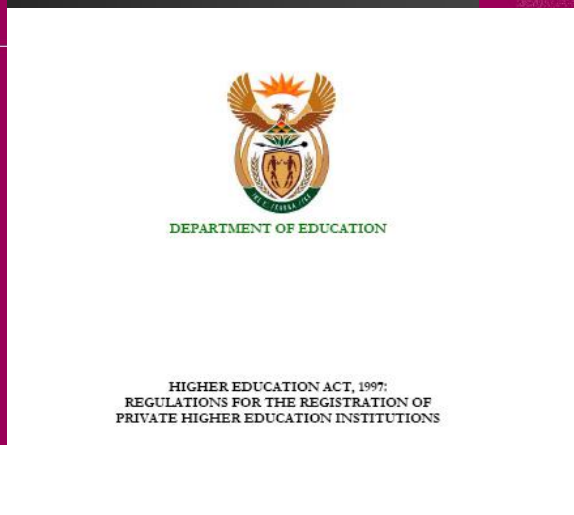
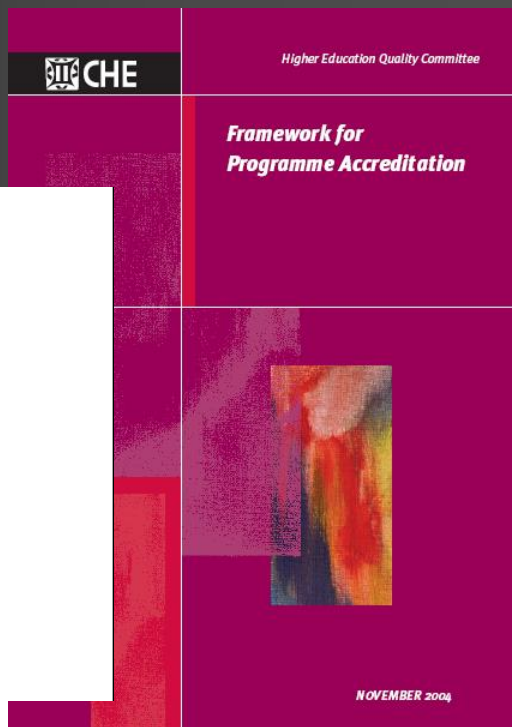
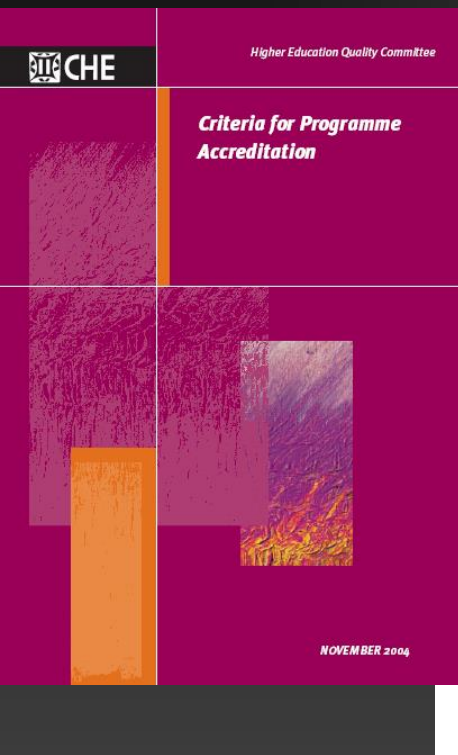


# ACCREDITATION OF NURSING PROGRAMMES

EVALUATION OF  
PROGRAMMES  
30 November 2015



# Evaluator's manual



STAATSKOERANT, 5 OKTOBER 2007

No. 30353 3

## GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 928

5 October 2007

The Higher Education Qualifications Framework  
HIGHER EDUCATION ACT, 1997 (Act No. 101 of 1997)

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# DOCUMENTATION FOR EVALUATION

1. Evaluation criteria
2. Evaluation form
3. Institutional profile
4. Programme narrative
5. Annexures (programme evidence)

# Institutional profile

- 1. Background to institution & mission**
- 2. Contact details & site**
- 3. Enrolment numbers**
- 4. Policies (development learning materials, budget, experiential learning, admission)**
- 5. Staffing, CV & staff policies**
- 6. Teaching & learning policies**
- 7. Assessment policies**
- 8. Certification processes**
- 9. Post-graduate policies**
- 10. Management information system**
- 11. Infrastructure**

# Programme application

- 1. Programme identification detail**
- 2. Programme and its context  
(modules and credit weightings;  
T&L time)**
- 3. Admission and selection  
(enrolment planning)**
- 4. Staffing**
- 5. Teaching & learning**
- 6. Assessment**
- 7. Facilities and infrastructure**
- 8. Administrative systems**
- 9. Post-graduate programmes**
- 10. Distance education**

1. Programme design	<ul style="list-style-type: none"> <li>• Relation to institution's mission and planning</li> <li>• Needs of students and other stakeholders</li> <li>• Intellectual credibility</li> <li>• Coherence</li> <li>• Articulation</li> <li>• Characteristics and needs of professional and vocational education</li> <li>• Learning materials development</li> </ul>	Criterion 1
2. Student recruitment, admission and selection	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Legislative issues</li> <li>• Widening of access</li> <li>• Equity</li> <li>• Assumptions of learning</li> <li>• Professional needs</li> <li>• Capacity of the programme to offer quality education</li> </ul>	Criterion 2
3. Staffing	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Teaching experience</li> <li>• Assessment competence</li> <li>• Research profile</li> <li>• Staff development</li> <li>• Size and seniority</li> <li>• Full-time and part-time staff</li> <li>• Legislation and conditions of service</li> <li>• Procedures for selection, appointment, induction and payment</li> <li>• Contractual arrangements</li> <li>• Administrative and technical staff</li> </ul>	<p>Criterion 3</p> <p>Criterion 4</p>
4. Teaching and learning strategy	<ul style="list-style-type: none"> <li>• Importance of promotion of student learning</li> <li>• Institutional type, mode(s) of delivery and student composition</li> <li>• Appropriate teaching and learning methods</li> <li>• Upgrading of teaching methods</li> <li>• Targets, implementation plans, and ways to monitor, evaluate impact, and effect improvement</li> </ul>	Criterion 5

<i>Areas</i>	<i>Relevant aspects</i>	<i>Criterion</i>
5. Student assessment policies and procedures	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> <li>• Monitoring of student progress</li> <li>• Validity and reliability of assessment</li> <li>• Recording of results</li> <li>• Security</li> <li>• Recognition of prior learning (RPL)</li> </ul>	Criterion 6
6. Infrastructure and library resources	<ul style="list-style-type: none"> <li>• Venues</li> <li>• IT infrastructure and training</li> <li>• Size and scope of library resources</li> <li>• Integration of library resources into curriculum</li> <li>• Management and maintenance of library resources</li> <li>• Library support and access to students</li> </ul>	Criterion 7
7. Programme administrative services	<ul style="list-style-type: none"> <li>• Provision of information</li> <li>• Identifying non-active and at-risk students</li> <li>• Dealing with the needs of a diverse student population</li> <li>• Ensuring the integrity of certification</li> </ul>	Criterion 8
8. Postgraduate policies, regulations and procedures	<ul style="list-style-type: none"> <li>• Policies, regulations and procedures</li> <li>• Equity and access</li> <li>• Preparation of students</li> </ul>	Criterion 9

# PREPARATION OF REPORT

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1. Conceptualization of evaluation template – not listing MS – questions – narrative
2. Cross over between criteria
3. Online process
4. Institutional profile -> programme self evaluation



**CRITERION 1: *The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.***

**(viii) Programme outcomes meet national and/or regional labour market, knowledge or other socio-cultural needs. The requirements of professional bodies are taken into consideration, where applicable. Relevant stakeholders, including academic peers from outside the institution, and employers and professional bodies where applicable, are involved in the development of the programme.**

**2.4.2 Describe how the programme fits with national, regional and local priorities.**

# PRINCIPLES FOR EVALUATION

1. Evidence based – annexures
2. Self-evaluation
3. Programme evaluation not institution, but institution must be able to support programme
4. Qualitative process – not tick a box
5. Judgement to standards – lead to recommendation
6. Developmental – improvement plan
7. Confidentiality – relationship of trust

# JUDGEMENTS

- **Commend**
- **Meet minimum standards**
- **Need improvement**
- **Does not comply**

# Making judgements

1. No programme - no accreditation
2. PROGRAMME NOT ALIGNED WITH SANC REQUIREMENTS – no accreditation
3. Poor/flawed programme, insufficient staff – no accreditation
4. Poor/flawed programme, no facilities – no accreditation
5. Good programme, but insufficient staff/facilities – could be saved prior to commencement
6. Poor/flawed programme, good staff – maybe saved prior to BUT...
7. WIL important but often not sufficient grounds to refuse accreditation

# EVALUATOR RECOMMENDATIONS

**The programme should be accredited, without conditions.**

All minimum standards have been met

**The programme should be accredited, subject to conditions.**

- conditions must be met either **prior to** the institution enrolling students into the programme
- **Short-term conditions** assume that the condition could be met within a ninety day period
- **Long-term conditions** will require a longer period, of up to a year or more, to fix

**The programme should not be accredited**

- the majority of important criteria have not been met - normally on a programme design that is seriously flawed, or a lack academic staff to develop the teaching and learning material or to provide academic leadership, or on the absence of an appropriate infrastructure
- the reasons for non-accreditation should be formulated clearly and based on the narrative produced per criterion.

# Judgements in terms of conditions

- **Prior to commencement – if condition is not met before students enrol, students will be placed at a disadvantage and quality of offering will suffer**
- **Short term – may enrol students but must fix the problem before it could affect students or the quality of the programme negatively**
- **Long term – can be fixed later without putting students or quality assurance at risk**

# Some features of a good report

1. It is well argued. A claim made is substantiated by evidence
2. It judges a case on its academic merits and not own parochial ideas
3. It is free of bias – objective
4. It is comprehensive yet succinct
5. It does not look at criteria in isolation – lateral approach
6. The judgement made aligns with the narrative

# What makes a quality report?

1. Integrity of the narrative per criterion
2. Consistency and integration across criteria focusing on the process to support quality of programme
  - Criteria 2: enrolment planning.
  - Criterion 4: workload allocation
  - Criterion 7: facilities
3. Evidence based, etc.
4. Consider all documents and supporting documents
5. It makes sound judgements
6. Conditions set are feasible, attainable and measurable