

**HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
PROFESSIONAL BOARD FOR EMERGENCY CARE**

**SELF-EVALUATION TEMPLATE FOR INSTITUTIONS INTENDING TO OFFER THE
EMERGENCY CARE ASSISTANT (ECA), EMERGENCY CARE TECHNICIAN (ECT)
AND EMERGENCY CARE PRACTITIONER (ECP) PROGRAMMES**

1. PREAMBLE

In cases where provisional accreditation has been granted to offer any of the abovementioned programmes, the training provider is required to submit a progress report to the Professional Board for Emergency Care (PBEC) on an annual basis until full accreditation is granted. The progress report should take the format of a self-evaluation report and it should provide details on the following based on the initial findings:

- Steps taken to address conditions set by the PBEC when provisional accreditation with conditions was granted.
- Progress in relation to the programme implementation plan submitted to the PBEC. This includes progress on implementation of the policies, strategies, conditions, etc., specified in the criteria for the provisional accreditation with conditions, and with the provision of the required infrastructure.
- Structures, strategies, processes, etc., which are in operation or in development to ensure that the PBEC and HEQC's criteria for programme process, programme output and impact, and programme review in the accreditation phase of the programme are met.

A brief narrative must be provided on each of the criterion (as listed in section 2 below) and the self-evaluation scoring template must be included for each of the criterion reflection a self-evaluation score by the training provider.

Please capture the rating provided as part of the initial evaluation report from the evaluators of the Professional Board for Emergency Care under each criterion so that a comparison can be drawn from the initial rating to any improvements.

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend
did not comply with the majority of the minimum standards specified in the criteria	did not comply with all the minimum standards specified in criterion. Problems and/or weaknesses could be addressed in a short period of time	minimum standards as specified in the criterion were met	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

2. SELF-EVALUATION PORTFOLIO

2.1 PROGRAMME DESIGN

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.2 STUDENT RECRUITMENT

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.3 STAFFING

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.4 TEACHING AND LEARNING STRATEGY

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.5 STUDENT ASSESSMENT

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.6 INFRASTRUCTURE AND VENUES

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.7 PROGRAMME ADMINISTRATIVE SERVICES

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.8 PROGRAMME COORDINATION

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.9 ACADEMIC DEVELOPMENT FOR STUDENT SUCCESS

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.10 TEACHING AND LEARNING INTERACTIONS

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.11 STUDENT ASSESSMENT

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.12 COORDINATION OF CLINICAL LEARNING

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend

2.13 DELIVERY OF RESEARCH (ECP Only)

1	2	3	4
Does not comply	Needs improvement	Meets minimum standards	Commend