**Review of the Decentralised Clinical Training Programme**

# ***CALL FOR SUBMISSIONS***

A quality review of the Decentralised Clinical Training (DCT) Programme will be conducted during the period October 20-24, 2025.

The review is part of the UKZN internal quality promotion Process. It provides the School of Health Sciences with an opportunity to review its internal processes, procedures, teaching and learning in relation to the DCT. This involves setting up a review panel which includes a Chair from outside the College of Health Sciences; internal representatives from UKZN; and nine experts external to UKZN representing those disciplines in the School of Health Sciences who are involved in the DCT programme. These disciplines are:

Audiology

Dental Therapy and Oral Hygiene

Dietetics & Human Nutrition

Nursing

Occupational Therapy

Optometry

Pharmacy

Physiotherapy

Speech Language Therapy

This Review includes the governance structure, placement planning, facilities, clinical staff that teach in DCT, staff that support DCT, suitability of the DCT Curriculum modules and DCT logistics. To achieve these goals, the panel will:

* Access the structure, operation and running of the DCT programme
* Access the accuracy of the prepared Self-Evaluation Report
* Consider documentation relating to the DCT
* Visit relevant sites associated with the DCT
* Interview a range of academic staff, professional staff, students and staff based at the DCT sites involved in the DCT programme
* Present in a Review Report an evaluation of the DCT programme and give recommendations where necessary relating to improving the quality and efficiency of the DCT programme

The panel that has been appointed to carry out this review, has a wealth of expertise and experience, as well as a variety of perspectives. It is the task of the panel to collect information and to listen to the views of the key stakeholders, which will assist the panel in providing sound and considered advice on the issues at hand.

The task of review panels is to provide commendations as well as recommendations on improving the quality and efficiency of the DCT programme. The panel has been asked particularly to consider the areas outlined in the terms of reference. The recommendations made by the panel are intended to guide the decision-making processes. Above all, the quality review provides an opportunity for reflection, for expressing views and making suggestions.

To assist the panel in this task, you are invited to forward a SHORT submission (not more than two pages), which outlines your concerns or comments in any of the areas listed in the Terms of Reference (see below). The questions you should consider when writing your submission are: “What are the challenges from my perspective, and what is my suggested solution?” Or “What is working really well, and why?” It will be helpful for the panel if you are as specific and concise as possible. Your submission will be confidential. Should you have any other documentation, such as statistics, reports, etc., which may be helpful to the panel in its deliberations, please forward these as well.

Please forward all documentation to:

Dr T Moodley  
Director: Quality Promotion and Assurance   
Innovation Centre

Rick Turner Road

Howard College Campus

University of KwaZulu-Natal  
Durban  
email: moodleyt2@ukzn.ac.za

**The due date is 22 October 2025**

The panel will be conducting interviews from 20-24 October 2025. An interview schedule of key stakeholders is being drawn up by the Quality Promotion and Assurance Unit. If you wish to be interviewed, kindly inform Dr T Moodley as soon as possible. Due to time constraints, some interviews may need to be conducted in groups of about 3 – 5 individuals.

**Terms of Reference**

The review panel will be required, through the validation of the self-evaluation report, interviews, site visits and document analysis to consider the Terms of Reference set out below. The review will be conducted in accordance with the Policy for Quality Promotions and Assurance (QPA) and the QPA Principles and Procedures for Quality Reviews. Within six months after approval of the quality review report, an improvement plan will be tabled by the line manager at the relevant College Academic Affairs Board (CAAB). The CAAB is responsible for monitoring the improvement plan.

**Terms of Reference for Self-Evaluation Report:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | **Governance structure for DCT** |  |  |
|  |  | 1.1 | Evaluate the suitability of the Governance structure of the DCT. |
|  |  | 1.2 | 2 How are decisions made with regard to which aspects should be decentralised? |
|  |  | 1.3 | 3 How are the clinical training sites identified? |
|  |  | 1.4 | How is the quality of training maintained and who ensures that this happens? |
|  |  | 1.5 | How are challenges with governance and training quality addressed? |
|  |  | 1.6.1 | Assess the quality of the feedback received from the KZN DOH staff |
|  |  | 1.6.2 | Identify challenges included in this feedback and how are the challenges addressed? |
|  |  | 1.6.3 | Evaluate the impact of the feedback on the DCT. |
|  |  | 1.7 | How effective is the training offered to KZN DOH staff to enable them to teach and train students? |
|  |  | 1.8 | What process is followed to introduce students to the DCT? |
|  |  | 1.9 | Explain the budget allocation for DCT. |
| 2 | **DCT Facilities** |  | Provide a diagram or list to explain the extent of DCT. |
|  |  | 2.1 | How are DCT sites identified? |
|  |  | 2.2 | How are the minimum criteria for DCT sites decided upon? |
|  |  | 2.3 | Describe the minimum criteria for each of the following: |
|  |  | 2.3.1 | Teaching facilities |
|  |  | 2.3.2 | Accommodation |
|  |  | 2.3.3 | Connectivity |
|  |  | 2.3.4 | Access to support |
|  |  | 2.4 | Explain the process to ensure clinical training is optimised and maintained. |
| 3 | **Clinical Staff who teach on DCT:** |  |  |
|  |  | 3.1 | Provide a breakdown of the staff who teach on the DCT in terms of their qualifications and positions. |
|  |  | 3.2 | How are staff identified and appointed to teach? |
|  |  | 3.3 | What is the nature of the support provided to students by clinicians employed on DCT sites? |
|  |  | 3.4 | Is there CHS support for clinical staff who are teaching on DCTs? |
|  |  | 3.5 | What facilities and equipment are available to support teaching? |
|  |  | 3.6 | How are students introduced to the clinical training? |
| 4 | **Staff who support the DCT** |  |  |
|  |  | 4.1 | Name the support staff on DCT and elaborate on their specific Job Profiles in an attempt to  explain all services on DCT. |
|  |  | 4.2 | Indicate how support staff on the DCT are recruited and appointed |
|  |  | 4.3 | Explain the structure of how the staff function within the DCT and their connection to the CHS and Schools. |
|  |  | 4.4 | Describe the support that is provided to staff on the DCT. |
|  |  | 4.5 | Describe the support that is provided to staff on the DCT. |
|  |  | 4.6 | Provide a flow diagram to explain the reporting lines and relationships between the supporting staff of the Schools and the CHS. |
|  |  | 4.7 | Explain the role of central UKZN departments/divisions [Campus Management Services (CMS), Information & Communication Services Division (ICS), Department of Student Residence Affairs (DSRA), Institutional Planning and Projects (IPP)] in DCT. |
|  |  | 4.8 | What measures are in place to address challenges in terms of staffing and support? |
| 5 | **Placement Planning** |  |  |
|  |  | 5.1 | Provide information on placement planning as well as the procedures in place to ensure that all students get equal exposure to the opportunities in decentralised clinical training. |
|  |  | 5.2 | Provide details on record keeping of clinical training, logbooks, specific procedures, etc. |
| 6 | **Suitability of the DCT Curriculum modules:** |  |  |
|  |  | 6.1 | Provide information on the clinical training in the different modules in the following programmes with specific reference to the suitability and value of the curriculum for clinical training: |
|  |  | 6.1.1. | Nursing |
|  |  | 6.1.2 | Audiology |
|  |  | 6.1.3 | Speech Language Therapy |
|  |  | 6.1.4 | Optometry |
|  |  | 6.1.5 | Dental Therapy |
|  |  | 6.1.6 | Oral Hygiene |
|  |  | 6.1.7 | Physiotherapy |
|  |  | 6.1.8 | Pharmacy |
|  |  | 6.1.9 | Dietetics and Human Nutrition |
|  |  | 6.2 | How are assessment and examinations conducted on the DCT? |
|  |  | 6.3 | Provide information on specific training opportunities on the DCT. |
|  |  | 6.4 | How is student feedback on their DCT experiences received and analysed? |
| 7 | **DCT Logistics:** |  | Evaluate the quality of the following logistics functions: |
|  |  | 7.1 | Transport |
|  |  | 7.2 | Accommodation |
|  |  | 7.3 | After-Hours support in Residence |
|  |  | 7.4 | Cleaning Services |
|  |  | 7.5 | UKZN Connectivity and WiFi |
|  |  | 7.6 | Library |
|  |  | 7.7 | Printing |
|  |  | 7.8 | Psychosocial support for students |
|  |  | 7.9 | Emergency support services for students. |
| 8 | **Monitoring and Evaluation of DCT:** |  | How is the impact of clinical training on clinical competence monitored evaluated and reported? |