management, alumni and any others that form part of the site visit.

Professional judgement lies at the heart of the interpretation and application of criteria. Firstly, application of the criteria needs to be sensitive to institutional issues and should guard against a 'one size fits all' formulaic approach. Institutional context and scope for the exercise of principled autonomy in interpreting national priorities ('fitness of purpose') is also pertinent.

Secondly, professional judgement regarding good practice should not be separated from justification of particular practices. For example, a programme in one context might have defensible reasons for adopting lecture formats with large classes, while another has defensible reasons for adopting a different format. Not all criteria are amenable to the simple question of conformity or non-conformity.

Thirdly, holistic interpretation and flexible application of the criteria should guard against a 'checklist' type of approach. Given the complexity of the idea of "education", a sound judgement requires holistic treatment of the criteria. Hence, the outcomes of the accreditation process as a whole will be determined in a holistic manner and not by merely calculating the sum total of the evaluations against individual criteria. A holistic approach works from an understanding of the interdependence of those criteria that are intrinsic to the purpose of the HEQC National Review of Teacher Education Manual 2005

programme. This implies the weighting of criteria to ensure proper attention to those that are intrinsic to the programme purpose.⁸

Finally, although this is a minimum standards exercise, reviewers are strongly encouraged to identify examples of good practice and innovation beyond minimum standards. There is a “Commend” category for judgements on individual criteria; and encouragement for improvement is reflected in the “Exceeds minimum standards” category in overall judgements on programmes.

Categories of Judgement

Review panels will first evaluate the programme(s) against each individual criterion as set out in the *Criteria and Minimum Standards for the Re-Accreditation of the M Ed* programmes. The following categories are used to classify judgements in each instance:

- (i) Commend: All the minimum standards specified in the criterion were fully met and, in addition, good practices and innovation were identified in relation to the criterion.
- (ii) Meets minimum standards: Minimum standards as specified in the criterion were met.
- (iii) Needs improvement: Did not comply with all the minimum standards specified in the criterion. Problems/weaknesses could be addressed in a short period of time.
- (iv) Does not comply: Did not comply with the majority of the minimum standards specified in the criterion.

⁸ The weighting of criteria may be relative to institutional type, taking into account factors such as mode of delivery and the aims of programme itself. For example, if the main aim is to foster independent learning and student research, then resources in the form of library facilities and staff /student ratio become particularly important. A number of comments made at Regional Workshops have also implied that true quality is to be found ‘inside’ practice, in other words, in criteria built into Teaching and Learning Strategies and Interactions, and Assessment. By contrast, other criteria such Administrative Support may in some circumstances function more as enabling or supportive conditions for teaching and learning.

The following classification will be used for the accreditation outcomes of the M.Ed programme as a whole:

Exceeds minimum standards: All minimum standards specified in the criteria were met and, in addition, examples of good practice and innovation were identified in relation to several criteria.	Accredited.
Complies with minimum standards: All minimum standards specified in the criteria were met.	Accredited.
Needs improvement: Not all minimum standards specified in the criteria were met. Problems/weaknesses could be addressed in a short period of time.	Accredited (with conditions)
Does not meet minimum standards: Did not meet the majority of minimum standards specified in the criteria.	Withdrawal of Accreditation

Stages in the Review Process

The following steps will be followed in the M.Ed review:

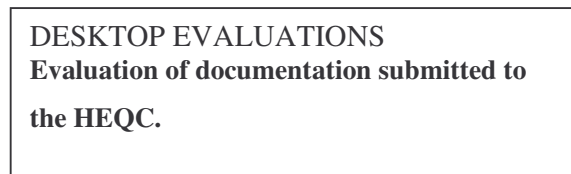
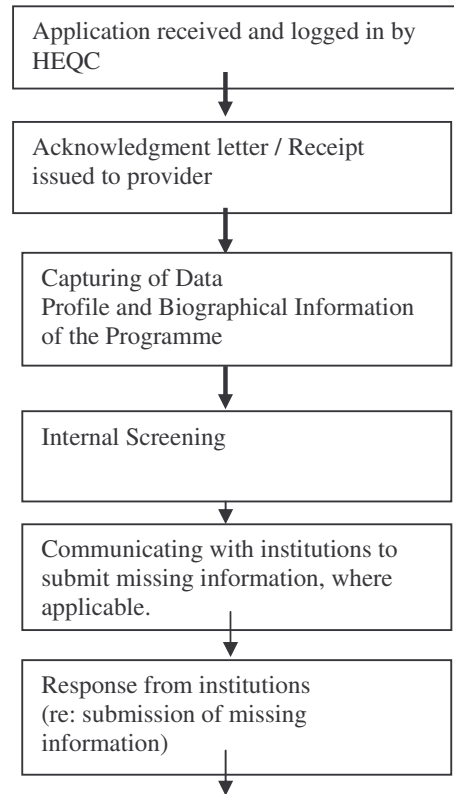
1. Submission of self-evaluation by providers of their M.Ed qualification, using the instruments and criteria developed for this purpose.
2. Internal screening of institutional self-evaluation portfolios by the HEQC secretariat.
3. Request to institutions to release experts to participate as evaluators and panellists.
4. Call for nominations and selection of evaluators and panellists.
5. Evaluation of submissions by relevant experts.
6. Development of the schedule for site visits of the review panel.
7. Informing institutions of the site visits and composition of the review panels (institutions have opportunity to object to the composition).
8. Draft schedule of the site visit to selected experts for suggestions on adjustments.

9. Site visit by a panel of peers and experts.
10. Evaluation report developed by the HEQC secretariat on the basis of panel deliberations.
11. Evaluation of all reports and related documentation by the HEQC Accreditation Committee and recommendations to the HEQC Board.
12. Communication of recommendations to institutions with a 21-day window period for submission of comments on errors of fact, discrepancies and omissions.
13. Review by the Accreditation Committee of its recommendations in the light of institutional comments and submission of final recommendations to the HEQC Board.
14. Decision by the HEQC Board.
15. Communication of outcomes to institutions.
16. Development and submission of a report on the state of teacher education in South Africa to be submitted to the Minister of Education.
17. National workshop on improvement trajectories.
18. Follow-up on conditional accreditation (submission of plans).

MED RE-ACCREDITATION PROCESS

SUBMISSION OF PORTFOLIO

INTERNAL PROCESSING OF APPLICATIONS



Date / Deadline for Internal Screening of Programmes and Paper-based evaluation



SITE BASED EVALUATIONS

The Accreditation Manual

The accreditation instrument is organised around the criteria developed in consultation with representatives of education schools/departments, comparison with international accreditation systems and within the framework of the HEQC's audit and accreditation frameworks. Criteria have been developed with sufficient flexibility to be applicable to all education schools/departments offering M Ed programmes. The main focus will be to ensure that each M Ed programme will be evaluated against its own stated mission. Schools/departments should be able to demonstrate compliance to the criteria and evidence of the achievement of the minimum standards. The criteria developed attempt to strike a balance between innovation as well as the need to be normative and provide a minimum standard of performance.

Each criterion constitutes a section in the application. The manual offers questions and guidelines that will assist the institutions in developing the narrative account. Please refer to the HEQC Criteria and Minimum Standards for the M Ed when developing your submission. The last section in each criterion allows the programme to measure their level of compliance with the standards and criteria in each area. If each criterion is generally met, the outcome is classified as "Meets minimum standards." If each criterion is generally exceeded, the outcome of the evaluation is classified as 'Commend.' If each criterion is generally not met, the outcome is classified as "Needs improvement". If each criterion is not met at all, the outcome is classified as ""Does not comply". If institutions adjudge their programme as 'Needs Improvement', an action plan, including timelines and checkpoints for improvement where applicable should be provided if possible.

This classification applies both in the self-evaluation done by the relevant unit within the institution and in the evaluation by the HEQC. It is internationally recognised that self-evaluation is an integral component of the accreditation process. The HEQC recognises that responsibility for quality assurance rests in the first instance, with institutions. It attaches great importance to self-evaluation by the institution with a view to the institution improving the quality of its programmes as well as preparation for external validation by the HEQC.

The institution should establish the necessary structures, procedures and processes in order to enable the unit to conduct a thorough and timeous evaluation of its programmes and the unit's systems, structures, policies and procedures, in relation to its programme or programmes.

The narrative account must be led by self-assessment in relation to each criterion statement and thus consist of the following key areas:

1. A descriptive account of the unit's performance around the criterion statement (use questions to guide response).
2. An analysis of the strengths, weaknesses, opportunities and threats.
3. An overall assessment of the performance in relation to the minimum standards and the criterion.
4. An improvement plan.

The HEQC recognises that no two institutions or programmes are alike. Each has its unique mission, goals and objectives, and organisational climate, all of which will be reflected in the submission. The key to preparing a good submission is to provide accurate, complete and well thought out responses. Inaccurate, incomplete or improperly formatted information may delay the accreditation process. Responses should be clear, succinct and address the relevant topics. The quality of the content in the submission, and the process whereby this information is produced are significant.

The list of expected documentation at the end of each section is to afford units⁹ the flexibility to provide information in appropriate formats. It is the unit's responsibility to ensure that when compiling the documentation, sufficient information is provided on the M Ed programme, different modes of delivery and sites of delivery.

The Internal Review Process

The internal review process requires the unit to engage in critical self-evaluation leading to identification of areas of best practice, improvement areas and other interventions required in order to enhance the quality of the programmes. This process should culminate in the preparation of a self-study document that addresses the criteria and the minimum standards set out. The purpose of this manual is to provide guidance on the elements required to demonstrate compliance with each criterion and offers suggestions on documentation that may be used to demonstrate compliance.

⁹ The term 'unit' has been adopted to refer to the organisational structure offering the programme.

General Characteristics

These are general characteristics of a portfolio as a whole.

Interpretation of the Criteria

- Have the requirements of the criteria been understood in a way that suggests clear professional understanding of the issues?
- Have the criteria been interpreted appropriately for the context and nature of the institution?

Conduct of the Self-Evaluation

- Have appropriate people in the institution been involved in the process in ways that optimise the learning opportunity provided by self-evaluation?
- What activities were conducted for the self-evaluation?
- What were the products of the self-evaluation (apart from the self-evaluation report in the portfolio)?

Presentation of the Self-Evaluation

- Is the self-evaluation report systematically presented, in an appropriate order, with cross-referencing within the report where necessary, in a way that results in an easy-flowing and logical read?
- Is the relevant documentation easily accessible (contents pages, numbering of pages and appendices, labelling of sections, cross-referencing across report and appendices, etc)?

Criterion-Specific Characteristics

Each of the characteristics below would be expected for each of the criteria. To what extent has each criterion been systematically addressed in ways that give adequate attention to each of the following dimensions of self-evaluation?

Description

- Indicates the nature of the systems and arrangements in place in relation to a particular criterion (or group of criteria).

- Indicates how these systems and arrangements are supposed to work to deliver quality.

Evaluation

- What conclusions has the institution reached about the effectiveness of the systems and arrangements for managing quality? Which are working well, and which are not working effectively? There should be an analysis of areas of strength and weakness.
- Has the institution achieved an appropriate level of self-disclosure?
- How plausible are the conclusions?

Evidence

- What evidence has the institution provided to support its conclusions about the effectiveness of its systems and arrangements?
- Where necessary, has the evidence (e.g. quantitative data) been interpreted for the reader?
- Is there an explicit account which links the evidence to the conclusions? (e.g. “The minutes of this committee reflect a consistent tracking of the following issues, resulting in....”)

Analysis

- To what extent has the institution been able to account for why they may be experiencing (especially) problems in some areas? Are they able to explain (for example) the failure of some policies or measures to achieve their intended outcome? How insightful is their self-knowledge? Understanding the nature of problem areas is the first step in formulating appropriate interventions for the improvement plan.

It is recommended that the portfolio of evidence be organised by criterion, and within each criterion, by minimum standard. Each standard should be addressed in terms of the unit’s compliance and include an analytic discussion on the strengths and areas for improvement in relation to the criterion and the minimum standards. Each criterion should include a plan of action that will address areas identified in the self-evaluation for improvement where possible. There is no specified format for the portfolio but some guidance in terms of the expectations. The application must be organized as a narrative self-study document with appropriate inclusion of supportive information, documents, survey results, and tabular data. The manual provides a list of expected documentation the unit can provide to demonstrate

fulfilment of the standards. Bulky documents, such as manuals, course syllabi, institutional rules and regulations, promotion/tenure policies, and survey documents, upon appropriate referencing in the narrative report, may be provided on site. Please note that all appendices must be clearly marked and cross-referenced appropriately. In the Guidelines for each criterion, suggested documents are indicated. If a particular document has already been added as an annexure, please indicate the cross-reference. Five copies of these documents and any other supporting documentation must be provided to the HEQC.

Technical Details

- Five copies of the portfolio preferably in a ring-binder file. Avoid stapling of sub-sections
- Cover sheet and table of contents
- Report should be 12 point font size, with 2 cm margins, recommended 1.5 spacing and consecutive page numbering
- Sections should be organised by criteria and separated by tab dividers
- Explicit page references should be provided if cross-referencing to data is required
- Appendices and supporting documentation should be clearly labelled and referenced
- The usage of tables, pie-charts and graphs for student data, demographics, success, throughput and drop-out rates, curricular requirements, academic research publications, staff for various support services, is recommended with clear labelling.

Site Documents

- Prospectus, faculty handbooks, academic calendars, student guides
- Strategic plans of institution and unit (if available)
- Learner material, syllabi, course packs (per module, per mode of delivery)
- University reports, committee meeting minutes, school/departments/faculty minutes
- Data summaries of surveys and instruments
- Schedule of courses offered over the last 3 years with faculty members identified
- Assessment tasks and instruments, internal moderation reports and external examiner reports
- Degree completion rates, module performance and assessment records for the last three years
- Admission policies, RPL practice and learner records of relevant applicants, degree completion requirements
- Tuition and fee structures
- Examples of student work and research dissertations
- Faculty curricula vitae
- Facilities, equipment and supplies
- Library catalogues
- Records of students complaints and grievances over the past 3 years
- Summary of academic faculty members accomplishments and publications for quick reference
- Advertising material, promotional material, information brochures, etc
- HR policies, samples of contracts and other personnel data retained by the unit
- Course/lecturer evaluation responses and summaries
- Student tracking mechanisms post degree completion
- Any other relevant policies or documents that support the unit's mission, goals, objectives

COVER PAGE OF PORTFOLIO

NAME OF INSTITUTION:

NAME OF HEAD OF INSTITUTION:

HEAD OF M ED PROGRAMME:

NAME OF UNIT OFFERING THE M ED:

HEAD OF UNIT:

DETAILS OF ALL SITES OF DELIVERY:

DETAILS OF ALL TUITION CENTRES:

YEAR OF FIRST INTAKE OF M ED LEARNERS:

YEAR OF FIRST GRADUATION OF M ED LEARNERS:

IDENTIFY THE PERSON WHO WILL BE THE PRIMARY CONTACT DURING THE ACCREDITATION PROCESS:

NAME:

TITLE:

ADDRESS:

PHONE:

FAX:

EMAIL:

I declare that the information provided in this application and its supporting documents is accurate and verifiable. I declare that I have taken all reasonable steps to confirm the accuracy of statements.

SIGNATURE OF HEAD OF UNIT:

SIGNATURE OF REGISTRAR OR HEAD OF INSTITUTION:

DATE OF SUBMISSION:

This section is intended to afford the HEQC with a brief and general overview of some important aspects of the unit. Please use the table with the headings as below, extending it to reflect information on all sites of delivery and tuition centres. If your unit is offering the programme in multiple modes of delivery, please ensure that your table indicates the mode of delivery. In the relevant sections where information per site of delivery or mode of delivery differs, please provide the required information. The unit should provide historical data where possible on the student registration and enrolment figures using 5 years as a guideline if possible. This should be broken down per site and mode of delivery. A brief history of the unit should be provided especially in merging or merged institutions, units which have merged or if there have been incorporations or amalgamations.

Sites/Modes of Delivery	Number of Students Registered for the M Ed : Course Work Component of the Programme – 2005	Number of students registered for the M Ed: Dissertation Phase – 2005
Tuition Centres/Study Centres		
Other Delivery Partners		
Modes of Delivery		
Full-time		
Part-time		
Block Release		
Distance		
Other		
Total Number of Students in Programme		

Total annual throughput for the M Ed programme. per site of delivery and mode of delivery. (2002-2004)	2002	2003	2004
Site of Delivery			
Mode of Delivery			
Total			

Criterion 1: The National, Institutional and Unit Context

Guidelines

1.1. Public institutions must attach the following documents.

- Proof that qualification is approved by the Department of Education in the Programme Qualification Mix 2003-2006 for the institution.
- Proof from SAQA confirming registration of qualification on the NQF.
- Proof of compliance with Criteria for the Recognition and Evaluation of Qualifications for Employment in Education
- Accreditation proof from HEQC or previous bodies responsible.
- If accredited by any other body or in the process of applying for accreditation, please provide details of the accrediting body, date of accreditation or application and any other details.

1.1.1. Private providers must attach the following documents.

- Letter from the registrar stipulating the conditions of registration.
- Letter from SAQA confirming registration of qualification on the NQF.
- Letter from SAQA/HEQC stipulating conditions of accreditation.

- If accredited by any other body or in the process of applying for accreditation, please provide details of the accrediting body, date of accreditation or application and any other details.

1.2. Attach as an annexure the SAQA submission for the M Ed and/or relevant qualification under review.

1.3. Provide a brief account the extent to which the learning programme is aligned with the relevant legislation as stipulated in minimum standards ii and v.

1.4. Explain the process of how the qualification offerings of the unit feature in the strategic and academic planning of the institution.

1.5. Provide an explanation of how programme development for the M Ed and the specialisation has taken into account national/ regional professional priorities and needs.

1.6. Outline the current mission statement, goals and objectives of the unit. If the unit has a plan to achieve the mission, goals and objectives please attach it. Explain how the M Ed is part of the mission, goals and objectives of the unit. Your response should focus on the following key areas:

- Process used to develop the plan to achieve the mission, goals and objectives.
- Evidence to demonstrate that the process used has been effective and productive.
- Identification of whose responsibility it is to assess the extent to which the mission, goals and objectives of the unit are being achieved.
- What are the major indicators deployed in the process of assessing the performance of the unit? Comment also, on whether the indicators used are adequate and appropriate.
- Is there evidence of inclusion, support and co-operation of the institution for the unit's mission, goals and objectives?
- Identify areas in which faculty members and learners participate. Your analysis should focus on areas of strength and weaknesses in relation to participation.

1.7. A brief report of not more than one page must focus on whether the recurrent (i.e. operating) expenditure for the period 2002-2005, was used effectively to ensure quality provision of teaching and learning for M Ed students. Comment on and identify the strengths and weaknesses of the current level and pattern of income, sources of income and areas of expenditure of the unit in relation to the programme.

1.8. Please describe the organisational structure of the unit. Organograms for the unit must include administrative and academic staff. Details of the relationships between the unit and the institution must be provided. Identify the strengths and weaknesses of the current organisational structure within the unit. Describe the role of management within the unit and in the context of the institution. Provide a description of the programme's administrative, governance and committee structures and processes, particularly as they affect:

- General programme development
- Planning
- Budget and resource allocation
- Student admission, recruitment and award of degrees

1.9. Provide details of the unit/institution’s quality assurance policy and describe how it informs the activities of the unit. Attach policy. Evidence of implementation should be made available on site.

1.10. In addition to the above, if the unit offers the programme by distance education, a detailed narrative should be provided in line with the minimum standards specified. The narrative must focus on the systems in place for ensuring academic quality. If institutions use tuition centres/ study centres, details of the management of these must be provided.

Documentary Evidence

- Extract of relevant part of the approved PQM for 2003-2006 or registration certificate of Department of Education (private providers).
- SAQA confirmation letter /submission
- Proof of prior accreditation by national accrediting bodies.
- Organogram of the unit offering the programme in relation to institutional structures.
- Organogram of the unit and the programme location in relation to it, and a description of the relationships, roles and functions, depicted in it.
- Strategic plan of unit and/or any planning documents.
- Statement of programme purpose in documents drawn up for purposes of establishing and/or accrediting the qualification.
- Recurrent expenditure summary 2002-2005 for the unit.
- Quality assurance policy of the unit/institution.
- Details on management of academic quality in relation to tuition centres/study centres (specific information per tuition centres/study centres should be made available at the site visit)

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 2: Programme Design and Co-ordination

Guidelines

2.1. What is the purpose of the M Ed programme offered by the unit? Please cross reference the relevant annexure, which is the copy of the unit's SAQA submission for registration of the qualification on the NQF. An elaboration on the relationship between the outcomes and the curriculum should be provided.

2.2. Please complete the following table.

Name of Module	Fundamental Core Elective (if applicable)	SAQA Credits	Teaching Hours	Specific Outcomes	Associated assessment criteria	Assessment tools

* Please attach brief course outlines for each of the modules and a list of prescribed reading material. Samples of learning materials and detailed syllabi to be made available at site.

2.3. Provide a description of how the programme is structured, the rules of combination, progression and articulation possibilities. Your description should include details on research methodology training and the progression from the coursework component to the dissertation.

2.4. How are the systematic interrelationships between the modules ensured?

2.5. Describe the measures in place to ensure that the programme is pitched at the correct NQF level.

2.3. Evaluate the extent to which the M Ed awarded by the unit has been benchmarked against other international/national M Ed programmes.

2.4. Describe the curriculum planning and development process and how it is monitored to assess effectiveness and currency.

2.5. Select one module in the programme that the unit considers innovative. Provide detailed syllabi and an overview of the unique features of the module. Samples of assessment tools must be included, texts used and any additional information that may assist in the evaluation.

2.6. Units that offer specialisations must provide detailed explanations for the use of the M Ed as a vehicle for specialisation and demonstrate clearly the allocation of credits in relation to the specialist portions of the curriculum.

2.7. List the indicators used by the unit to evaluate the learning programme and explain how the evaluation process is used to improve the curriculum.

2.8. If the programme is offered at different sites of delivery and/or modes of delivery, please provide details on how equivalence of provision is maintained.

2.9. Provide a description of how the programme is co-ordinated including details of the people involved as well as roles and responsibilities.

2.10. Describe processes in place for student input, participation and communication on all aspects of programme co-ordination.

Documentary Evidence

- SAQA submission.
- Details of horizontal and vertical articulation with other programmes.
- Programme rules and regulations as set out in Faculty Handbooks.
- Student guide / course outlines, module descriptions and specific outcomes, list of prescribed reading materials and sample of learning materials.
- Timetables per mode of delivery.
- Study guides/ module readers and assignments (on site).
- Linkage between the specialist learning programme and student research focus areas.
- Evidence of programme co-ordination at faculty and institutional level, e.g. minutes of relevant committee and working group committees.
- Details of the research methodology course, or research training.
- The name, qualifications, mandate and role of the programme coordinator.
- Examples of annual planning and academic development.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 3: Student Recruitment, Admission and Selection

Guidelines

- 3.1. State the admission requirements to the programme. Additional requirements for admissions like tests, interviews, experience must be stated.
- 3.2. Provide details of the selection process and how it ensures that incoming students have the necessary background in the relevant specialisation.
- 3.3. Provide details of the recruitment strategy.
- 3.4. What is the institution's RPL policy and describe how it is applied in relation to this programme?
- 3.5. What percentage of students have been accepted on the programme via an alternative admissions process (statistics for the last 3 years)?
- 3.6. Provide details of any support mechanisms in place for students admitted via alternative routes who require assistance?
- 3.7. Provide details of the equity targets of the faculty or department in relation to students.
- 3.8. Provide an explanation of the relationship between the admission criteria, selection criteria and the assumptions of learning required for the programme.
- 3.9. Describe the monitoring mechanisms in place at programme level to test the validity of admission and selection criteria.
- 3.10. What is the envisaged enrolment per year of study projected for next three years?
- 3.11. Provide details of programme viability studies undertaken by institution.
- 3.12. What are the plans of the institution for staff recruitment, increase or deployment of staff in relation to programme implementation?
- 3.13. Describe the funding opportunities available for students on the M Ed programme. Statistics should be provided on the number of students who have accessed Funding/bursaries/scholarships/grants over the last three years.

Documentary Evidence

- Institutional and/or programme policies and procedures for admission, selection and qualifications.
- Information on admission requirements for specialisations to be included.
- Copies of advertisements, brochures, information booklets, promotional material/ letters sent out to prospective students (on site).
- Faculty and Student handbook (on site).
- RPL policy.

- RPL implementation: student statistics to indicate performance of students admitted via RPL and percentage of students per cohort via RPL.
- Current equity profile (race and gender for last 3 years).
- Information on financial aid to students.
- Support service information and learner profile information if programme/s offered by distance education.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 4: Staffing

Guidelines

4.1. Provide a copy of staff recruitment, induction, selection and appointment policies specific to the programme. The HR policy and related documents like conditions of employment, contracts etc. of the institution in relation to the M Ed programme should be made available on site.

4.2. Please fill in the following table for academic teaching staff specific to the M Ed programme.

Name	F/T, P/T or contract	Date Of appointment	Highest Degree	Rank	No of Dissertations Supervised	Teaching Responsibilities

Please fill in the following table for support and administrative staff specific to the M Ed programme.

Name	F/T,P/T or contract	Date of Appointment	Highest Degree and Area of Work	Responsibility	Race and Gender

4.4. What measures are in place to ensure that academic staff is equipped to teach, assess and provide counselling and support to learners?

4.5. Details of the research outputs of the academic staff and samples of research must be made available on site. The following table must be completed. Utilise the format of the table for all staff members teaching on the M Ed programme. Please note that this table may be adapted with the teaching staff table if the unit finds that more suitable.

Name of Academic			
Years	Full-time or Part-time	*Types of Research Output	Number of postgraduate students supervised
2002			
2003			
2004			

4.5. Provide a description of how performance appraisal is carried out and used to improve the performance of the unit. The instruments used for evaluation and data can be made available on site.

4.6. Describe the process used to determine work allocation.

4.7. Describe staff development initiatives within the unit. Provide evidence of implementation and monitoring of the effectiveness of the initiatives.

4.8. Describe how staff are made aware of policies and the processes in place to ensure input in all academic matters.

4.9. Does the unit have a policy for computation of extra pay for staff and additional work undertaken?

4.10. Is the overall academic faculty to student ratio adequate? What formula is used to determine adequacy?

4.11. Describe the roles and responsibilities of the support staff.

4.12. Describe the systems in place for academic staff to provide input into all aspects of programme management and administration. (Minutes of meetings, agendas, reviews etc should be made available on site).

Documentary Evidence

- Procedures relating to staff affairs, including the recruitment and employment of staff in terms of the Labour Relations Act, conditions of service, selection and appointment, payment, redress and equity considerations.
- Conditions of service.
- Academic staff workload allocation model (or principles on which responsibilities are assigned).
- CVs of all academic and administrative staff who teach on and who service the master’s programme.
- A summarized list of the academic and administrative staff, including their full names, age, gender, race, highest qualification, relevant professional and workplace experience in years, position, full or part-time status, areas of responsibility.
- The equity programme of the institution and equity profile of the unit.
- Staff development programmes.
- Assessment training.
- Budgetary allocation for last 3 years to professional training and development.
- Participation in staff development opportunities over a 3 to 5 year period.
- Institutional guidelines regarding the attendance of conferences and workshops.
- Where appropriate, contractual agreements with part-time staff.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 5: Teaching and Learning

Guidelines

5.1. Provide a description of the teaching methods used on the M Ed programme. Explain the relationship between the teaching methods, mode of delivery and the achievement by the learners of the stated outcomes of the qualification.

5.2. Please indicate the types of learning activities involved in the programme and the number of hours that the average learner is expected to spend on each. If the table differs for either mode of delivery or site of delivery, these changes must be documented.

Type of Learning Activity for Programme	Hours	% of Learning Time
Lectures (face to face contact, limited interaction or technologically mediated)		
Tutorials: Individual groups of 30 or less		
Syndicate Groups		
Research		
Independent self-study of standard texts and references (study guides, books, journal articles)		
Independent self-study of specially prepared materials (case studies, multi-media, etc)		
Other (specify)		
Total		

5.3. Describe how the critical cross-field outcomes and exit level outcomes are translated into the teaching and learning process.

5.4. Please provide details of the information provided to the students on the programme, requirements per module, assessment requirements and standards of research required.

5.5. Provide an overview of academic support programmes or assistance provided to students on the programme.

5.6. Provide an overview of initiatives offered over the last 3 years to academics within the unit to improve teaching skills.

5.7. If the institution offers the programme at different sites or modes of delivery, an account should be provided on how the quality of teaching and learning is maintained.

Areas to be covered in the report should include:

- Learning materials and study guides
- Details of assistance provided to students in distance education
- Process of development of material for distance education
- Details of all learning materials and teaching support provided for students in the distance mode

5.8. Describe processes in place to identify inactive, poor or under performing students.

Describe interventions in place to deal with students identified.

Documentary Evidence

- The teaching and learning policy of the institution/faculty.
- Unit plans for staff development.
- Evidence for minimum standards specified for distance to be provided.
- Implementation of the teaching and learning policy on the part of the institution and the unit offering the programme.
- Course outlines, student guides and programme handbooks (on site).
- Course timetables.
- Reading lists.
- A description of the activities in which students are engaged.
- Other evidence of opportunities for guided independent learning.
- Details of research seminars or other such structured activities in which students participate.
- Evidence that the impact of teaching is monitored together with the progress of students, and that improvements are effected if necessary.
- Budget for the support and development of teaching technologies.
- Student feedback.
- Policy documents on staff development.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 6: Research

Guidelines

6.1. Describe the unit's policies, procedures and incentives for research for staff.

6.2. Please complete the following table.

Item	2002	2003	2004
Actual expenditure on research broken down into meaningful categories			
% of overall unit's expenditure			

6.3. Describe and provide details of research income streams.

6.4. What incentives are in place to encourage learner involvement in research?

Provide a brief description. Evidence to be provided on site.

6.5. What evidence is there that academic staff includes the results of their own research or the research of others into their teaching/supervision?

6.7. Does the unit have any measures in place to mentor new academic staff into research activities? If so, please provide a description.

6.8. Provide a description of how the programme enables students to undertake independent research and other scholarly activities. The description should include an overview of postgraduate supervisory practices and other forms of support extended to the learners.

6.9. What are the measures used by the unit to evaluate the success of its research activities?

Documentary Evidence

- Research policy and strategy.
- Guidelines for dissertations and completed dissertations.
- List of students who have completed their research dissertation during the last three to five years, their research topics, number of years to completion, supervisors.
- Samples of examiners' reports 2001, 2002, 2003, 2004.
- Number of scholarships and grants awarded to students 2002-2004.
- List of staff peer-reviewed publications, 2000-3.
- SAPSE research output.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 7: Supervision of Research Dissertation

Guidelines

- 7.1. Provide a description of the process in place for approval of student research proposals.
- 7.2. What criteria are in place for the appointment of supervisors?
- 7.3. How is supervision built into workload models?
- 7.4. Provide details of student supervision. Attach all policies and procedures in relation to supervision.
- 7.5. Describe policies and procedures in place to deal with student complaints, grievances, plagiarism, remarking, etc.
- 7.6. Please provide the assessment rubric used to guide assessment of dissertations.
- 7.7. Discuss staff development practices undertaken over the last three years in relation to postgraduate supervision.

Documentary Evidence

- Procedure for developing and approving research proposals (e.g. at Faculty Higher Degrees Committee).
- Procedure for the appointment of supervisors.
- Policies stipulating roles and responsibilities of the supervisors and students.
- Application of the academic staff workload allocation model with respect to supervision (i.e. number of notional teaching hours regarded as the norm for supervising a single dissertation); details of supervisors' workloads, including the number of students they supervise).
- List of students currently being supervised, their research topics, years of study, and supervisors.
- Identification of measures used to evaluate the success of the unit's research activities, along with data regarding the unit's performance against these measures
- Grievance procedures

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 8: Student Assessment

Guidelines

8.1. Describe the assessment policy of the unit in relation to the M Ed programme covering the following areas:

- Description of the number and types of tests/assignments/projects/case studies.
- Formative and summative assessment.
- Rules of progression within the M Ed programme
- Details of exit level qualifications awarded
- Required qualifications of examiners
- External examination and moderation system
- List the exact roles of the external examiners and moderators
- Process for review of assessment regime
- Complete the following table for the years 2002 -2004. List the names, qualifications, experience and places of employment of the external examiners/moderators for this programme, using the headings below:

Name	Qualifications and expertise in programme area	Place/s of employment	Role and responsibility in relation to programme and year	Years used by unit as external examiner/ Moderator

8.2. Provide details of the certification processes, maintenance of learner records and security measures in place.

8.3. Provide a description of processes in place to provide feedback to students on assessment tasks.

8.4. What evidence exists that learner achievement data are applied to modification or review of the programme?

8.5. How does the unit ensure that faculty are trained and competent to assess?

Documentary Evidence

- Institutional policy on assessment and examinations.

- The unit’s policy on assessment and examinations as applicable per module or programme.
- Documents describing the policy for student assessment, including internal assessment, external moderation/examination, student progress, validity and reliability of assessment, grievance procedures, supplementary examinations and recording of results and security. (on site)
- External examiner systems, mark schedules, internal moderation systems: rules and regulations pertaining to the award of the qualification.
- Responsibilities of external moderators/examiners.
- Procedures and criteria for appointing external moderators/examiners.
- The CVs of academics who are currently serving as external examiner/moderators (on site).
- Examples of assignments and examination papers (on site).
- Moderated examination scripts and assignments essays (on site).
- External moderators’/ examiners’ reports (on site).
- Learner records (on site) and throughput figures.

Evaluate the unit’s performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If ‘Needs Improvement’ is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 9: Infrastructure and library resources
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Guidelines

9.1. Provide details of lecture rooms/theatres, laboratories (if relevant to the programme-science, computer, practical rooms). Distance education providers to provide information if study schools, tutorials, lectures are held at premises other than the main campus. If you have arrangements for the usage of other facilities, please provide details of the agreements.

Physical Infrastructure*

* Provide details of ownership of facilities or lease agreements. Please indicate different sites of delivery if applicable.

Room Types	Assigned Square Metres	Capacity	Present Usage and Anticipated Usage	Planned extensions
Lecture Rooms				
Office Space for Academics				
Office Space for Support Staff				
Special Facilities (provide details)				

9.2. Provide details of laboratory or special equipment required for the programme.

9.3. Safety and clinical conduct regulations to be provided.

9.4. Provide details of IT infrastructure in relation to staff and students (hardware and software). Provide details of software programmes available per computer.

9.5. Provide evidence that students will have access to these facilities.

9.6. Provide details of maintenance and upgrade of facilities on a regular basis.

9.7. Provide details of training provided to both staff and students in IT and usage of the library and other resource facilities.

9.8. Distance education providers must indicate how students are afforded the opportunity to learn software specific to the programme.

9.9. Provide the following details on the library.

- Working days and hours
- Inter-library facilities
- Holdings relevant to the programme (details to be provided on site)
- Agreements with other libraries
- Electronic libraries
- Rules of library relating to usage
- Access to library facilities for distance education students
- Budget allocation for programme
- Details of library staff

Documentary Evidence

- Library and IT budgetary allocation.
- Course reading lists and staff judgements regarding adequacy of library holdings.
- Policy and procedures for the management of library and IT resources, including maintenance, renewal and expansion, development of library and IT staff, financial plan for the maintenance and upgrading of infrastructure.
- Description of the library and IT infrastructure to accommodate the needs of on-campus and off-campus students, and support of academic activities of staff and students.
- Handbooks and information sheets on library and IT facilities, student support and counselling services.
- Documented user feedback.
- User profiles.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 10: Student Retention and Throughput Rates

Guidelines

10.1. Provide details of graduation rates of the M Ed programme for the years 2002, 2003 and 2004. Statistics should reflect race and gender. Provide a brief analysis of completion times in relation to the structure of the programme, student profiles and modes of delivery. If more than one site of delivery, statistics should be compiled separately to reflect different sites and modes of delivery.

10.2. Describe the measures in place to ensure that graduation rates comply with the national benchmarks.

Documentary Evidence

- An indication of how student records are managed, including numbers admitted, through flow, success rate, marks/grades.
- Documentation to describe system support to non- and under-achievers, e.g. procedures to identify non-active and underachieving students, procedures to monitor student performance, remedial procedures, procedures for re-admission.
- Curriculum development and strategies to ensure that students meet programme requirements.
- Examples of self-improvement activities in the programme.
- Graduation statistics relative to student intake in the past 5 years.
- Evidence of any feedback regarding the impact of the programme, including graduates, departments of education, other institutions.
- Profiles of recently qualified students.
- Examples of user surveys, reviews of impact studies.
- Review reports.
- Student interviews by review panel.
- External moderators'/examiners' reports.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.

Criterion 11: Programme Reviews

Guidelines

11.1. Provide an overview of the quality assurance mechanisms for the M Ed programme. Your overview should include discussion on measures in place to ensure quality provision at other teaching centres or/and modes of delivery. If improvements or adjustments have been implemented as a result of these processes, please provide examples in your report.

11.2. Explain how results of reviews, evaluations, impact studies, benchmarking etc are utilised in planning and effective management of the programme.

Documentary Evidence

- User surveys, reviews, impact studies.
- Review reports of unit or programmes
- Samples of student evaluations
- Evidence of improvements or adjustments made on the basis of evaluation.
- Evidence of programme responsiveness to relevant information.

Evaluate the unit's performance in relation to this criterion.

Commend	Meets Minimum Standards	Needs Improvement	Does not Comply

If 'Needs Improvement' is selected, please provide an action plan, including timelines and checkpoints for improvement where applicable.