META-EVALUATION FOR PROGRAMME REVIEWING AT A UNIVERSITY OF TECHNOLOGY

BY

JOHNNY MASEBE

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

MAGISTER EDUCATIONIS

IN

ASSESSMENT AND QUALITY ASSURANCE

SUPERVISOR: **DR P.H. DU TOIT**

FACULTY OF EDUCATION

UNIVERSITY OF PRETORIA

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4. UP Groenkloef Library staff for being available for me.

5. Aletta (my wife), and children Lebogang, Mahlogonolo and Paballo for your encouragement

6. My creator for sustaining me throughout

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Abstract

This is a case study of how Tshwane University of Technology is implementing quality assurance of its academic programmes in accordance with the requirements of the Higher Education Quality Committee. The focus of the study is on the activities of the central quality unit, the Directorate of Quality Promotion (DQP) regarding the evaluation of its programme evaluations. This is akin to a question raised regarding parliamentary procedures, not long ago when the Auditor General appeared before the parliamentary committee on public accounts. The question was '*Who is auditing the Auditor General*?' Before this question could be asked at TUT, a strategic decision was taken by the current director of the DQP regarding what the directorate needed to do in achieving leadership in this regard.

An introductory description is made of the current curriculum development practices within the new educational dispensation. The statutory roles of the Department of Education, the South African Qualifications Authority & the Higher Education Quality Committee in this process are described. This is followed by an explanation of the new programme outlay within outcomes-based education. In offering a theoretical framework for the study various evaluation models are treated, and the CIPP evaluation model is adopted for this study.

The research design for the study is allied to a literature-based model by Brinkerhoff, et. al. This is a six step framework for conducting meta-evaluation. The qualitative data analysis takes the form of evaluating the evaluation against thirty International Evaluation Standards of the *Joint Committee on Standards for Educational Evaluation*. These standards are sub-divided into the following categories, namely, *utility, feasibility, propriety and accuracy* standards. The study concludes that conducting a meta-evaluation for programme reviews has the potential to expose strengths and weaknesses of quality assurance practice.

Ethical clearance

From: Ethics @ Faculty of Education [ethics.education@up.ac.za]
Sent: 15 January 2007 03:04 PM
To: Johnny Masebe
Cc: pieter.dutoit@up.ac.za; jeannie.beukes@up.ac.za; wiida.stander@up.ac.za
Subject: Application for ethical clearance: Mr Johnny Masebe - 92869859

Dear Mr Masebe,

Thank you for your application for ethical clearance. Since you will not be including human respondents in your study, ethical clearance is not necessary. I am sending a copy of this email to Student Administration, but I would advise you to keep a copy and present it to Student Administration, together with your dissertation when you submit.

Best wishes
Salome Human-Vogel, PhD
Chairperson: Faculty of Education Ethics Committee

Key words

Evaluation

Meta-evaluation

Self-evaluation

Programme review

List of Acronyms

AEA	American Evaluation Association
CHE	Council on Higher Education
CIPP	Context, Input, Process and Product *model*
DoE	Department of Education
DQP	Directorate of Quality Promotion
EMC	Executive Management Committee
HEQC	Higher Education Quality Committee
HPCSA	Health Professions Council of South Africa
PBL	Problem-based learning
PQM	Programme and Qualification Mix
SAQA	South African Qualifications Authority
TUT	Tshwane University of Technology

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. INTRODUCTION

In this chapter, the study provides an overview of programme reviewing through giving a background of change in South Africa. This background blends with the rest of the study as it relates to change affecting the higher education sector.

1.1.1. Background

South Africa is going through a period of transformation which started to unfold during the early 1990s. Democratic elections were held on 27 April 1994, and many legislative documents have been drafted and passed through parliament. Changes to the country have affected all aspects of the society, not the least being that in education. The National Plan for Higher Education in South Africa (DoE, 2001) describes the desired changes for the higher education sector. The plan focuses on the following key areas, namely:

- Producing the graduates needed for social and economic development in South Africa
- Achieving equity in the South African higher education system
- Achieving diversity in the South African higher education system
- Sustaining and promoting research and
- Restructuring the institutional landscape of the higher education system

Due to the influence of the last key area, the restructuring the institutional landscape of the higher education system, there have been mergers and amalgamations and incorporations of universities and technikons, the latter being renamed universities of technology. A unitary tertiary educational system is now in place which replaced the binary system of universities and technikons. It is this process of mergers which, amongst others, necessitates the need for taking stock of how the institutions evolved.

Tshwane University of Technology (TUT) is a public higher education institution which came into being as a result of the merger between Technikon Pretoria, Technikon Northern

Gauteng and Technikon North-West in January 2004. It consists of six campuses, namely, Pretoria, Ga-Rankuwa, Soshanguve, Nelspruit, Witbank and Polokwane campuses. This new institution has to develop a new identity and culture, out of the three former technikons.

1.1.2. Legislative and Regulatory requirements for academic programmes

Higher education institutions offering academic programmes in South Africa are required to comply with statutory requirements instituted to protect students from poor quality programmes. The statutory requirements ensure that an interactive three phase process, involving the Department of Education (DoE), the South African Qualification Authority (SAQA) as well as the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), is followed.

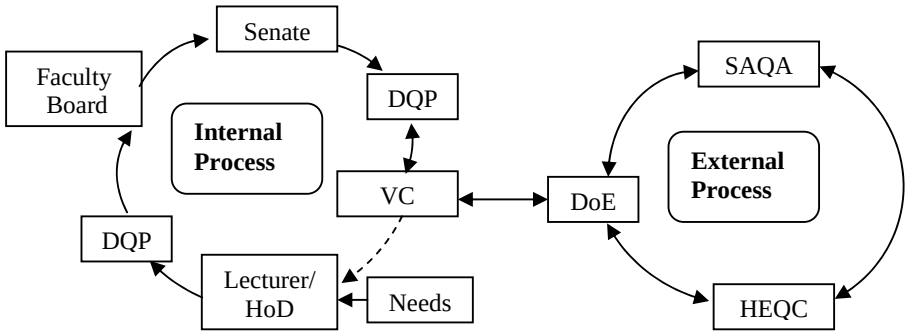


Figure 1.1: Phases in the approval of the introduction of new (or revised) programmes by the institution and statutory bodies.

A public higher education institution (like TUT) applying for a new (or revised) programme has to make sure that the proposed programme meets the requirements of the DoE, this being that it is included in its Institutional Operating Plan (IOP). Within the IOP, an institution's academic programmes are described within the Programme and Qualifications Mix (PQM). Both the institution and the DoE will have the IOP at their disposal for reference purposes.

The internal application process begins with the identification of a need for the programme by an academic staff member (or coordinator). The staff member, in consultation with colleagues and relevant stakeholders, will write up a business plan for the programme. At TUT the business plan is assessed by the central quality unit, the Directorate of Quality Promotion (DQP). The application would then be scrutinised by the Faculty Board. If the

Faculty Board approves it, the application would be submitted to the Senate. Upon being approved by Senate, the DQP manages the final stages of the application and submits it to the Vice-Chancellor (VC). The Vice-Chancellor (or his/her representative) will sign the application off to the DoE.
The DoE will consider the institution's Programme and Qualification Mix (PQM) using its IOP, and whether the institutional governance structures, especially the Senate, has approved the programme application. When the requirements of the DoE have been met, the DoE notifies the VC of the outcome of the application.

According to SAQA, the objectives of the NQF are to:

- create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- contribute to the full personal development of each learner and the social and economic development of the nation at large (Acknowledgement: SAQA. http://www.saqa.org.za/)

An institution needs to submit an application to SAQA for registration of its academic programme(s) on the National Qualifications Framework (NQF). SAQA will register the programme once it complies with the NQF requirements. The NQF has twelve learning fields, each with a number of related sub-fields. According to Ferreira (2003), the NQF uses the principles of outcomes-based education.

The following is a representation of the NQF of SAQA:

Table 1.1: The National Qualifications Framework (NQF)*

NQF	BAND	QUALIFICATION TYPE

LEVEL		
8	**Higher Education And Training**	• Post-doctoral research degrees • Doctorates • Master's degrees
7		• Honours degrees • Professional qualifications • National higher diplomas
6		• National first degrees • National diplomas
5		• National certificates
FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC)		
4 3 2	**Further Education And Training**	• National certificates
GENERAL EDUCATION AND TRAINING CERTIFICATE (GETC)		
1	General Education And Training	Grade 9 / ABET Level 4 • National certificates

(Acknowledgement: South African Qualifications Authority. http://www.nqf.org.za/html/docs/english.htm)

(* At the writing of this study, a new framework, the *Higher Education Qualifications Framework*, was being finalised to replace the NQF, for the higher education sector).

According to the Higher Education Act, Act 101 of 1997, the HEQC is a permanent committee of the Council on Higher Education (CHE). The Higher Education Quality Committee (HEQC) is mandate to:

- Promote quality assurance in higher education
- Audit the quality assurance mechanisms of higher education institutions
- Accredit programmes of higher education (Acknowledgement: HEQC. http://www.che.ac.za/heqc/heqc.php)

Concurrently an application to introduce a new programme is submitted to the HEQC. The HEQC will subject the application to its internal processes leading to an outcome. Once an

application fulfils all the requirements of the three statutory bodies already mentioned, it will receive a conditional accreditation for offering the programme. This is standard for programmes at the candidacy phase. A mid-term report must be submitted to the HEQC to update it of progress being made. The final approval will occur once the first cohort of learners has graduated. A programme so approved is to be offered for a maximum of six years after which it is subjected to an external review by the HEQC. During all steps in the external process, institutions are offered an opportunity for an appeal in case their programme was not approved.

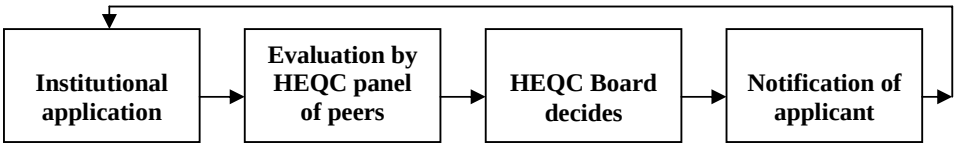


Figure 1.2: The HEQC accreditation process for new academic programmes (*candidacy phase*).

Once an institution receives accreditation for the candidacy phase, it is obliged to submit a mid-term progress report. The HEQC stipulates that the mod-term progress report should indicate how the recommendations of the HEQC secretariat had been addressed. If the institution meets the HEQC requirements then it should re-submit an application for the *final*, accreditation phase.

According to Bogue and Hall (2003) accreditation in the United States is offered by an accreditation body, and it signifies that a programme (or institution) is able to achieve its purpose. From the literature Bogue and Hall (2003) mention that the purposes of accreditation are to:

- Foster excellence through the development of criteria and guidelines for assessing effectiveness
- Encourage improvement through ongoing self-study and planning
- Ensure external constituents that a programme has clearly defined purposes, maintains faculty and facilities to attain them, demonstrates it is accomplishing them and has the prospect for continuing to do so
- Provide advice and counsel to new and established programmes in the accrediting process

- Ensuring that programmes receive sufficient support and are free from external influence that may impede their effectiveness and their freedom of inquiry.

Ramsden (2003) makes the assertion that lecturers at universities have lost interest in academic life activities due to the demand that quality assurance and accountability have placed on them. He says that they would rather wish to focus on their core business being lecturing and research. For them there seems to be more bureaucracy that is clouding scholarship and innovation. How are academics expected to do more with less? It is hoped that the current study would contribute, albeit in a small way, towards knowledge on these matters. Such knowledge would be applicable to the scholarship of teaching, which includes scholarly programme development.

1.1.3. Aims of the study

This study aims to provide improvement mechanisms to the quality management of the academic offering at TUT. At a meta-level Serpa, Firme and Letichevsky (2005) regard meta-evaluation as an exercise whose aim is to provide an evaluation with some form of integrity.

The study's objectives are:

- To conduct a meta-evaluation of the self-evaluation of academic programmes using reputable international standards and principles.
- To make recommendations regarding the improvement of the current system of managing quality at TUT.
- To contribute towards the existing body of knowledge in the field of evaluation.

1.1.4. Significance of the study

The significance of this study is that it will provide the leadership of the institution with information on how to improve the conduct of programme reviews. The study will impact on the academic provision through improved practice by the unit responsible for quality assurance. In addition, the meta-evaluation will add to the body of research knowledge in education provision.

1.1.5. Problem statement

Mouton (1998) differentiates between the concrete and the abstract world regarding problem statement. Social problems, being concrete, are translated into abstract research problems when a researcher abstracts the problem into research concepts.

If an institution is going through a merger whilst at the same time changing its educational system, a lot becomes at stake. One of the problems is to know the state of quality of the merging partners. Once this is known, the challenge will be to bring and keep the standard of quality at par for all the partners.

As has already been mentioned, Tshwane University of Technology (TUT) was affected by the merger. As the merger is unfolding, academics need to move away from content-based to outcomes-based education. For an institutional unit responsible for the quality assurance of the university's core and non-core functions, it becomes a challenge to assure the quality. The Directorate of Quality Promotion, being responsible for the institutional quality assurance, would wish to enhance its practice. In order to achieve this, there was a need to evaluate the university's evaluations at a meta-evaluation level in the context of curriculum development. Meta-evaluation is a scientific technique that facilitates problem solving. The problem-solving cycle involves four steps, namely curriculum design, implementation, assessment and review. To narrow down the study, the focus will be on curriculum design. The outcomes of the meta-evaluation will be used in successive evaluations, and would be invaluable to the sector and to the existing body of knowledge.

1.1.6. The research question

How does the institutional quality unit, the DQP, use meta-evaluation to add value to the curriculum design process at TUT?

This overarching question is refined in the following sub-questions:

1.1.6.1. How does the meta-evaluation of programme reviewing enhance curriculum design?

1.1.6.2. What are the benefits of using international standards for meta-evaluations at TUT?

1.1.6.3. How does an academic programme benefit from meta-evaluations conducted by the DQP?

Higher education in South Africa is involved with the 'quality agenda' which requires it to be accountable for public funds. Institutions need to prove to the HEQC that they have systems in place to assure academic quality. As a response to meeting the requirements of the HEQC, higher education institutions have established quality units for managing quality. The role of these units is to coordinate all institutional quality activities. When academic departments become involved in improvement practices, the task of institutional quality units is made easier, as quality is better implemented at the individual level, closer to the action.

Bornman (2004) provides programme-review guidelines for quality assurance in higher education, stating that most institutions engage in some form of internal quality assurance, such as departmental reviews and programme reviews. Her paper addresses the issue of the improvement of educational programmes in higher education, particularly curricula, strategies of facilitating learning, student support and assessment techniques. She conducted a qualitative study on quality assurance approaches, as well as models and strategies in higher education. Bornman advises that programme evaluation should be well described, and has to be conducted by suitably competent peers, such as academic staff from other institutions or departments, employers and senior students. (No reason for including only senior students was given). In her view (supported by literature), self-evaluation should form the basis for quality assurance of academic programmes. Of importance in this regard, is the following excerpt from Strydom, Lategan and Muller (1997), namely, "the self-evaluation process also has to be evaluated". This statement supports the current focus on meta-evaluation. Bornman explains that two evaluation models of both the HEQC and the Quality Assurance Agency (QAA) were of interest, the latter being subject to modification to suit the South African context. A further general and programme-specific model, by Vroeijenstijn (2001), which also required customisation to local contexts, was presented. The article also examines guiding principles for programme reviewing, as suggested by Barak and Breier (1990).

While investigating the question of how Total Quality Management (TQM) could be customised for higher education settings, Mizikaci, citing Stufflebeam (in Worthen & Sanders, 1973) presents an evaluation framework for use by managers and administrators for educational decision-making, namely:

- **Context evaluation**, to serve planning decisions
- **Input evaluation**, to serve structuring decisions
- **Process evaluation**, to serve implementation decisions
- **Product evaluation**, to serve recycling decisions

Stufflebeam (2001) explains meta-evaluation as the process of delineating, obtaining and applying descriptive information and judgmental information about an evaluation's utility, feasibility, propriety and accuracy, as well as its systematic nature, competence, integrity/honesty, respectfulness and social responsibility to guide the evaluation and publicly report its strengths and weaknesses. The preceding process is aimed at the needs of members of the American Evaluation Association (AEA), as well as interested evaluators who wish to subscribe to the AEA's Guiding Principles for Evaluators. This study aligns itself with this process. It also observes standards issued by the Joint Committee on Standards for Educational Evaluation. Stufflebeam makes a distinction between *formative meta-evaluation* (assists evaluators to plan, conduct, improve, interpret and report their evaluation studies) and *summative meta-evaluation*. Summative meta-evaluations are conducted after an evaluation to help audiences see an evaluation's strengths and weaknesses to judge its merit and worth. The latter is the focus of the meta-evaluation under question in this study.

Stufflebeam (2001) describes a general methodology for planning and conducting meta-evaluations, as well as procedures for implementing meta-evaluation tasks. The methodology, based on the Teach For America (TFA) teacher evaluation system, recommends using external evaluators for commissioned evaluations. As an initial step, the evaluators need to identify all relevant audiences. The audience identification should be coupled to political sensitivity of the evaluation, especially for large-scale projects intended to change or improve aspects of educational systems. To ensure that meta-evaluation is sound, its judgments and recommendations must be subjected to independent assessment. The meta-evaluation process requires the following tasks to be well considered:

- Use of qualified meta-evaluators
- Development of a formal meta-evaluation contract
- Compilation of relevant information

- Analysis of information, determining of conclusions and reporting the meta-evaluation findings
- Helping the customer and other stakeholders to interpret the findings

When applying the general methodology to the current study, the following modification holds, namely, that internal evaluators (at tertiary level) are used for scheduled evaluations.

Further Stufflebeam (2001) continues to clarify the above process by dividing it into the following eleven tasks:

Task 1: Determine and arrange to interact with the evaluation's stakeholders.

(For this study, there was interaction with the dean, HoDs, programme coordinators and lecturers).

Task 2: Staff the *meta-evaluation* with one or more qualified meta-evaluators.
(At TUT one staff member did a full module on Programme Evaluation at the Centre for Assessment and Evaluation, at the University of Pretoria. The module consisted of both theory and practice).

Task 3: Define the *meta-evaluation* questions.

(The principle of definition of the meta-evaluation questions is in line with current practice regarding self-evaluation. This however, still needs to be formalised).

Task 4: As appropriate, agree on standards, principles, and/or criteria to judge the evaluation system or particular evaluation.

(For the self-evaluation exercise, the HEQC's *Criteria for Programme Accreditation* were used, whilst International Evaluation Standards served the meta-evaluation exercise).

Task 5: Issue a memo of understanding or negotiate a formal *meta-evaluation* contract.

(No formal documented Service Level Agreement was in place throughout the whole process).

Task 6: Collect and review relevant available information.

(Programme specific data, not captured in the self-evaluation report, was collected and reviewed)

Task 7: Collect new information as needed, including, for example, on-site interviews, observations, and surveys.

(A site visit was arranged during which interviews and observations were conducted).

Task 8: Analyse the findings.

(At TUT analysis of findings was adhered to).

Task 9: Judge the evaluation's adherence to the selected evaluation standards, principles, and/or other criteria.

(Decision-making was reached through subjecting the academic programme to institutional criteria)

Task 10: Prepare and submit the required reports.

(The first draft progress report was sent to panel members; the second draft progress report was sent to the programme group; the final report was sent to the programme group; a faculty report was sent to the dean)

Task 11: Where necessary, help the client and other stakeholders to interpret and apply the findings.

(A period of interaction with the programme group was made available after the site visit)

In his article Stufflebeam (2001) -advises on the use of checklists in meta-evaluation studies. These checklists are available on the website of the Evaluation Center of the University of Western Michigan, namely, http://www.wmich.edu/evalctr/checklists (Stufflebeam, 1999). The article also emphasises the role of context and resource constraints in any meta-evaluation.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 Introduction

The work presented in this thesis is a case study based on programme reviews conducted by the Directorate of Quality Promotion at the Tshwane University of Technology in Pretoria. In order to be focused, the study deals with data from one academic faculty, the Faculty of Health. From the chosen faculty an individual academic programme is chosen for this study. In this chapter, one locates the study within the broader context of educational provision, with special emphasis on the curriculum. Later, the concepts involved in the study are defined and lastly, a closer look at evaluation theory is made.

2.2 The curriculum and its improvements

Curriculum is seen narrowly as an array of subjects being mastered at university, or broadly as the real-life learning experiences an individual needs to participate meaningfully within society and it impacts both the *university* and the society it serves (Ornstein and Hunkins, 1998). These authors say that Ralph Tyler and Hilda Taba popularised the definition of curriculum as a *plan* for action or a written document that includes strategies for achieving desired goals. This is taken to be a narrow definition of curriculum; however the broader definition takes into account the *experiences* of the learner, both within the university, as well as outside the university. In the third instance, Ornstein and Hunkins view curriculum studies as a *field of study*. This field of study is made up of a unique body of knowledge, principles, theories, research and specialists as experts of the field. Another view of curriculum is that it is the *learning area* or outcomes with an emphasis on facts, concepts and generalizations of a particular learning area, or group of learning areas. Malan, du Toit and van Oostrum (1996) proposed a curriculum development model with three levels (see figure 2.1). This model has been adapted to suit the current higher education context in South Africa.

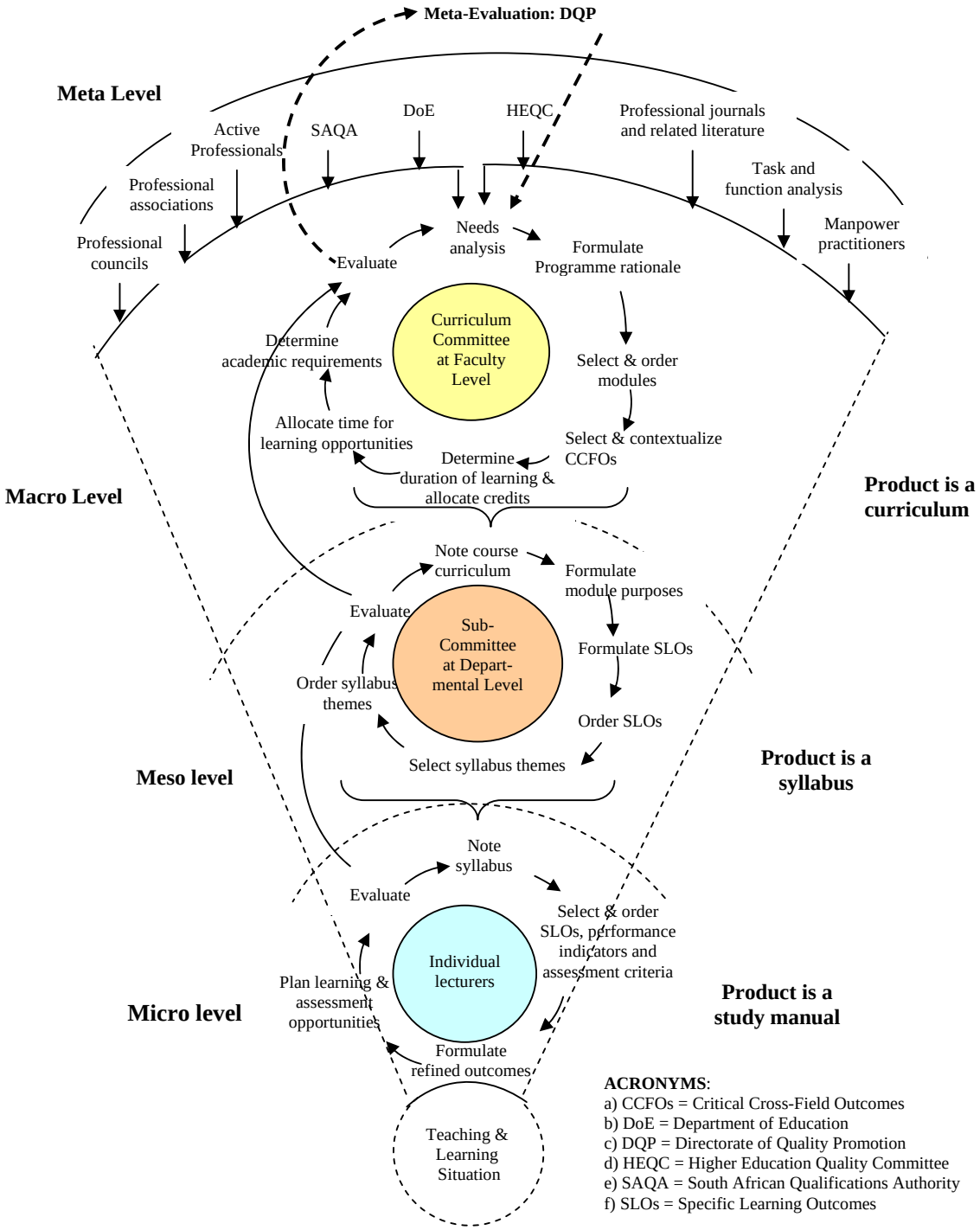


Figure 2.1: Curriculum development model (adapted from Malan, Du Toit and Van Oostrum, 1996).

According to Malan, Du Toit and Van Oostrum (1996), the curriculum development model may be applied as is to professional courses. The current study involves mainly programmes regulated by various professional councils or boards, for example, the nursing council, the pharmacy council, the medical council, etc. From fig 2.1, the model proposes that at the macro level, the curriculum is realised. Here the input into the curriculum development process may come from any one or more of the following structures or activities, namely, professional councils, professional associations, active professionals, professional journals and related DoE, HEQC, SAQA, literature, task and function analysis, and manpower practitioners. The curriculum development committee, responsible for realising the curriculum, will have to engage with the following steps of the process, namely:

- Determine the general need for a particular kind of learning, and identify the specific learning requirements (situation analysis).
- Formulate the rationale for the programme.
- *Select and order modules.*
- *Select and contextualize Critical Cross-Field Outcomes (CCFOs).*
- Determine the duration of the learning period and allocate credits.
- Allocate time for learning opportunities. This would include the number of *contact sessions* as well as duration of assignments to approved companies and the duration of the *experiential education*. In line with the technological nature of the institution, online learning material is made available for students.
- Determine academic requirements such as entry qualifications, prerequisites for advancement, and examination requirements.
- Evaluate the suitability of the curriculum.

Each of the steps above has been discussed in detail for clarification. Malan, Du Toit and Van Oostrum (1996) recommend that the Curriculum Committee produce a document, the *curriculum*, which should contain the following:

- A list of systematized *needs and requirements* that reveal clearly which requirements learners must be able to meet on completion of the programme.

- A *module purpose* that has been formulated in accordance with learning needs and requirements. This should reflect the knowledge, skills and attitudes that alumni must possess.
- *Modules* that have been arranged in specific years of study or semesters across the duration of the programme.
- The *duration of learning* expressed in number of years or semesters.
- Time allocations for learning opportunities, for module.
- *Requirements for advancement, examination admission, passing and graduation*, as well as all other relevant academic regulations.

The meso- and micro-levels of the model are geared for *structuring a module*. Within the education system, learning programmes serve as guides to direct learners towards achieving outcomes (Olivier, 1999). Outcomes-based education (OBE) differs from the traditional education in that the latter was content-based, whilst the former is learner-centred. The role of the facilitator is that of facilitating and monitoring the learning process. The guidance that the facilitator provides is in the form of specific learning procedures which have a bearing to real-life applications through stimulation of creativity, self-learning and critical thinking (Olivier, 1999). In order to allocate credits on the NQF, the general principle being followed is that one (1) credit is equivalent to ten (10) hours of learning. A total of 120 or more credits shall be required for registration at levels 1 to 8, with a minimum of 72 credits being obtained at or above the level at which the qualification is registered (Olivier, 1999). When considering introducing new learning programmes, it is necessary to formulate a number of specific outcomes. Olivier advises that these specific outcomes are essential for the mastery of knowledge, skills and processes in order to achieve the outcomes.

According to Smith (2006: 61), "*designers* of qualifications should ensure that all *critical-cross field outcomes* (CCFOs) have been addressed appropriately at the level concerned within the qualification being proposed". She contends that these CCFOs ensure that there is coherence in the National Qualifications Framework (NQF). Smith continues to mention that "different qualifications fit into the *NQF* according to their focus and how difficult they are". "…The levels of the NQF measure the complexity

of the *learning area* matter for different qualifications rather that the duration of studies".

In table 2.1 below, Smith (2006) compares specific outcomes with critical cross field outcomes. Specific outcomes are context specific whilst CCFOs are applicable across curricular. Specific outcomes are informed by CCFOs whilst they in turn are guided by how specific outcomes in individual learning areas are formulated. CCFOs fortify the learning process in all facets, whilst specific outcomes are developed within the context in which they are demonstrated. The values and qualities that the NQF wishes to advance are embodies through CCFOs. On the other hand, competences which a learner should be able to demonstrate are expressed in terms of specific outcomes. Specific outcomes are context-specific but CCFOs are broad-based regarding the learning context. Specific outcomes are used in certain areas of learning whilst CCFOs are applied to all areas of learning. Finally, specific outcomes need to be pitched at specific levels whilst CCFOs include all NQF levels.

Table 2.1: Correlation between specific outcomes and critical-cross field outcomes (CCFOs).

Specific Outcomes	Critical-cross field outcomes (CCFOs)
Context specific	Cross-curricular
Informed by critical-cross field outcomes	Informed by the formulation of specific outcomes in individual areas of learning
Formulated within the context in which they are to be demonstrated	Underpin learning process in all facets
Describe competence which a learner should be able to demonstrate	Identify qualities the NQF wishes to promote
Have specific contexts	Are not restricted to any specific learning context
Apply to particular areas of learning	Apply to all areas of learning
Are pitched at certain levels	Include all levels of the NQF

OBE encouraged facilitators to be creative and innovative when developing learning programmes. This represents a shift from the confines of traditional education which

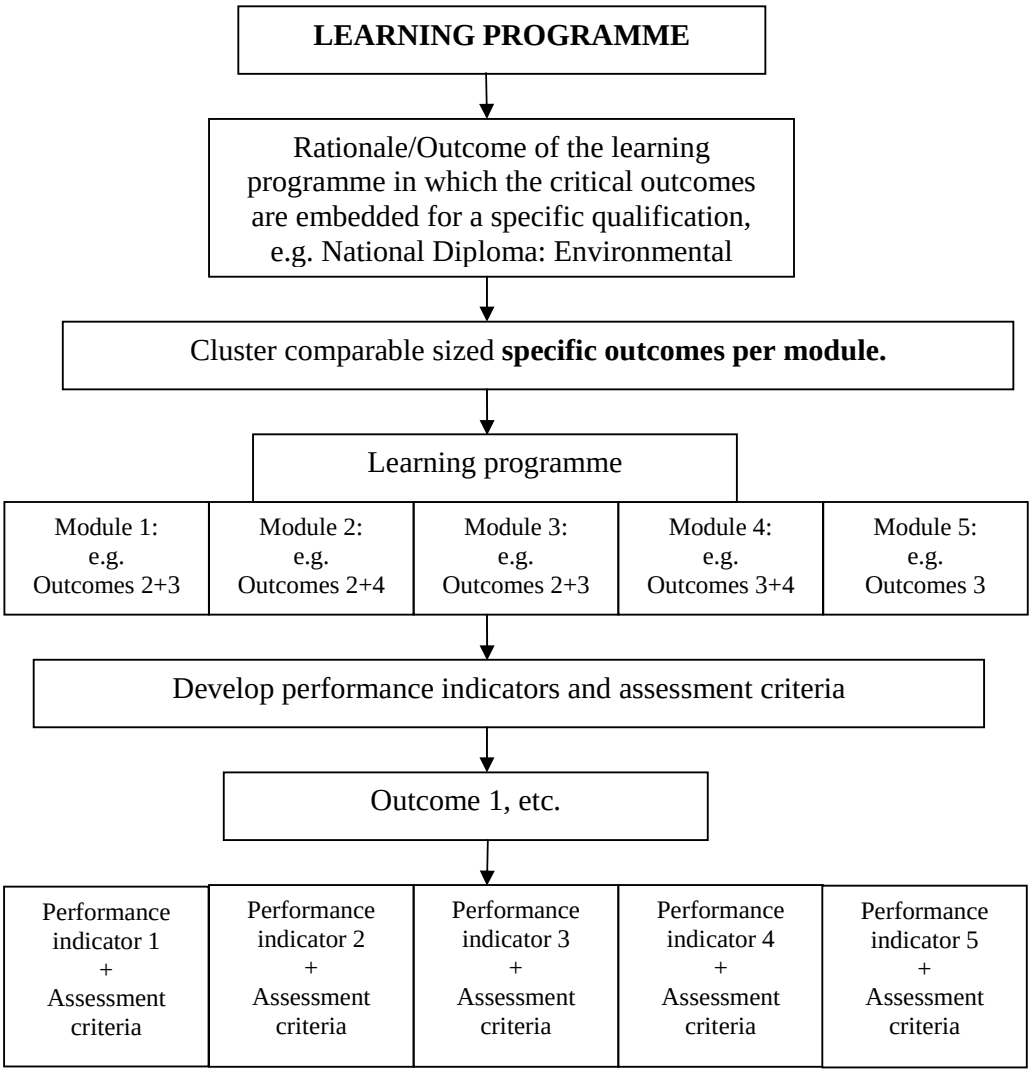
required facilitators to be lecturers who taught fixed subject content, from a textbook, being lecturer-centred, i.e. focusing on what the lecturer hoped to achieve. Olivier gives the following differences between traditional education and outcomes-based education, which are adapted to the higher education context:

Table 2.2: Differences between traditional education and outcomes-based education (Olivier, 1999. p39.).

Traditional education	Outcomes-based education
a. Rote learning b. Syllabus is content driven and broken down into subjects c. Textbook/worksheet bound d. Lecturer-centred e. Syllabus is rigid and non-negotiable f. Emphasis is on what the lecturer hopes to achieve g. Curriculum development process not open to the public	a. Critical thinking, reasoning b. Learning is process and outcome-driven, connected to real-life situations c. Learner- and outcome-centred d. Lecturer is facilitator e. Learning programmes are seen as guides f. Emphasis is on outcomes – what learner achieves g. Wider community involvement is encouraged

Olivier (1999) presents the following steps in the implementation of the OBE curriculum development.

Table 2.3: Outcomes-based education curriculum development (Modified from Olivier, 1999, p37.)



From figure 2.3 it is necessary for the academics who initiate a programme to document the rationale within which the critical outcomes for a specific qualification are embedded. The next step would be to cluster comparable sized specific outcomes per module; five modules are used in the example. The following step involves the writing down performance indicators and assessment criteria. For outcome 1, the example provides five performance indicators together with their associated assessment criteria.

The view of educational curriculum espoused by Kelly (2004) is quite a broad one, one in which the focus of the curriculum on the vocation is said to be limiting. His

view is that the educational curriculum should, at all levels, "be concerned to provide a liberating experience by focusing on such things as the promotion of freedom and independence of thought, of social and political empowerment, of respect for the freedom of others, …". Kelly has observed that facilitators and curriculum planners are facing the challenge of planning for an all encompassing 'total scheme' or a whole curriculum. It should explain and justify the reason for all activities undertaken, and it should investigate the impact of how exposure to the *achieved outcomes* or module is likely to have on the learners. Sadly, Kelly says that in England and Wales, the political influence moved from influencing the curriculum to direct control resulting in lecturers having no say in the curriculum they are supposed to offer.

Long and Wilkinson (1984) are of the opinion that besides evaluation of the curriculum, the following need to be considered to effect improvements, namely, costs, employee reaction, availability of staff and facilities and possible alternatives.

At Tshwane University of Technology some academic programmes in the faculty of interest have adopted the Problem-based learning (PBL) methodology as a form of realising their curriculum. To this end, for the programme under discussion at TUT, a number of staff development activities have already been undertaken, including entering into partnerships with continental and international partners. Albanese and Mitchell (1993) define Problem-based learning as a method of facilitation where students are given a problem scenario in order to learn problem-solving skills. Barrows (1986) mentions that PBL may achieve the following for the curriculum, namely:

- Constructing meaning for use in clinical contexts
- The development of an effective clinical reasoning process
- The development of effective self-directed learning skills
- Increased motivation for learning

Camp (n.d.) is of the opinion that because there is so much difference between the classical curriculum and the PBL curriculum, a decision to adopt the PBL curriculum will be considered as a paradigm shift. She says that when PBL was first introduced

during the 1960s at the Faculty of Medicine of the University of McMaster in Canada, it was a methodology which addressed the questions being asked then. At McMaster, PBL helped learners to learn, to remember, to apply, and to continue to learn even after leaving McMaster. This is contrary to the observation that learners following the traditional curriculum memorize, forget, fail to apply or integrate knowledge, and resist further learning. Camp further mentions that learning is based on adult learning theory, namely, learner autonomy, building on previous knowledge and experiences and the opportunity for immediate application. According to Patel, Groen and Norman (1991), PBL seems to be successful in empowering medical students to integrate the basic science with clinical problem solving. In the foregoing paper, the research is inconclusive regarding the superiority of PBL over the conventional curriculum, where this is attributable to the lower entrance requirements applicable at the PBL curriculum institution. It is exactly this inconclusiveness that concerns the TUT study, even though it is not the direct focus of this study.

2.3 Evaluation concepts

In order to understand meta-evaluation it is necessary to provide a clarification of the concepts used in evaluation, and consequently meta-evaluation. Evaluation research is concerned with making decisions about the quality, effectiveness, merit or value of educational programmes, products or practices (Gay & Airasian, 2003). Gay and Airasian see evaluation to be aiming at decision-making, whereas other forms of research seek to advance the course of new knowledge. *"Evaluation is the systematic investigation of merit or worth"* (Guskey, 2000). Guskey interprets merit in terms of appraisal whilst worth is interpreted as judgement. Worthen and Sanders' study (as cited in Guskey, 2000) details the evaluation process in terms of four stages, namely,

(a) determine the standards for judging quality
(b) decide whether those standards should be absolute or relative
(c) collect relevant information and
(d) apply the standards to determine the value or quality

The authors further differentiate between research and evaluation by considering twelve distinguishing characteristics (Appendix 1). From Appendix 1, evaluators focus on solving practical problems, whereas researchers want to advance knowledge. Whilst research is interested in reaching conclusions, evaluation aims at reaching decisions. Research, in the course of developing theory, seeks to explain how two or more variables are related. Evaluation on its part describes phenomena within a given context. Research is geared at providing theoretical postulates of educational phenomena, whilst evaluation concerns itself with deciding on the merit or worth of educational phenomena. Research is independent and autonomous whilst evaluation is conducted within the terms and references of a client. Research is carried out in order to advance the body of existing knowledge. Evaluation is done in order to determine the value of something. Research focuses and unearths stable, broad-based educational puzzles, but evaluation is undertaken within the constraints of time, place and context. Good research is one which minimises procedural errors whilst at the same time delivering results which may be generalised. Evaluation is undertaken within standards of accuracy, credibility, utility, feasibility and proprietary. Research may be conducted over a long period of time, for example, longitudinal studies tend to have very long time spans. On the other hand, evaluation is conducted within pre-determined time limits. Evaluators need to be multi-skilled in terms of inquiry principles, techniques and tools. Researchers tend to gravitate towards a specific research methodology.

There are two types of evaluations, namely, formative evaluation and summative evaluation (Patton, 1986). Formative evaluation is undertaken during the lifespan of a programme, in order to highlight its strengths and challenges. On the other hand, summative evaluation is carried out when a programme comes to and end, in order to provide decision-makers with information to make informed decision regarding the future of the programme.

Long and Wilkinson (1984) argue that even if some researchers deem programme evaluators as engaging in a lower level of activity than researchers themselves, they strongly differ and put evaluation activity as a higher order activity. To evaluate programmes one needs higher skills than for a research done under controlled conditions. The evaluator must keep a balance between (academic) programmes and

the owners of those programmes. This point was addressed during the programme evaluations mentioned in this study. Long and Wilkinson say that “the final results of such skilful evaluation in an often hostile environment will be the completion of his study and application of the results via decision-makers….The element of giving value judgements against predetermined criteria is missing in other kinds of research.” The majority of programme evaluation findings are not published.

The concept of meta-evaluation was introduced by Michael Scriven during 1969 in an effort to address the challenges faced by consumers of educational products. These consumers had the dilemma of choosing educational products which had been evaluated. However, Scriven was not satisfied, unless the evaluations were themselves evaluated, or meta-evaluated.

2.4 Evaluation and politics

Evaluators can achieve a greater impact if they design evaluations which incorporate political issues (Palumbo, 1987). Politicians at all levels are showing a keen interest in quality assurance issues (Karlsson, 2003). He mentions that the literature describes either a bureaucratic evaluation (by a consultant) or an autocratic evaluation (by an expert advisor). A democratic evaluator would be one who conducts the evaluation in order to empower other stakeholders, whilst maintaining independence. A similar view is held by Flochlay and Plottu (Karlsson, 2003) who say that there are three types of pluralistic evaluations, namely, empowerment evaluation, where the population is raised to the level of taking responsibility for its destiny. The second type, participatory evaluation, involves maintaining a balance between politicians’ interests against societal interests. Thirdly, a democratic evaluation which provides guidelines on how participatory evaluation is implemented. Karlsson has observed that evaluation researchers who are competent in their methodology, may feel uncomfortable to handle political issues. He is of the opinion that they only need to understand and incorporate political issues into their evaluation. To be effective in political evaluations it would be required of the researcher to consult widely in order to establish whether the political goals of a programme are met. At the end, the

evaluator cannot avoid taking sides. Palumbo (1987) recommends the integration of policy into evaluation (Appendix 2).

From Appendix 2 it can be seen that two cycles are presented, namely, the policy cycle on the outside, and the information cycle on the inside. The first stage of the policy cycle begins with the agenda setting stage. Here the stakeholders need to clarify whether the social problem at hand should be owned by the society, or whether it should be made the responsibility of the government. In order to find a solution, a needs assessment is conducted. During the second stage of the policy cycle, the social problem is defined. The importance of this stage lies in the fact that it determines later stages like design and implementation. For addressing the information needs of the stage, the evaluator needs to consult widely using an evaluability assessment. The third stage of the cycle involves policy design during which alternatives for solving the social problem are explored. Decision analysis is used to choose the best alternative. It is important for any policy to be legitimate. In order to realise this, a wide form of consultation is recommended, such as surveys and opinion polls. The five stage of the policy cycle is the implementation stage. Formative evaluation is done to find out how the programme had been implemented. Once the policy is implemented, its impact needs to be assessed and this is achieved through conducting a summative evaluation. The final stage of the cycle is the termination stage which would depend on what politicians decide regarding the future of a given programme. This decision is made after a political feasibility analysis was made.

2.5 Theoretical Framework

In developing a theoretical framework for this study, attention is first given to evaluation theories, and then to the role of those affected by or interested in the evaluation.

2.5.1 An exploration of Evaluation Theories

In his lecture notes on evaluation models, Johnson (n.d.) cites Payne (1994) on judicial evaluation models as those that have a legal slant. In this case, the assumption is made that the potential for evaluation bias by an individual evaluator could not be discounted. Consequently there would be need for representation on both sides of the evaluation divide, namely, one "for", and the other "against" the evaluation. During this trial set-up, one evaluator presents evidence for terminating the programme, and the other will defend the continuation of it. A hearing is arranged, both sides present their cases, alternative explanations for the data are presented. The judge for the trial will arbitrate the case based on the quality of the presentations, and will make a decision. A variant of this model involves the 'blue-ribbon panel' consisting of experts from different backgrounds. The potential of this approach is in its ability to consider both the strengths and weaknesses of the evaluation report, to present a meta-evaluation. The disadvantage of the approach lies in the fact that it may lead to inefficiencies due to unnecessary arguments, competition and accusations. Judicial evaluation models are not used in the mainstream evaluation arena.

In a different context, Rebolloso, Fernandez-Ramìrez, Canton and Pozo (2002) conducted a meta-evaluation of a newly introduced management system in a university. They acknowledged a lack of theory for their project. These authors mention and encourage the use of international standards (which they called norms), however, they used a customised tool in line with institutional information needs, to gather their data. They conclude by cautioning that the lack of a theoretical framework posed a challenge of validating the customised criteria with the project data, exposing any findings to inferential risks.

A model based on the summation of cumulative evaluations is discussed by Bonner (2003). This approach is a pairing of the theory of change (TOC) and realistic evaluation (RE) to evaluate complex social change programmes. Individual evaluations are tapped and applied to similar programmes in other contexts. The value of this work to my study was to reinforce the need for theory in evaluation.

Madaus and Kellaghan (2000) metaphorically equate the educational enterprise to a factory. Their '*universities* as factories concept' (p. 20) characterises *universities* in terms of standardization, uniformity, precision, clarity, quantification and rational

tactics. One strongly held view was that of standardized testing in order to account for the activities of both staff and students. “The factory metaphor plays out like this:

- The curriculum is the means of production.
- The student is the raw material to be transformed into a finished and useful product.
- The *lecturer* is a highly skilled technician.
- The outcomes of production are carefully plotted in advance according to rigorous design specifications.
- Certain means prove wasteful and are discarded in favour of more efficient ones.
- Great care is taken to see that raw materials of a particular quality or composition are channelled into the proper product system.
- No potentially useful characteristic of the raw material is wasted.
- Prospective employers are the consumers of the finished product” (p. 21).

Today a new form of the foregoing metaphor is the “high-tech assembly line”. Accordingly, proponents of this metaphor perceive the curriculum process as being reproducible, with no uniqueness to it. In this paradigm education is seen as a means to an end, namely, to produce a skilled workforce or ‘making the country more competitive’. The educational enterprise is however a vibrant system that cannot be equated with the factory setup in terms of its processes and products. Madaus and Kellaghan (2000) consider the alternative to the factory metaphor to be *education as travel*. Having said this, the factory metaphor continues in its usage. These authors set up the record straight of whether we should be asking the question which evaluation model to choose. They advise that the focus should be on the evaluation question.

It is necessary to focus on some commonly held theories on evaluation. Tyler’s evaluation model is one of the earliest models to be proposed by Ralph Tyler during the 1930s and 1940s. It consists of the following steps:

1. Establish broad purposes.
2. Classify or order the purposes.

3. Define the purposes in observable terms.
4. Find situations in which achievement of the objectives is demonstrated.
5. Develop or select measurement techniques.
6. Collect performance data.
7. Compare the performance data with the stated purposes (Guskey, 2000).

When Tyler originally developed the above model, it was meant to be applicable to the evaluation of student performance (Madaus and Stufflebeam, 1989). However, the principles of evaluation would be applicable far beyond this type of usage. The application of Tyler's model in the current study is seen in that all the seven steps above fit-in with the method employed, to be described later. Tyler's evaluation model was later modified by Metfessel and Michael and Hammond (Stufflebeam, 1985).

Michael Scriven (1972) identifies weaknesses in Tyler's focus on goals, and consequently proposed the goal-free evaluation model. He reasoned that programme goals should not be taken as given, however, they too should be the subject of the evaluation (Guskey, 2000). The goal-free evaluation would focus on the actual outcomes of a programme as opposed to the intended outcomes. This approach increases the possibility of identifying and documenting unintended outcomes of a programme being evaluated.

Robert Stake (1967) introduced the "countenance model for educational evaluation". The countenance model was based on Tyler's concept of comparing intended and observed outcomes (Stufflebeam and Shinkfield, 1985). In 1975 Stake published a revised version of the countenance model under the new name of "responsive evaluation". Stake reasoned that programme purposes were subject to change, and hence he advocated for negotiating with and supporting educators and other stakeholders to clarify any matters of common interest.

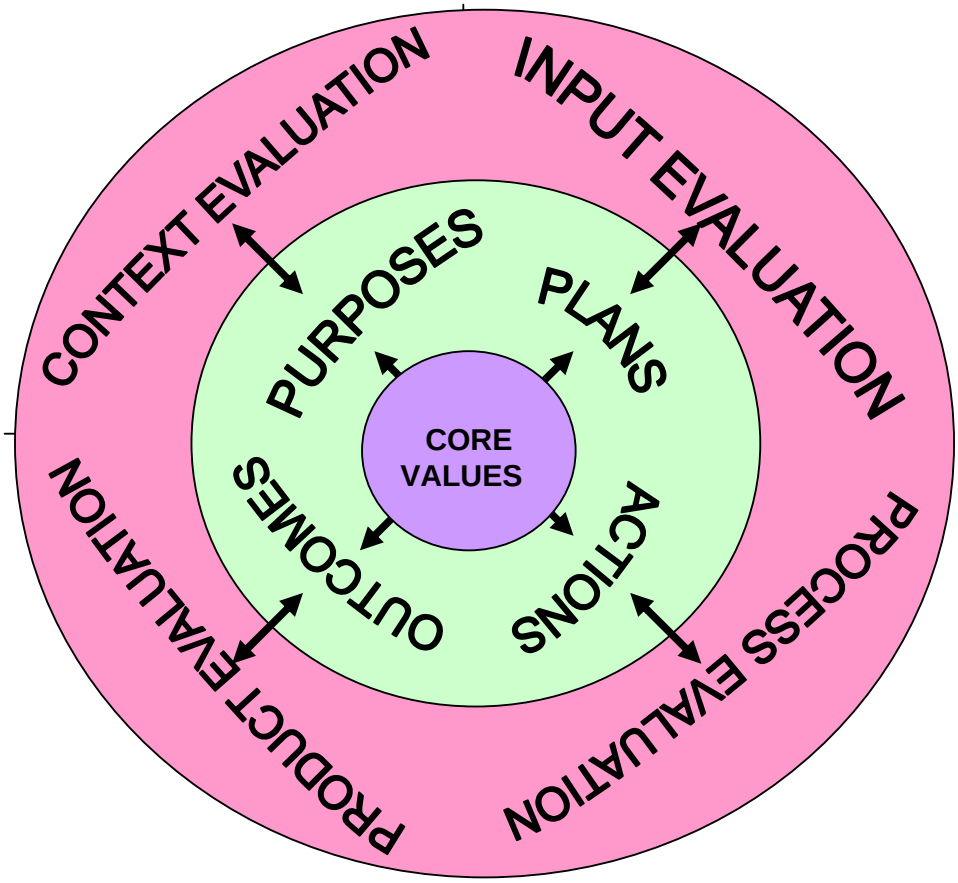


Figure 2.2: Key components of the CIPP Evaluation Model and associated Relationships with Programs. (Adapted from Kellaghan, Stufflebeam, & Wingate, 2003).

Legend for the CIPP model:

- The inner circle represents core values that provide the basis for one's evaluations.
- The middle circle represents four evaluative foci, namely: purposes, plans, actions and outcomes.
- The outer circle represents the type of evaluation that serves each of the evaluative foci.
- The double arrow represents a two-way relationship.

Kellaghan, Stufflebeam, and Wingate (2003) proposed the CIPP Evaluation Model. From the model in fig 2.2, values (inner circle) represent a range of ideals held by a society, group or individual. The following values have been adopted by some educational institutions in the United States of America, namely:

- equal opportunities,
- human rights,
- technical excellence,
- efficient use of resources,
- safety of products and procedures, and
- innovative progress. (Kellaghan, Stufflebeam and Wingate, 2003)

For an evaluator, the core values are pivotal in how the evaluation will be conducted, as can be seen from the outward facing arrows. The HEQC is in agreement with some, if not all, of the values. For example, for equal opportunities they stress equity, whilst efficient use of resources is given attention under financial, staff, library and IT resources. These are included as components of the focus of this study. There is a close relationship between the outer and middle circles. In the first instance, when an evaluator conducts context evaluation, he/she would have to interrogate the purpose of the programme. For input evaluation, the evaluator needs to check programme plans. In the third instance, the process evaluation will be guided by actions that were taken to implement the programme. The fourth type, product evaluation, interrogates the outcomes of the programme. There is a great similarity between the CIPP model and the CHE/HEQC model for programme evaluation which are organized into context, input, process and output and impact criteria. It is significant to note that the TUT model for programme evaluation has integrated both above models.

Table 2.2: The relevance of Four Evaluation Types to Decision Making and Accountability.

Orientation	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Decision making	Guidance for choice of objectives and	Guidance for choice of programme strategy.	Guidance for implementation.	Guidance for termination,

(Formative orientation)	assignment of priorities.	Input for specification of procedural design.		continuation, modification or *commissioning*.
Accountability *(Summative orientation)*	Record of objectives and bases for their choice along with a record of needs, opportunities and problems.	Record of chosen strategy and design and reasons for their choice over other alternatives.	Record of the actual process.	Record of attainments and recycling decisions.

Stufflebeam's general approach to realizing both the decision making and accountability purposes of the CIPP Evaluation Model are as follows:

a) Decision making purpose: From Table 2.2 above, the evaluation may be used with a formative orientation, during any of the four interlinked stages:-
   i) choice of objectives and assignment of priorities; here the evaluation may be used to confirm or restructure the programme objectives which characterize the planning stage. Seen in the light of the CHE/HEQC criteria, the evaluation establishes how the programme design has addressed local, regional, national and international needs.
   ii) programme strategy; as in i) above, when a formative orientation is adopted, the programme strategy is evaluated in line with the intended procedural designs. The similarity of the model with HEQC criteria is that of establishing how, for instance, student recruitment, admission and selection are done. The purpose of the evaluation will be to establish the adequacy of programme inputs.
   iii) implementation; Both the HEQC and TUT evaluation models cater for process evaluation. When the orientation to this evaluation is formative, as with the programme self-evaluation processes, then according to the CIPP model, it guides how the programme teaching and learning was implemented.
   iv) termination, continuation, modification or *commissioning*. Last but equally important, the product evaluation component of the CIPP model is applicable to both the HEQC and TUT evaluation models. The latter models insist on determining the results or output (and impact) of the

teaching and learning processes. The information gained from this exercise will be used to recommend for the termination (or phasing out of 'obsolete' programmes), the continuation or modification of current academic programmes and/or the installation (or commissioning) of the new academic programmes.

b) Accountability purpose: From Table 2.1 above, the CIPP evaluation model may be used for accountability purposes. Currently, the accountability purpose is undertaken nationally by the CHE/HEQC for certain selected programmes, for example, the Master of Business Administration (MBA), Master of Education (M Ed) programmes, to name but a few. The model's four interlinked purposes are:-

   i) Record of objectives and bases for their choice along with a record of needs, opportunities and problems. Here the CIPP evaluation model requires that the programme evaluation should document the rationale for choosing the programme objectives. It is required to establish the extent to which the needs, opportunities and problems of both the student, industry and the profession had been addressed within the programme. The CHE/HEQC and/or other professional bodies (for example, the nursing council,) execute this summative orientation of the model.

   ii) Record of chosen strategy and design and reasons for their choice over other alternatives; the model requires that the programme evaluation interrogates that teaching and learning strategy, reviews the programme design and justify the why they were selected over other alternatives. The CHE/HEQC is best placed to address this summative orientation of the CIPP model.

   iii) Record of the actual process; the model requires that documentation of the teaching and learning process be made. As above, the summative orientation of process evaluation is currently the responsibility of the CHE/HEQC and/or other professional bodies (for example, the nursing council).

   iv) Record of attainments and recycling decisions: when the programme evaluation has a summative orientation, the CIPP model requires that a decision be made of the attainments, achievement, and impact of the teaching and learning process. As above, recycling decisions may be made

by the CHE/HEQC and/or other professional bodies (for example, the nursing council).

2.5.2 The role of those affected by or interested in the evaluation:

a. Determination of needs: According to the CIPP evaluation model, the context of the evaluation object is evaluated on the assumption that the needs of the customer/client (the programme co-ordinator) are determined and met. The internal customers for the programme are the programme group and the students registered in the programme to be evaluated. The external customers for the programme being evaluated are the prospective students, industry, the professional body and the community. It is a requirement of programme approval and accreditation that the need for the programme be established. The DoE does not approve a new programme overtly on the determination of the need. The DoE however requires that the programme be part of the institution's Programme and Qualification Mix (PQM), (see item 1.2). On the other hand the HEQC accreditation system does require that the applicant prove that they have determined the need for the programme.
b. For the programme owners, and other interested parties, the product evaluation should provide them with relevant information to recycle the project. This essentially determines the fate of the programme whether it continues, improves or terminates. As has already been mentioned, product evaluation is viewed as outcomes and impact by the HEQC, and has already led to some programmes to be phased out.

2.5.3 In what ways do they participate?

For the beneficiaries of the programme (for example, students, employers and professional bodies), their role is to articulate their needs in a clear manner. It might not be easy to do this, and hence extraction of these needs from the beneficiaries might involve tools designed for this purpose.

CHAPTER THREE

RESEARCH DESIGN

3.1 Background

This study will be based on a case study of an academic programme evaluated by the relevant programme group in the Faculty of Health Sciences at the Tshwane University of Technology (TUT). During the writing of this thesis, the above-mentioned faculty was consolidated through a merger with two other faculties, Agriculture and Natural Sciences, to form the Faculty of Science. The information presented in the rest of this thesis is applicable to the period before this merger, in the Faculty of Health Sciences. The meta-evaluation is needed by the Directorate of Quality Promotion (DQP), a central quality unit of the university, to improve subsequent evaluations in other environments. Scheerens, Glas and Thomas, (2003) said that programme evaluation requires a refinement in methodology concerning the unequivocal attribution of measured outcomes to the *programme* activities.

To put the level at which the meta-evaluation was conducted, as well as providing a graphic picture, this study defines meta-evaluation conducted by programme groups, after first conducting a self-evaluation exercise, as the *primary meta-evaluation*. The next meta-evaluation to be conducted at faculty level by probably the dean of the faculty, will be the *secondary meta-evaluation*. The third type of meta-evaluation, which is the subject of this study, is conducted by the DQP at institutional level, and is defined as the *tertiary meta-evaluation*, as seen in fig 3.1.

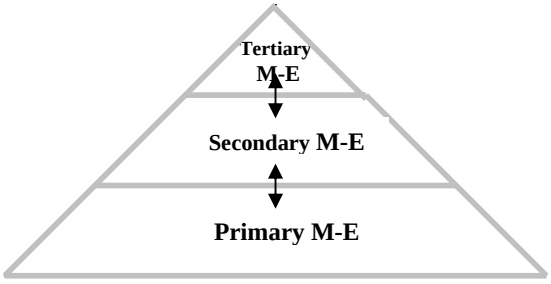


Figure 3.1: Levels of meta-evaluation applicable to this study. (**M-E** = Meta-evaluation).

The DQP has the responsibility of coordinating programme reviews institutionally, first for improvement purposes, and secondly for accountability to the Higher Education Quality Committee (HEQC) and indirectly the public.

In the Faculty of Health, the DQP managed the *preliminary* self-evaluation process. Project plans were developed in conjunction with all stakeholders. The DQP conducted training, and arranged consultations and support to all departments. As already mentioned, criteria for programme reviews have been provided by the HEQC. The directorate developed a 'Programme Review Manual' which takes the HEQC criteria into consideration, but is founded on the South African Excellence Model (SAEM) – (see Appendix 4). The programme groups conducted their self-evaluations and wrote self-evaluation reports. After conducting site visits and writing review reports for each programme, the DQP conducted meta-evaluation to inform improvements for subsequent faculty reviews. This study is to professionalize the conduct of meta-evaluation for TUT, other universities of technology and the higher education fraternity at large.

3.2 The meta-evaluation design

The meta-evaluation is based on the model adopted by Brinkerhoff, Brethower, Hluchyj, & Nowakowski (1983), (see Appendix 4) and also integrates the CIPP evaluation model described in chapter 2. Brinkerhoff et al. (1983) are of the opinion that the scope of the meta-evaluation will be dependent on the scope of the primary evaluation.

Academic departments in the relevant faculty conducted self-evaluations of their programmes, which were captured in their Programme Review Reports and submitted to the DQP. Panels made their findings known in their reports, which were also submitted to the DQP. The directorate analysed all reports, and wrote an overall Faculty report to the Dean, and also reported to the Executive Management Committee (EMC). In addition, a pilot meta-evaluation was carried out.

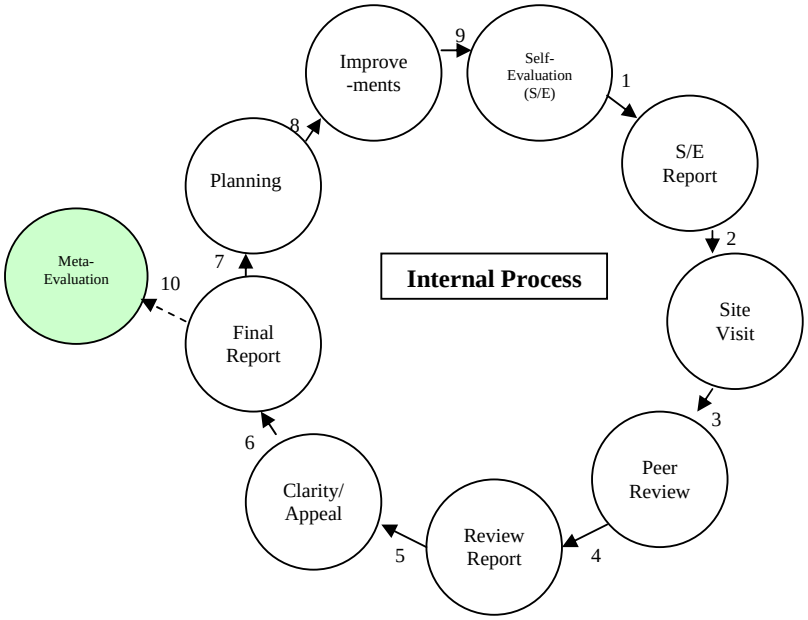


Figure 3.2: Contextualization of the meta-evaluation.

3.2.1 Focussing the evaluation:

The rationale for the meta-evaluation model to begin with a focusing theme is important in that it seeks to match the needs of the programme group with the documented purposes of the evaluation. Three phases of the focus are presented with different outcomes as follows:

a) Evaluating evaluation plans for focusing the evaluation:

During the planning stage alignment of the evaluation is achieved by posing questions which may or may not lead to rephrasing of the evaluation questions contained in the evaluation planning document. Typical questions that may be asked are as follows:

- Was the evaluation purpose clearly articulated during the planning?
- Did the questions asked during the planning address the evaluation purpose?
- How would the evaluation purpose and questions be refined during the planning?
- Has the setting been clearly described during the planning?

- Have the audiences been clearly identified during the planning?

b) Evaluating the evaluation in progress for focusing the evaluation:

When the plan in a) above is being implemented, the evaluation may be focussed through asking the following questions:

- How have evaluation questions been implemented?
- To what extent is the purpose being pursued during implementation?
- How worthwhile were the selected questions and purposes during implementation?

c) Evaluating the evaluation after its completion for focusing the evaluation:

When the evaluation is completed, one way of focusing it would be to pose the following questions:

- How sound was the evaluation for focusing the evaluation?
- What was the worth of the evaluation for focusing the evaluation?

3.2.2 Designing the evaluation:

The second step of the evaluation model by Brinkerhoff et al. (1983) concerns the design of the evaluation. Here also there are three phases of the evaluation, each paying attention to distinct time periods of the evaluation. Evaluation questions are posed for each as follows:

a) Evaluating the evaluation plans for the design:

- Are the design strategies of the evaluation adequate?
- How can these strategies be refined?
- Were there other design options for the evaluation?

- What has, or may have served as an aid to the design of the evaluation?

b) Evaluating the evaluation in progress for the design:

- How effective was the design of the evaluation *during implementation*?
- How has the design been monitored *during implementation*?
- Was there a need for the design to be revised *during implementation*?

c) Evaluating the evaluation of the design after its completion:

- How sound was the evaluation design at the completion of the evaluation?
- Has the evaluation design been properly implemented at completion?
- How useful was the design for the audience at completion?

3.2.3 Collecting the information:

Evaluation reports were used as primary sources of data. Interviews were conducted with the stakeholders associated with the academic programme serving as the case study.

The third step of the evaluation model by Brinkerhoff et al. (1983) relates to data collection for the evaluation. Here also there are three phases of the evaluation, each paying attention to distinct time periods of the evaluation. Evaluation questions are posed for each as follows:

a) Evaluating the evaluation plans, for collecting information

- Were the instruments customised (or selected) for the evaluation?
- Were the data collection instruments evaluated for their validity and reliability?
- Was the data collection strategy suitable for the evaluation?

b) Evaluating the evaluation in progress, for collecting information

- How well was the data collection process observed during implementation?
- Has the data collection process been adequately evaluated during implementation?

c) Evaluating the evaluation after its completion, for collecting information

- What was the quality of the (data and) information that was collected?
- Was the collected information relevant?
- Were the methods used to collect the information appropriate?

3.2.4 Analysing the information

According to Creswell (2002), academic researchers generally use statistical programmes on the campus mainframe computer. However, for this study, the meta-evaluation checklist was used for all the qualitative data.

The fourth step of the evaluation model by Brinkerhoff et al. (1983) concerns data analysis for the evaluation. Here also there are three phases of the evaluation, each paying attention to distinct time periods of the evaluation. Evaluation questions are posed for each as follows:

a) Evaluating evaluation plans for analysing the information

- Did the primary evaluator select relevant analysis strategies?
- Did the primary evaluator consider appropriate experts to interpret the data?
- Did the primary evaluator provide guidelines on how the data would be interpreted?

b) Evaluating evaluation in progress for information analysis

- Was the analysis process appropriate and professional?
- How effectively were data being aggregated, sorted and analyzed during implementation?

c) Evaluating evaluation after its completion for information analysis

- Were the analyses after completion adequate?
- Were the analyses after completion accurate?
- What was the quality of the interpretations of the analyses after completion?

3.2.5 Reporting the information

The fifth step of the evaluation model by Brinkerhoff et al. (1983) deals with reporting the evaluation. Here also there are three phases of the evaluation, each paying attention to distinct time periods of the evaluation. Evaluation questions are posed for each as follows:

a) Evaluating the evaluation plans for reporting the information

- Is the report strategy appropriate?
- Would an alternative format be necessary?
- Which audiences would be considered for this report?
- What contents would be best for the intended report?

b) Evaluating the evaluation in progress for reporting the information

- Has a critical reader read report drafts during their writing?
- Have the draft reports been evaluated during the process stage?
- Would alternative reports have been considered during the writing stage?
- Has there been a need for technical (or lay people) reports to be refined during the process stage?

c) Evaluating the evaluation after its completion for reporting the information

- Were final drafts of evaluation reports comprehensive?

- Were evaluation reports balanced after completion of the final drafts?
- Were evaluation reports timely received?
- Were evaluation reports adequate (quantity and quality)?
- Were evaluation reports used appropriately?

3.2.6 Managing the evaluation

The sixth step of the evaluation model by Brinkerhoff et al. (1983) deals with managing the evaluation. Here also there are three phases of the evaluation, each paying attention to distinct time periods of the evaluation. Evaluation questions are posed for each as follows:

a) Evaluating the evaluation plans, for managing the evaluation

- Did the management plan *live up to expectation*?
- Was the budget comprehensive enough?
- Was the contract comprehensive enough?
- Was there a need for any of the above to be refined?

b) Evaluating the evaluation for managing the evaluation in progress.

- How adequate is the management plan being monitored during implementation?
- Was the contract appropriately monitored during implementation?
- Was the budget appropriately monitored during implementation?

c) Evaluating the evaluation for managing the evaluation after its completion

- How well was the evaluation after its completion managed and budgeted?
- Were costs of the evaluation after completion reasonable?
- Were agreements after the evaluation completion upheld?

3.3 Method

Sampling:

All programmes in the faculty were considered to constitute a convenient sample of the meta-evaluation. In providing a note of caution to researchers in respect of bias in educational research, Tuijnman (1997) considers student enrolments at universities as biased. This sample bias emanates from selection based on factors such as cognitive ability, achievement motivation and potential. One programme is incorporated in the study for close scrutiny, and will represent the rest of the programmes. The convenient sampling adopted here is in line with the case study methodology for the current study (sample bias). As can be seen in Appendix 1, evaluation is judged by its accuracy, credibility, utility, feasibility and proprietary (Worthen and Sanders, 1987).

The data sources for the meta-evaluation were the self-evaluation reports, programme review reports and comments regarding the feedback received after the reports were distributed to the programme groups.

- *Self-evaluation reports*: these are reports of the evaluation conducted by programme groups. The format of this report was provided to each programme group. A one day workshop was conducted during which the writing of the report was clarified, amongst others. The programme group was informed that the self-assessment report would be theirs, and they would use it as they wished. All staff members should have read the report before it was sent out to external people. The DQP made an offer for support regarding the writing of the self-evaluation reports. This report would serve as a basis for all subsequent evaluations for the relevant programme.

- *Review reports*: these are reports written by the Directorate of Quality Promotion from the data gathered during the site visit to the programme group. It aims to triangulate the information provided by the self-evaluation report and its accompanying portfolio. Both subject and technical experts were involved in guiding the compilation of this report.

- *Comments*: comments are documents generated when the programme groups respond to the self-evaluation reports mentioned above. This was an opportunity for programme groups to lodge concerns or disputes before the review report was finalized.

- *Questionnaires*: questionnaires were sent out to programme groups to obtain information after the evaluation had been completed. For this study the time period for sending out had not been standardized but the need for standardization exists.

- *Feedback meetings*: feedback meetings were arranged with programme groups during which an overview of the evaluation process was discussed.

Tools

According to Creswell (2002), new researchers tend to develop their own instruments rather than find existing instruments suitable for their study. He encourages the use of (or modification) of an existing instrument. The following two indices are recommended by Creswell: *Tests in Print*, and the *Mental Measurements Yearbook* as sources of 'off-the-shelf' instruments. In this regard, the current meta-evaluation research uses materials developed by the Evaluation Centre of the University of Western Michigan, namely:

- The programme evaluation standards and
- Meta-evaluation checklist

The meta-evaluator(s):

I as the author of this thesis was the meta-evaluator responsible for the meta-evaluation exercise within the Faculty of Health Sciences. This was part of the job-sharing arrangements agreed upon within the directorate. Together with colleagues within the directorate, I attended an evaluator training workshops conducted by the Higher Education Quality Committee (HEQC) prior to this period. Together with colleagues within the directorate, we conducted similar training for internal staff (academics) scheduled for programme reviews, as mentioned earlier.

The meta-evaluation method:

I conducted a pilot of the meta-evaluation using *the Program Evaluation Standards* of the Joint Committee on Standards for Educational Evaluation, (1994) see Appendix 6. The pilot made use of the information contained in the review reports written by the DQP, as well as the experience gained in participating in the process. I specifically departed from the format of the TUT Programme Review Manual in order to subject our processes to international standards. In the process the pilot answered some of the questions which were being asked about the DQP. The method of analysis of the review reports was text analysis.

The pilot would inform the final conduct of the meta-evaluation. All the data sources would be consulted and would be evaluated against *a selection* of *the program evaluation standards*. In order to focus the evaluation, one academic programme was be subjected to all *the program evaluation standards*. The data sources was analysed and discussed. The meta-evaluation is based on the purposes and uses postulated by Brinkerhoff et. Al. (1983) in appendices 5 and 6.

The DQP needs to be assured of the validity and reliability of instruments that are selected or designed. This will put the directorate in good stead especially when the time comes for TUT to apply for the self-accreditation status at the HEQC.

3.3.1 Data collection

The first source of data to be consulted is the feedback questionnaires received from staff members who attended the orientation workshop on programme reviews. This source is suitable for answering the first sub-question, namely curriculum design. From these questionnaires the study will hone in on the general comments section, especially those that are specific to the curriculum.

Validity and reliability of the questionnaire: The questionnaire has been subjected to a developmental process of consultation. The normal practice of ensuring buy-in as well as validity of questionnaires at TUT is to distribute it at the Academic Committee where all the deans, including the director of DQP and the head of Curriculum Development are serving. Members of the Academic Committee are requested to make an input on the design of the questionnaire. Once it the questionnaire is approved, then it is ready for use by all regarding feedback on training and workshops.

The second data source is the self-evaluation report. Academic departments were required to conduct a self-evaluation exercise of their programme and the outcome of the self-evaluation was to be documented in a self-evaluation report. A template of the report was given in advance. The format of the report was designed to meet the criteria set by the HEQC; however, the DQP enhanced the format of the report by customizing it to TUT requirements. Academic departments were required to write their own reports; however, they were offered opportunity to consult the DQP for clarification of challenges in the process.

The third data source is the review report which was written was based on the site visit by the review panel to the programme group. This report is a validation of the self-evaluation report mentioned above and it is written by a member of the DQP. A draft of this report was first circulated amongst the relevant panel members who gave input regarding their view of the report. The writer of the report incorporated comments from panel members into the report and sent it to the programme group for their comments. A general standing principle which had been communicated to the

programme group from the beginning was that only factual inaccuracies and/or omissions would be accommodated when the report was corrected. An agreement was reached that, where a programme group held some strong views on aspects of the report, a meeting between the programme group and the DQP would be arranged. The purpose of this meeting would be to have an audience with the programme group regarding issues of concern. After the factual errors were considered and included in the report, the report would be adopted as a final draft.

The fourth data source is the feedback meeting arranged after the programme group had read the review report the first time. The meeting was arranged by the DQP to report to the faculty on general impressions of the whole self-evaluation exercise. No programme specific matters were discussed during this meeting.

3.3.2 Data analysis

The data analysis procedure was carried out in accordance with the meta-evaluation checklist, using international evaluation standards.

3.4 Limitations of the study

- Time lag after the evaluation, for submission of final draft was too long (language editing could not be speeded up)
- Questionnaires: Return rate was zero (the reason for this was the timing being within semester examinations)
- Faculty restructuring.

CHAPTER FOUR

EMPIRICAL STUDY

This chapter deals with the details of how the current study is aligned or deviates from existing research, specifically evaluation practice. The chapter begins with an overview of the meta-evaluation. Lines of enquiry are then presented, followed by how infrastructure was checked. These are then followed by the process of meta-evaluation, leading to the conclusion.

4.1 Overview

Meta-evaluation by its nature focuses on evaluating an evaluation. This study forms a vital link between what was done during the programme review, and what could be improved in the future. During the first cycle of programme evaluations the major form of data gathering was through field notes. The normal practice of transcribing from the voice recordings into a script, coding the script and generating new meaning relating to the educational phenomenon, has been compromised. The chapter reflects on an analysis of interviews that were conducted with the staff and students on the two learning sites.

4.2 Lines of enquiry

The lines of enquiry represent a reflection and interrogation of the self–evaluation report by an evaluator before conducting a site visit. The panel met for an initial period of one hour before the start of the formal interviews. During this period consensus was reached regarding the conduct of the day’s proceedings. Each of the panel members was allocated a question to ask. The lines of enquiry were developed during the period of perusing and interrogation of the self evaluation report. Each panel member would write, on a special document provided for this purpose, all the thirteen criteria of the educational phenomena.

4.2.1 Feedback from the two Heads of Department (as documented in the field notes)

The two Heads of Department were interviewed together. The interview had been conducted by the review panel consisting of a chairperson (who was a professor from another department within the faculty), two industry experts and two representatives of the Directorate of Quality Promotion (DQP). The two interviewees had been offered one hour to respond to the thirteen criteria of the educational phenomena for their programme area. The following is an example of the responses given by the two incumbents on the first criterion of Leadership (see appendix 3) and it is presented in tabular form:

Table 4.1: Number of students per learning site (2005)

Qualification	Number of students	
	Learning site A	**Learning site B**
National Diploma (ND)	230	227
Bachelor of Technology (B Tech)	80	59
Master of Technology (M Tech)	4	1
Doctor of Technology (D Tech)	1	0
Staff : student ratio	1:63	1:41

From an evaluation perspective, the evaluators are commended for identifying the need to probe above biographical data. In the self-evaluation report, under leadership, the information had not been provided. The programme review report, a report of the review panel, did not however use the above data to interrogate its impact on the quality of provision for the listed qualifications. The self-evaluation report was a seventy seven page document, which in my view, was comprehensive and well written. This view was reiterated by the programme review report. A challenge of the review process seems to have been a lack of focus on each of the qualifications both at undergraduate and postgraduate levels. I suggest that in future, for academic units similar to this case study, the self-evaluation process be initially done on two categories, and be reported as such, namely undergraduate (ND & B Tech) and post-graduate (M Tech & D Tech) categories. One of the hurdles in implementing this suggestion would be to overcome the logistics of duplicating the workload posed by programme reviews. This can be a nightmare for higher education institutions dealing with programme numbers ranging between three hundred to a thousand programmes.

The next item under programme leadership for the lines of enquiry was the matter relating to the merger. The first indication of the merger was evident through the integrated self evaluation report used during the programme review. In essence, a single self evaluation report documented the evaluation conducted by the programme groups on the two learning sites. The programme review report dealt with programme integration issues, focusing on the challenges. The programme leadership had a tentative solution of integration weaknesses, which would be addressed when the merger would have been fully materialised at the micro (programme) level. During the interview the panel correctly probed the issue of the integration plan. The highlight of this plan was that the programme would in future be delivered only at one learning site. The two sites still operated from two budgets which were administered differently. The programme group also faced the challenge of external statutory regulation by a professional board. This was well catered for through registration and participation of staff in professional board activities. The leadership then discussed how they addressed benchmarking. The presence of a strategic plan for the programme set a tone for the review panel to make their minds up on how to judge the programme on this criterion. This judgement would flow from an extensive discourse of the involvement of the programme in forums such as municipal activities, New Partnership for Africa's Development (NEPAD) affairs and international partnerships. The Programme Review Report made sixteen recommendations, however it did not make any commendations. This seems to have been an oversight as the report template made provision for commendations.

4.2.2 Feedback from academic staff (as documented in the field notes)

The interview of staff was captured in the field notes according to the learning sites. However, this study has integrated those responses. Staff expressed an appreciation for having been included in the self-evaluation process. They mentioned that their programmes were successful in meeting market needs. Staff corroborated the success of the merger at programme level. Lecturers were also content with the benefits offered by the institution, especially for studies leading to personal development. For one learning site, one of the systemic problems faced was that of new students who struggled to express themselves verbally and in writing. This was traced back to the

secondary school educational system. As part of the solution, the department is implementing amongst others, a learner-centred approach to teaching and learning, and is implementing a problem-based learning strategy, amongst other interventions.

Experiential learning was well managed and logbooks used by students for this purpose were aligned with theory. Co-operative education consultants visited students at their work stations on a regular basis. A challenge which was identified was that of the placement of staff in industry for short term periods in order to keep up with the latest industry developments. Staff acted as mentors for students and life skills was taught during the mentorship programme, e.g. computer literacy would be done in conjunction with the university's Centre for Continuous Professional Development. Staff mentioned that the mentorship was also done at student-to-student level, however problems beset the latter.

When this data was used in the programme review report to triangulate the self evaluation report, it did confirm that the programmes were well managed and that there was a positive attitude towards the merger at programme level.

4.2.3 Feedback from students
(as documented in the field notes)

The chairperson welcomed the students and explained the purpose of the evaluation; he later introduced the panel to the students. Students at all undergraduate levels of the National Diploma as well as the B Tech were interviewed per learning site, six from learning site A and five from learning site B. The time allocated for this interview was one hour. The interview revealed a dichotomy of responses from students. Students from learning site A viewed the merger in a negative light, especially on the synchronization of academic activities. The synchronization of academic activity was a 'merger concept' which required already integrated programmes to conduct similar tests on the same day and at the same time. For these students, work integrated learning (WIL) was malfunctioning. The students were dissatisfied with a particular programme offering; however they were content with the availability of their lecturers for consultations.

Students from learning site B were satisfied with the programmes offered at their learning site. These students had strong negative views regarding the merger. They were supported by their lecturers through a life skills programme. There was good communication regarding the management of their work integrated learning. They also mentioned that they could consult their lecturers when they had academic problems. These students found their study guides to be detailed and helpful.

In any environment the views of students could be harnessed for improvement purposes. This principle is at the heart of many quality improvement methods and strategies. On those issues where the students are satisfied, the academic department could for example adopt a resolution to exceed the student's expectations. On the other hand, where students are dissatisfied, an improvement plan could be drawn up to address their concerns. For this case study, the general belief is that they would be able to address these student perceptions. For any other academic department experiencing related problems, I advise that an effort to address these student concerns be made, before the problems go out of hand.

4.2.4 Documentation submitted as evidence (as documented in the field notes)

The programme group had a number of documents available as evidence. The panel had opportunity to each sample the documents and interrogate them with the aim of validating the self evaluation report and the interviews mentioned above. The time for this activity was about fifteen minutes (which was inadequate). Some of the documents that were reviewed included the following:

- Strategic plans
- Advisory Committee minutes
- Study guides
- Class lists
- Class and semester tests, together with their memoranda
- Mark sheets
- Departmental meeting minutes

On the whole, the strategic plans were comprehensive, the study guides were very informative, this having also been confirmed by the feedback from student interviews. The panel was concerned with the references that the students were referred to in the study guides. There were a number of texts that were older than five years in the list of bibliographic sources.

Some of the highlights from above documents were that, during meetings of the Advisory Committee, the programme group was chairing the meetings. The panel was of the opinion that the chairpersonship could have been better served by an outsider, for the sake of objectivity. The panel was further of the opinion that the minutes of the Advisory Committee meetings were not very informative.

4.2.5 Checking infrastructure related to the programme (as documented in the field notes)

The panel established that the programme offerings had suitable and sufficient library resources at both learning sites. In both instances subject librarians were available to service both staff and students. Both learning sites had computer laboratories, where at one site, one laboratory was a dedicated computer laboratory for the programme offerings. There was sufficient office space for staff. All lecturers had a computer with access to the internet. There were enough lecture rooms to cater for all the programme offerings at both learning sites.

4.3 Evaluating the evaluation

4.3.1 Commendations

The programme review process as was conducted by the Directorate of Quality Promotion (DQP) had a number of features that were commendable. These commendations included the following:

- **The project plan**: a comprehensive project plan was developed to provide guidance to the programme group regarding what was expected of them.

- **Workshops**: orientation workshops were held in support of the departments to be evaluated. The format was hands-on and participatory.
- **Manual**: A programme review manual was developed. Its features were that it addressed the HEQC criteria whilst at the same time aligning it with national and international trends.
- **Pilot Meta-evaluation**: A pilot meta-evaluation was conducted.

4.3.2 Areas to address

The programme review process had a number of challenges, amongst which were:

- An inopportune timing of issuing of questionnaires to academics.
- Not incorporating recording devices to supplement field notes.
- Delay in giving timely reports to the programme group.

4.3.3 Text analysis using **International Evaluation Standards**

(Acknowledgements: The Evaluation Centre, University of Western Michigan)

The following is an analysis (strengths and weaknesses of the programme review) of the case study where **international evaluation standards** were used.

4.3.3.1 U1 – **Stakeholder Identification**: *Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed.*

The following stakeholders are important role players with interest in the evaluation of the academic programme, namely:

- **The Higher Education Quality Committee** (HEQC) – it is a permanent committee of the Council on Higher Education (CHE). It is charged with the responsibility of accrediting programmes being offered by higher

education institutions. The CHE is accountable to the Minister of Education. In the current study, the self-evaluation report has acknowledged the HEQC as a stakeholder. The self-evaluation was designed around the HEQC criteria.

Needs of the HEQC: the HEQC would like to be assured that students registering in this academic programme would get value for their money. Besides, the HEQC is interested in seeing transformation within the programme. A third focus area for the HEQC would be the ability of the institution to conduct quality assurance for all academic programmes. One of the ways to establish this would be via a self-evaluation report and a programme review report. The university has gone a step further to add value to the process by conducting a pilot meta-evaluation in an effort to improve its quality assurance activities.

- **Professional Board** – The professional board responsible for the current academic programme is one of the twelve that constitute the Health Professions Council of South Africa (HPCSA). It is governed by the Health Professions Act, 1974 (Act No 56 of 1974). The HPCSA is answerable to the Minister of Health as well as to SAQA as an Education and Training Quality Assurance (ETQA) body.

  Needs of the Professional Board: The professional board requires practitioners (and students) to be registered in order to practice (or to study). Additionally, the professional board is interested in the quality of programme provision. As has already been mentioned, the board is empowered to audit academic programmes under its jurisdiction. During the conduct of this study, the programme group was aware that an external audit by the professional board would be conducted within a year. The programme performed well during the said audit.

- **Executive Management Committee** (EMC) – It consists of the university's most senior managers, namely, the vice-chancellor and four

of his deputies as well as the registrar. The EMC reports to Council and the DoE.

Needs of the EMC: The EMC needs alignment of programme activities with the vision, mission and goals of the university. It furthermore needs evidence that the programme is efficient and effective. Upon receipt of a report of the review, the EMC would be required to act upon its recommendations.

- **Directorate of Quality Promotion** (DQP**)** – The directorate is responsible for the quality of all academic programmes offered by the university and reports to the dean, EMC, Senate and Council.

  Needs of the DQP: The Directorate of Quality Promotion would like to be sure that all academic programmes offered by the university are of a very high quality. In order to establish the quality of academic programmes being offered by the university, the DQP conducts programme reviews and reports to relevant stakeholders.

- **Dean** – the dean has oversight of the quality of all academic programmes offered by his/her faculty and reports to the EMC.

  Needs of the Dean: the dean would like to be assured that the quality of all academic programmes offered by his/her faculty is of high standard. The dean is responsible for the disbursement of the faculty budget to all departments and centres within the faculty.

- **Advisory Board** – it is constituted for the purpose of advising the programme group on critical professional and industry developments. They also monitor the performance of students at all levels.

  Needs of the Advisory Board: The Advisory Board would like to see that both staff and students comply with its requirements, namely that

they are informed about current developments within the professional field.

- **The programme group** – The programme group consists of staff members that offer and support the academic programme. The heads of department (HoDs) are responsible for the day to day running of the programme and are accountable to the dean. Academics and support staff personnel offer and support the programme respectively.

  Needs of the programme group: the programme group would like to ensure that the academic programme complies with requirements of the HPCSA, HEQC, SAQA, DoE and the university. They would like to see a sustained good programme performance.

- **Students** – these are students (current and/or prospective) involved in the programme. In this study students at all levels were involved.

  Needs of students: Students in this programme need to be registered with the professional board and to enjoy a good learning experience offered by the programme group and the university. As a final need students would like to find employment, if not being self employed.

- **Alumni** – alumni are former students who have graduated from the university in the qualification forming the subject of this study.

  Needs of alumni: alumni would like to contribute their experiences into the programme. One of the panel members was a former student who graduated in the programme.

  The programme group is commended on involving one of its alumni. However, it would be advisable to get involvement of more alumni. One of the ways in which more alumni may be involved with the programme

would be through questionnaires, or even inviting them to address current students on some aspect of their learning.

- **Community** – these are parents and third parties interested in the programme. During this study there was no community involvement.

  Needs of the Community: the community would be interested in reaping the benefits of the programme directly or indirectly. In this instance the self-evaluation report has listed six community projects for neighbouring communities and five specialised professional programmes.

  Note: Scoring of all thirty (30) international evaluation standards is based on Stufflebeam, D.L. (1999). The following scale is used for all the standards:

  Excellent=9-10; Very Good=7-8; Good=5-6; Fair=3-4; Poor=0-2;

  Scoring of the standard, U1 Stakeholder Identification – the programme evaluation:

  - ✓ Clearly identified the evaluation client
  - ✓ Engaged leadership figures to identify other stakeholders
  - ✓ Consulted potential stakeholders to identify their information needs
  - ✓ Used stakeholders to identify other stakeholders
  - ✓ With the client, ranked stakeholders for relative importance
  - ✓ Arranged to involve stakeholders throughout the evaluation
  - ✓ Kept the evaluation open to serve newly identified stakeholders
  - ✓ Addressed stakeholders' evaluation needs
  - ✓ Served an appropriate range of individual stakeholders
  - ✓ Served an appropriate range of stakeholder organizations

  Score = 10 (Excellent)

4.3.3.2 U2 – **Evaluator Credibility**: *The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance*.

The panel members (or evaluators) were trustworthy and there was no reason to think otherwise. The two external members, as professional members both in the service of the board, were bound by the professional code to be trustworthy. All the internal panel members were trustworthy and this was due to their length of service (more than five years) serving at responsible positions without any dishonesty or some such negative dispositions.

The panel members had attended an evaluator workshop and had been provided with the relevant documentation. The chairperson was a professor who was well respected. Additionally the two members from the Directorate of Quality Promotion (DQP) were briefed on the mechanisms of supporting the chairperson to ensure success of the review process. There was no reason to doubt the competency of the evaluators. The evaluators cooperated with all the requests made to them before, during and after the evaluation.

I have successfully done Programme Evaluation, both the theory and practice at the Centre for Assessment and Quality Assurance, University of Pretoria. Based on the above analysis, I declare that the programme review had met the requirements of this international evaluation standard.

Scoring the standard, U2 Evaluator Credibility - the programme evaluation:

- ✓ Engaged competent evaluators
- ✓ Engaged evaluators whom the stakeholders trust
- ✓ Engaged evaluators who can address stakeholders' concerns
- ✓ Engaged evaluators who are appropriately responsive to issues of gender, socioeconomic status, race, and language and cultural differences
- ✓ Assured that the evaluation plan responds to key stakeholders' concerns

- ✓ Helped stakeholders understand the evaluation plan
- ✓ Give stakeholders information on the evaluation plan's technical quality and practicality
- ✓ Attended appropriately to stakeholders' criticisms and suggestions
- ✓ Stayed abreast of social and political forces
- ✓ Kept interested parties informed about the evaluation's progress

Score = 10 (Excellent)

4.3.3.3 U3 – **Information Scope and Selection**: *Information collected should be broadly selected to address pertinent questions about the programme and be responsive to the needs and interests of clients and other specified stakeholders*

The scope of the information was categorised in accordance with the thirteen evaluation criteria of the TUT Programme Review Manual. The primary sources of information were selected as in item 4.2.4 above. Additionally, staff and students were interviewed and these were documented in the programme review report, which is the primary source of information for this meta-evaluation. The programme review report was well written in accordance with the guidelines provided by the DQP.

Scoring of the standard, U3 Information Scope and Selection – the programme evaluation:

- ✓ Understood the client's most important evaluation requirements
- ✓ Interviewed stakeholders to determine their different perspectives
- ✓ Assured that evaluator and client negotiate pertinent audiences, questions, and required information
- ✓ Assigned priority to the most important stakeholders
- ✓ Assigned priority to the most important questions
- ✓ Allowed flexibility for adding questions during the evaluation
- ✓ Obtained sufficient information to address the stakeholders' most important evaluation questions
- ✓ Obtained sufficient information to assess the programme's merit

- ✓ Obtained sufficient information to assess the programme's worth
- ✓ Allocated the evaluation effort in accordance with the priorities assigned to the needed information

Score = 10 (Excellent)

The evaluation had fulfilled the requirements of this international evaluation standard.

4.3.3.4 U4 – **Values Identification**: *The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear*.

The programme review was conducted in an environment of a merged institution, therefore the merger invariably was a factor which influenced all aspects of this study. International evaluation standards are used in order to see how this programme performed in relation to these standards.

On the whole the programme review was conducted based on the values of honesty, respect and professionalism. The programme group was informed that the review would be fair in that it would highlight both strengths and challenges related to the programme. All participants were treated with respect. The work of the panel was handled in a professional manner.

It is my opinion that the evaluation has fulfilled the requirements of this international evaluation standard.

Scoring of the standard, U4 Values Identification – the programme evaluation:

- X Considered alternative sources of values for interpreting evaluation findings
- ✓ Provided a clear, defensible basis for value judgements
- ✓ Determined the appropriate party(s) to make the valuational interpretations

- ✓ Identified pertinent societal needs
- ✓ Identified pertinent customer needs
- ✓ Referenced pertinent laws
- ✓ Referenced, as appropriate, the relevant institutional mission
- ✓ Referenced the programme's goals
- ✓ Took into account the stakeholders' values
- ✓ As appropriate, presented alternative interpretations based on conflicting but credible value bases

Score = 9 (Excellent)

4.3.3.5 U5 – **Report Clarity**: *Evaluation reports should clearly describe the programme being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood*.

The self-evaluation report had been clear in describing what the academic programme was all about. This description included how the programme had established itself as a leader nationally, having strong ties with an international auditing firm operating in South Africa, was a resource in providing advise to the relevant minister in South Africa, had obtained certification from the SABS on two relevant international standards, participated in projects for a national and north American defence forces, had ties with two established universities on the African continent. The programme was administering a multi-million rand project for UNICEF, but to mention a few facts regarding the academic programme. The context of the review had been well documented. Procedures for the self-evaluation as well as the programme review had been mentioned several times in this study.

Based on the analysis made for this standard, I conclude that the programme review has met the requirements of this international evaluation standard.

Scoring of the standard, U5 – Report Clarity – the programme evaluation:

- ✓ Clearly reported the essential information
- ✓ Issued brief, simple and direct reports
- ✓ Focused reports on contracted questions
- ✓ Described the programme and its context
- ✓ Described the evaluation's purposes, procedures and findings
- ✓ Supported conclusions and recommendations
- ✓ Avoided reporting technical jargon
- ✓ Reported in the language(s) of stakeholders
- X Provided an executive summary
- X Provided a technical report

Score = 8 (Very Good)

4.3.3.6 U6 – **Report Timeliness and Dissemination**: *Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely way.*

The DQP has had a well planned and implemented communication strategy. This included a reporting session at the conclusion of the site visit. This verbal report was followed by a draft report which was circulated to the programme group. The period during which this draft report was made available to the programme group was three months after the date of the site visit. The main cause of the delay was due to the requirement for language editing. This delay was counteracted by the fact that the report could be used beneficially for an external audit, as has been mentioned earlier.

Scoring of the standard, U6 Report Timeliness and Dissemination – the programme evaluation:

- ✓ Made timely interim reports to intended users
- ✓ Delivered the final report when it is needed
- ✓ Had timely exchanges with the programme's board
- ✓ Had timely exchanges with the programme's staff

- ✓ Had timely exchanges with the programme's customers
- ✓ Had timely exchanges with the programme's media
- ✓ Had timely exchanges with the full range of right-to-know audiences
- ✓ Employed effective media for reaching and informing the different audiences
- ✓ Kept the presentations appropriately brief
- ✓ Used examples to help audiences relate the findings to practical situations

Score = 10 (Excellent)

It is my opinion that the programme review has met the requirements of this international evaluation standard.

4.3.3.7 U7 – **Evaluation Impact**: *Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased.*

The programme review has allowed for a follow-through as has been mentioned in 4.4.3.6 above. For this reason I conclude that the programme review has met the conditions for this international evaluation standard.

Scoring of the standard, U7 Evaluation Impact – the programme evaluation:

- ✓ Maintained contact with the audience
- ✓ Involved stakeholders throughout the evaluation
- ✓ Encouraged and supports stakeholders' use of the findings
- ✓ Showed stakeholders how they might use the findings in their work
- ✓ Forecasted and addressed potential uses of findings
- ✓ Provided interim reports
- ✓ Made sure that reports are open, frank and concrete
- ✓ Supplemented written reports with ongoing oral communication
- ✓ Conducted feedback workshops to go over and apply findings

- ✓ Made arrangements to provide follow-up assistance in interpreting and applying the findings.

Score = 10 (Excellent)

Table 4.2: Scoring and strength of the utility standards

Scoring the evaluation of UTILITY (U) standards:

Number of Excellent ratings (0-7)	6 X 4 = 24
Number of Very Good ratings (0-7)	1 X 3 = 3
Number of Good ratings (0-7)	0 X 2 = 0
Number of Fair ratings (0-7)	0 X 1 = 0
Total score:	= 27

Strength of the evaluation's provisions for UTILITY:

26 (93%) to 28:	Excellent
19 (68%) to 25:	Very Good
14 (50%) to 18:	Good
7 (25%) to 13:	Fair
0 (0%) to 6:	Poor

Strength for Utility: 27 ÷ 28 = 0,96 X 100 **= 96%** (Excellent)

4.3.3.8 F1 – **Practical Procedures**: *The evaluation procedures should be practical to keep disruption to a minimum while the required information is obtained.*

On the day of the site visit interruptions to the normal running of academic activities were kept to a minimum. A schedule which had been made available well in advance was used for the proceedings. Students were scheduled to be interviewed in the afternoon at 13:00. As for staff members,

they were scheduled for an interview at 11:00. The HoDs were scheduled for an interview at 09:00.

It is my view that the programme review kept the interruptions to academic activities to a minimum on the day of the site visit. I therefore conclude that the programme review has fulfilled the requirements of this international evaluation standard.

Scoring of the standard, F1 Practical Procedures – the programme evaluation:

- ✓ Tailored methods and instruments to information requirements
- ✓ Minimized disruption
- ✓ Minimized the data burden
- ✓ Appointed competent staff
- ✓ Trained staff
- ✓ Chose procedures that the staff are qualified to carry out
- ✓ Chose procedures in light of known constraints
- ✓ Made a realistic schedule
- ✓ Engaged locals to help conduct the evaluation
- ✓ As appropriate, made evaluation procedures a part of routine events

Score = 10 (Excellent)

4.3.3.9 F2 – **Political Viability**: *The evaluation should be planned and conducted in anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results, can be averted or counteracted.*

According to the HEQC, all academic programmes need to address transformational issues in line with national imperatives. The programme group had shown their commitment to transformation specifically in broadening access regarding student enrolments. For both sites the student

profiles reflected the national demographics. Once the merger shall have been completed, the same could be said of the staff profile.

Based on the foregoing description, I conclude that the programme review has complied with the requirements of this international evaluation standard.

Scoring of the standard, F2 Political Viability – the programme evaluation:

- ✓ Anticipated different positions of different interest groups
- ✓ Averted or counteracts attempts to bias or misapply the findings
- ✓ Fostered cooperation
- ✓ Involved stakeholders throughout the evaluation
- ✓ Agreed on editorial and dissemination authority
- ✓ Issued interim reports
- ✓ Reported divergent views
- ✓ Reported to right-to-know audiences
- X Employed a firm contract.
- ✓ Terminated any corrupted evaluation.

Score = 9 (Excellent)

4.3.3.10 F3 – **Cost Effectiveness**: *The evaluation should be efficient and should produce information of sufficient value, so that the resources expended can be justified*.

The cost of conducting the programme review had not been determined in terms of its financial inputs relating to the salaries of the panel and staff. If this was to be calculated, the cost would be very high. Having said this, the programme review had been conducted in an efficient manner. In this regard, every item that was scheduled had been done successfully, culminating in a report being written.

Due to the above description, I therefore conclude that the programme review has met (conditionally) the stipulations of this international standard.

Note: In providing clarity for qualifying the requirements of this international evaluation standard, the following information is provided:

- All external panel members (representing commerce / industry or the profession) received reimbursement for travel only. In exceptional cases, this also included hotel accommodation. (This condition did not go well with some prospective panel members as absence from their work was linked to profitability, or *the bottom-line*, as they said).

Scoring of the standard, F3 Cost Effectiveness – the programme evaluation:

- ✓ Became efficient
- ✓ Made use of in-kind services
- ✓ Produced information worth the investment
- ✓ Informed decisions
- ✓ Fostered programme improvement
- ✓ Provided accountability information
- ✓ Generated new insights
- ✓ Helped spread effective practices
- ✓ Minimized disruptions
- ✓ Minimized time demands on programme personnel.

Score = 10 (Excellent)

Table 4.3: Scoring and strength of the feasibility standards

Scoring the evaluation of FEASIBILITY (F) standards:

Number of Excellent ratings (0-3) 3 X 4 = 12
Number of Very Good ratings (0-3) 0 X 3 = 0
Number of Good ratings (0-3) 0 X 2 = 0
Number of Fair ratings (0-3) 0 X 1 = 0
Total score: = 12

Strength of the evaluation's provisions for FEASIBILITY:

11 (93%) to 12:	Excellent
8 (68%) to 10:	Very Good
6 (50%) to 7:	Good
3 (25%) to 5:	Fair
0 (0%) to 2:	Poor

Strength for Feasibility: 12 ÷ 12 = 1 X 100 = **100%** (Excellent)

4.3.3.11 P1 – **Service Orientation**: *Evaluations should be designed to assist organisations to address and effectively serve the needs of the full range of targeted participants*.

Both the self-evaluation and the programme review had resulted into outcomes that were useful to the DQP, the programme group, the professional board and the HEQC. The programme group had used the self-evaluation report during a subsequent professional board audit. The DQP would keep the programme review report as documentary evidence that it had the ability and know-how to conduct programme reviews. The foregoing work of the DQP would be included in a forthcoming external institutional audit by the HEQC during April 2007.

In the light of the foregoing description, I conclude that the programme review had fulfilled the stipulations of this international evaluation standard.

Scoring of the standard, P1 Service Orientation – the programme evaluation:

- ✓ Assessed needs of the programme's customers
- ✓ Assessed programme outcomes against targeted customers' assessed needs
- ✓ Helped assure that the full range of rightful programme beneficiaries are served
- ✓ Promoted excellent service
- ✓ Made the evaluation's service orientation clear to stakeholders
- ✓ Identified programme's strengths to build on
- ✓ Identified programme's weaknesses to correct
- ✓ Gave interim feedback for programme improvement
- ✓ Exposed harmful practices
- ✓ Informed all right-to-know audiences of the programme's positive and negative outcome

Score = 10 (Excellent)

4.3.3.12 P2 – **Formal Agreements**: *Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obliged to adhere to all conditions of the agreement or to formally renegotiate it.*

No formal documented contract was drawn up. It needs to be mentioned that the DQP has been intending to introduce service level agreements. Both a documented contract and a service level agreement were not in place during this round of programme reviews. In this regard the programme review did not meet the requirements of this international evaluation standard.

Scoring of the standard, P2 Formal Agreements; Formal Agreements *reached advance written agreements on*:

X Evaluation purpose and questions
X .Audiences
X Evaluation reports
X Editing
X Release of reports
X Evaluation procedures and schedule
X . Confidentiality / anonymity of data
X Evaluation staff
X Meta-evaluation
X . Evaluation resources

Score = 0 (Poor)

4.3.3.13 P3 – **Rights of Human Subjects**: *Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.*

During the site visit the panel ensured that the rights of the two HoDs, the academic and support staff as well as students were respected. In so doing, the programme review met the stipulations of this international standard.

Scoring of the standard, P3 Rights of Human Subjects – the programme evaluation:

✓ Made clear to stakeholders that the evaluation would respect and protect the rights of human subjects
✓ Clarified intended uses of the evaluation
✓ Kept stakeholders informed
✓ Followed due process
✓ Upheld civil rights
✓ Understood participant values

- ✓ Respected diversity
- ✓ Followed protocol
- ✓ Honoured confidentiality/anonymity agreements
- ✓ Did no harm.

Score = 10 (Excellent)

4.3.3.14 P4 – **Human Interactions***: Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.*

At the start of each interview the chairperson introduced the panel and gave a brief explanation of what the review was all about. He further requested that the participants (staff and students) introduce themselves. During the interview session itself the panel showed the uttermost respect for the interviewees. It is my personal view that the programme review has fulfilled the requirements of this international evaluation standard.

Scoring of the standard, P4 Human Interactions – the programme evaluation:

- ✓ Consistently related to all stakeholders in a professional manner
- ✓ Maintained effective communication with stakeholders
- ✓ Followed the institution's protocol
- ✓ Minimised disruption
- ✓ Honoured participants' privacy rights
- ✓ Honoured time commitments
- ✓ Was alert to and addressed participants' concerns about the evaluation
- ✓ Was sensitive to participants' diversity of values and cultural differences
- ✓ Was even-handed in addressing different stakeholders
- ✓ Did not ignore or helped cover up any participant's incompetence, unethical behaviour, fraud, waste or abuse

Score = 10 (Excellent)

4.3.3.15 P5 – **Complete and Fair Assessment**: *The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the programme being evaluated, so that strengths can be built upon and problem areas addressed*.

The panel documented the day's proceedings for both positive and negative aspects of the educational phenomena. The DQP the panel members were to observe and record subtle occurrences during the proceedings. For example the panel commended the programme group for its engagement with local, regional, national, and international role players. Conversely, the panel highlighted a number of challenges associated with the programme and has listed these as recommendations. Because the panel was able to address the requirements of this international standard, the programme review has complied with this international evaluation standard.

Scoring of the standard, P5 Complete and Fair Assessment – the programme evaluation:

- ✓ Assessed and reported the programme's strengths
- ✓ Assessed and reported the programme's weaknesses
- ✓ Reported on the intended outcomes
- ✓ Reported on the unintended outcomes
- ✓ Gave a thorough account of the evaluation's process
- ✓ As appropriate, showed how the programme's strengths could be used to overcome its weaknesses
- ✓ Had the draft report reviewed
- ✓ Appropriately addressed criticisms of the draft report
- ✓ Acknowledged the final report's limitations.
- ✓ Estimated and reported the effects of the evaluation's limitations on the overall judgement of the programme

Score = 10 (Excellent)

4.3.3.16 P6 – **Disclosure of Findings**: *The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation and any others with expressed legal rights to receive the results.*

The first draft of the programme review report was circulated to panel members. Upon receiving inputs from panel members, their comments were incorporated into the report to make it the second draft report. The second draft of the programme review report had been made available to the programme group and they were provided with an opportunity to come up with alternative views to the facts in the report, if documentary proof was made available. A faculty report was written for the dean. To this end I conclude that the programme review has attained the requirements of the current international evaluation standard.

Scoring of the standard, P6 Disclosure of Findings – the programme evaluation:

- ✓ Defined the right-to-know audiences
- ✓ Established a contractual basis for complying with the right-to-know requirements
- ✓ Informed the audiences of the evaluation's purposes and projected reports
- ✓ Reported all findings in writing
- ✓ Reported relevant points of view of both supporters and critics of the programme
- ✓ Reported balanced, informed conclusions and recommendations
- ✓ Showed the basis for the conclusions and recommendations
- ✓ Disclosed the evaluation's limitations
- ✓ In reporting, adhered strictly to a code of directedness, openness and completeness
- ✓ Assured that reports reach their audiences.

Score = 10 (Excellent)

4.3.3.17 P7 – **Conflict of Interest**: *Conflict of interests should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.*

Firstly, to deal with the phenomenon of conflict of interest, staff that was directly involved with the offering of the programme were not allowed to serve as panel members. Secondly the chairperson was an HoD from an unrelated department. Finally, there was no conflict of interest with external panel members. Consequently I conclude that the programme review did meet the stipulations of the current international evaluation standard.

Scoring of the standard, P7 Conflict of Interest – the programme evaluation:

- ✓ Identified potential conflicts of interest early in the evaluation
- X Provided written contractual safeguards against identified conflicts of interest
- ✓ Engaged multiple evaluators
- ✓ Maintained evaluation records for independent review
- ✓ As appropriate, engaged independent parties to assess the evaluation for its susceptibility or corruption by conflicts of interest
- ✓ When appropriate, released evaluation procedures, data and reports for public review
- ✓ Contracted with the funding authority rather that the funded programme
- ✓ Had internal evaluators report directly to the chief executive officer
- ✓ Reported equitably to all right-to-know audiences
- ✓ Engaged uniquely qualified persons to participate in the evaluation, even if they had a potential conflict of interest; but took steps to counteract the conflict

Score = 9 (Excellent)

4.3.3.18 P8 - **Fiscal Responsibility**: *The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and should otherwise be prudent and ethically responsible, so that expenditure is accounted for and appropriate.*

The project proposal and plan did not incorporate a budget; hence the programme review has not met the provisions of this international standard.

Scoring of the standard, P8 Fiscal Responsibility - the programme evaluation:

- X Specified and budgeted for expense items
- X Kept the budget sufficiently flexible to permit appropriate reallocations to strengthen the evaluation
- X Obtained appropriate approval for needed budgetary modifications
- X Assigned responsibility for managing the evaluation finances
- X Maintained accurate records of sources of funding and expenditures
- X Maintained adequate personnel records concerning job allocations and time spent on the job
- X Employed comparison shopping for evaluation materials
- X Employed comparison contract bidding
- X Was frugal in expending evaluation resources
- X As appropriate, included an expenditure summary as part of the public evaluation report

Score = 0 (Poor)

Table 4.4: Scoring and strength of the propriety standards

Scoring the evaluation of PROPRIETY (P) standards:

Number of Excellent ratings (0-8) 6 X 4 = 24
Number of Very Good ratings (0-8) 0 X 3 = 0
Number of Good ratings (0-8) 0 X 2 = 0
Number of Fair ratings (0-8) 2 X 1 = 2
Total score: = 26

Strength of the evaluation's provisions for PROPRIETY:

30 (93%) to 32:	Excellent
22 (68%) to 29:	Very Good
16 (50%) to 21:	Good
8 (25%) to 15:	Fair
0 (0%) to 7:	Poor

Strength for Propriety: 26 ÷ 32 = 0,81 X 100 = **81%** (Excellent)

4.3.3.19 A1 – **Programme Documentation**: *The programme being evaluated should be described and documented clearly and accurately, so that the programme is clearly identified*.

As mentioned in item 4.4.3.5 above, the programme being reviewed had been well described and was accurately and clearly documented. The programme could be clearly identified. Based on this analysis I maintain that the programme review has met the requirements of the current international evaluation standard.

Scoring of the standard, A1 Programme Documentation – the programme evaluation:

- ✓ Collected descriptions of the intended programme from various written sources
- ✓ Collected descriptions of the intended programme from the client and various stakeholders
- ✓ Described how the programme was intended to function
- ✓ Maintained records from various sources of how the programme operated
- ✓ As feasible, engaged independent observers to describe the programme's actual operations
- ✓ Described how the programme actually functioned
- ✓ Analyzed discrepancies between the various descriptions of how the programme was intended to function
- ✓ Analyzed discrepancies between how the programme was intended to operate and how it actually operated
- ✓ Asked the client and various stakeholders to assess the accuracy of recorded descriptions of both the intended and the actual programme
- X Produced a technical report that documented the programme's operations

Score = 9 (Excellent)

4.3.3.20 A2 – **Context Analysis**: *The context in which the programme exists should be examined in sufficient detail, so that its likely influences on the programme can be identified.*

The programme review had been conducted within the merger of erstwhile Technikon Pretoria, Technikon Northern Gauteng and Technikon North West into Tshwane University of Technology. The programme had been offered at two of the three former institutions. The influences of the merger had been captured in both the self-evaluation and programme review reports. In this regard I conclude that the programme review has met the provisions of the current international evaluation standard.

Scoring of the standard, A2 Context Analysis – the programme evaluation:

- ✓ Used multiple sources of information to describe the programme's context
- ✓ Described the context's technical, social, political, organizational and economic features
- ✓ Maintained a log of unusual circumstances
- ✓ Recorded instances in which individuals or groups intentionally or otherwise interfered with the programme
- ✓ Recorded instances in which individuals or groups intentionally or otherwise gave special assistance to the programme
- ✓ Analyzed how the programme's context was similar to or different from contexts where the programme might be adopted
- ✓ Reported those contextual influences that appeared to significantly influence the programme and that might be of interest to potential adopters
- ✓ Estimated effects of context on programme outcomes
- X Identified and described any critical competitors to this programme that functioned at the same time and in the programme's environment
- ✓ Described how people in the programme's general area perceived the programme's existence, importance and quality

Score = 9 (Excellent)

4.3.3.21 A3 – **Described Purposes and Procedures**: *The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.*

The purpose of the programme review was a quality assurance activity aimed at assisting the programme group to improve on their academic offering. The procedures of the evaluation had been presented in a workshop and a role-play session held. Panel members of the DQP were monitoring the implementation of these procedures.

Scoring of the standard, A3 Described Purposes and Procedures – the programme evaluation:

- ✓ At the evaluation's outset, recorded the client's purposes for the evaluation
- ✓ Monitored and described stakeholders' intended uses of evaluation findings
- ✓ Monitored and described how the evaluation's purposes stayed the same or changed over time
- ✓ Identified and assessed points of agreement and disagreement among stakeholders regarding the evaluation's purposes
- ✓ As appropriate, updated evaluation procedures to accommodate changes in the evaluation's purposes
- ✓ Recorded the actual evaluation procedures, as implemented
- ✓ When interpreting findings, took into account the different stakeholders' intended uses of the evaluation
- ✓ When interpreting findings, took into account the extent to which the intended procedures were effectively executed
- ✓ Described the evaluation's purposes and procedures in the summary and full-length evaluation reports
- ✓ As feasible, engaged independent evaluators to monitor and evaluate the evaluation's purposes and procedures

Score = 10 (Excellent)

4.3.3.22 A4 – **Defensible Information Sources**: *The sources of information used in a programme evaluation should be described in sufficient detail, so that the adequacy of the information can be assessed.*

The sources of the information have been listed in item 4.2.4; however they have not been fully defined and described. It is the requirement of this international standard that information sources be sufficiently described in order to assess the adequacy of the information provided. Based on the

foregoing analysis, I conclude that the programme review does not meet the requirements of this international evaluation standard.

Scoring of the standard, A4 Defensible Information Sources – the programme evaluation:

- ✓ Obtained information from a variety of sources
- ✓ Used pertinent, previously collected information once validated
- ✓ As appropriate, employed a variety of data collection methods
- ✓ Documented and reported information sources
- ✓ Documented, justified and reported the criteria and methods used to select information sources
- X For each source, defined the population
- ✓ For each population, as appropriate, defined any employed sample
- X Documented, justified and reported the means used to obtain information from each source
- ✓ Included data collection instruments in a technical appendix to the evaluation report
- ✓ Documented and reported any biasing features in the obtained information

Score = 8 (Very Good)

4.3.3.23 A5 – **Valid Information**: *The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use*.

The information-gathering procedures which included interviewing staff and students, reviewing documentation and inspecting infrastructure, were implemented in accordance with the HEQC guidelines. I conclude that the interpretation arrived at by the panel is valid for the intended use, and hence the evaluation meets the provisions of this international evaluation standard.

Scoring of the standard, A5 Valid Information – the programme evaluation:

- ✓ Focussed the evaluation on key questions
- ✓ As appropriate, employed multiple measures to address each question
- ✓ Provided a detailed description of the constructs and behaviours about which information would be acquired
- ✓ Assessed and reported what type of information each employed procedure acquired
- ✓ Trained and calibrated the data collectors
- ✓ Documented and reported the data collection conditions and processes
- ✓ Documented how the information from each procedure was scored, analysed and interpreted
- ✓ Reported and justified inferences singly and in combination
- ✓ Assessed and reported the comprehensiveness of the information provided by the procedures as a set in relation to the information needed to answer the set of evaluation questions
- ✓ Established meaningful categories of information by identifying regular and recurrent themes in information collected using qualitative assessment procedures

Score = 10 (Excellent)

4.3.3.24 A6 – **Reliable Information**: *The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.*

The information-gathering procedures that were followed during the site visit had been work-shopped using a mock programme. The contents of the workshop had been in line with procedures advocated by the HEQC. In the light of this analysis, I conclude that since the information-gathering procedures had been benchmarked against those of the HEQC, the programme review *needs to improve* on the weaknesses identified below in

order to fully attain the requirements of this international evaluation standard to a greater extent.

Scoring of the standard, A6 Reliable Information – the programme evaluation:

- X Identified and justified the type(s) and extent of reliability claimed
- ✓ For each employed data collection device, specified the unit of analysis
- ✓ As feasible, chose measuring devices that in the past had shown acceptable levels of reliability for their intended uses
- ✓ In reporting reliability of an instrument, assessed and reported the factors that influenced the reliability, including the characteristics of the examinees, the data collection conditions and the evaluator's biases
- ✓ Checked and reported the consistency of scoring, categorization and coding
- ✓ Trained and calibrated scorers and analysts to produce consistent results
- ✓ Pilot tested new instruments in order to identify and control sources of error
- ✓ As appropriate, engaged and checked the consistency between multiple observers
- X Acknowledged reliability problems in the final report
- ✓ Estimated and reported the effects of unreliability in the data on the overall judgement of the programme

Score = 8 (Very Good)

4.3.3.25 A7 – **Systematic Information**: *The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.*

The information that had been collected, analysed and reported during the programme review had been sent to both panel members as well as to the programme group for verification of its factual correctness. Opportunity was given for correcting the factual errors. Based on this analysis, I conclude that the programme review has met the provisions of the current international evaluation standard.

Scoring of the standard, A7 Systematic Information – the programme evaluation:

- ✓ Established protocols for quality control of the evaluation information
- ✓ Trained the evaluation staff to adhere to the data protocols
- ✓ Systematically checked the accuracy of scoring and coding
- ✓ When feasible, used multiple evaluators and checked the consistency of their work
- ✓ Verified data entry
- ✓ Proofread and verified data tables generated from computer output or other means
- ✓ Systematised and controlled storage of the evaluation information
- ✓ Defined who would have access to the evaluation information
- ✓ Strictly controlled access to the evaluation information according to established protocols
- ✓ Had data providers verify the data they submitted

Score = 10 (Excellent)

4.3.3.26 A8 – **Analysis of Quantitative Information**: *Quantitative information in an evaluation should be appropriately and systematically analysed so that evaluation questions are effectively answered.*

This programme review did not focus on quantitative information for reporting purposes.

4.3.3.27 A9 – **Analysis of Qualitative Information**: *Qualitative information in an evaluation should be appropriately and systematically analysed so that evaluation questions are effectively answered.*

This study is a quantitative study and has utilised quantitative information for its analysis. I am of the opinion that the qualitative analysis done during this programme review *needs to improve* on those aspects identified below in order to meet the provisions of this international evaluation standard.

Scoring of the standard, A9 Analysis of Qualitative Information – the programme evaluation:

- ✓ Focused on key questions
- ✓ Defined the boundaries of information to be used
- ✓ Obtained information keyed to the important evaluation questions
- ✓ Verified the accuracy of findings by obtaining confirmatory evidence from multiple sources, including stakeholders
- ✓ Chose analytic procedures and methods of summarization that were appropriate to the evaluation questions and employed qualitative information
- X Derived a set of categories that were sufficient to document, illuminate and respond to the evaluation questions
- X Tested the derived categories for reliability and validity
- X Classified the obtained information into the validated analysis categories
- ✓ Derived conclusions and recommendations and demonstrated their meaningfulness
- ✓ Reported limitations of the referenced information, analyses and inferences

Score = 7 (Very Good)

4.3.3.28 A10 – **Justified Conclusions**: *The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.*

Conclusions made in this programme review report were well documented and hence the justification was conducted during the appeal period. During this period there was consultation with the programme group. I am of the opinion that the programme review has met the requirements of this international evaluation standard; however attention needs to be paid to the two items indicated below indicated with a X.

Scoring of the standard, A10 Justified Conclusions – the programme evaluation:

- ✓ Focused conclusions directly on the evaluation questions
- ✓ Accurately reflected the evaluation procedures and findings
- ✓ Limited conclusions to the applicable time periods, contexts, purposes and activities
- ✓ Cited the information that supported each conclusion
- X Identified and reported the programme's side effects
- ✓ Reported plausible alternative explanations of the findings
- ✓ Explained why rival explanations were rejected
- ✓ Warned against making common misinterpretations
- ✓ Obtained and addressed the results of a pre-release review of the draft evaluation report
- X Reported the evaluation's limitations

Score = 8 (Very Good)

4.3.3.29 A11 – **Impartial Reporting**: *Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.*

In order to address any bias regarding impartial reporting, the two HoDs had been offered opportunity to voice their views on the programme review

report. Action was taken to address the concerns that had been expressed. My view is that the programme review has met the provisions of this international evaluation standard.

Scoring of the standard, A11 Impartial Reporting – the programme evaluation:

- ✓ Engaged the client to determine steps to ensure fair, impartial reports
- ✓ Established appropriate editorial authority
- ✓ Determined right-to-know audiences
- ✓ Established and followed appropriate plans for releasing findings to all right-to-know audiences
- ✓ Safeguarded reports from deliberate or inadvertent distortions
- ✓ Reported perspectives of all stakeholder groups
- ✓ Reported alternative plausible conclusions
- ✓ Obtained outside audits reports
- X Described steps taken to control bias
- ✓ Participated in public presentations of the findings to help guard against and correct distortions by other interested parties

Score = 9 (Excellent)

4.3.3.30 A12 – **Meta-Evaluation**: *The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses*.

A pilot meta-evaluation had been conducted for the programme review. Since this pilot meta-evaluation had been done, I conclude that the programme review has conditionally met the requirements of this international evaluation standard. In order to fully meet the requirements of this standard, attention would need to be paid to the relevant non-compliant items below.

Scoring of the standard, A12 Meta-Evaluation – the programme evaluation:

- ✓ Designated or defined the standards to be used in judging the evaluation
- ✓ Assigned someone responsibility for documenting and assessing the evaluation process and products
- X Employed both formative and summative meta-evaluation
- X Budgeted appropriately and sufficiently for conducting the meta-evaluation
- ✓ Recorded the full range of information needed to judge the evaluation against the stipulated standards
- X As feasible, contracted for an independent meta-evaluation
- ✓ Determined and recorded which audiences would receive the meta-evaluation report
- ✓ Evaluated the instrumentation, data collection, data handling, coding and analysis against the relevant standards
- ✓ Evaluated the evaluation's involvement of and communication of findings to stakeholders against the relevant standards
- ✓ Maintained a record of all meta-evaluation steps, information and analyses

Score = 7 (Very Good)

Table 4.5: Scoring and strength of the accuracy standards

Scoring the evaluation of ACCURACY (A) standards:

Number of Excellent ratings (0-12)	6 X 4 = 24
Number of Very Good ratings (0-12)	4 X 3 = 12
Number of Good ratings (0-12)	0 X 2 = 0
Number of Fair ratings (0-12)	0 X 1 = 0
	Total score: = 36

Strength of the evaluation's provisions for ACCURACY:

45 (93%) to 48:	Excellent
33 (68%) to 44:	Very Good
24 (50%) to 32:	Good
12 (25%) to 23:	Fair
0 (0%) to 11:	Poor

Strength for Accuracy: 36 ÷ 48 = 0,75 X 100 = **75%** (Very Good)

4.3.4 Conclusion

The programme review exercise had been comprehensive in many respects. From a management point of view there was good input regarding planning and communication. The next step was to organise that there was implementation of the plans. This was achieved through the workshops and meetings that were held. In the third place the DQP maintained control of the project through strategic partnerships with the faculty and departmental leadership. Finally the review was achieved by conducting a pilot meta-evaluation of the whole exercise.

The evaluation process was achieved through a site visit by a team of panellists composed of internal and external stakeholders. This composition ensured objectivity through selecting panel members who did not have any vested interest in the programmes under review. The review conducted for this programme group was unique in that it occurred in a merger context. This brought in a major factor in the review process. The challenges of two learning sites had to be confronted through an integrated approach. This took into consideration the fact that the merger process had been shown to be progressing well despite the challenges encountered.

The output of the programme review had been multifaceted, including feedback sessions, progress reports, consultations and review reports. In all instances the stakeholders were afforded opportunity to add value to the final product without disputing the findings.

The impact of the programme review was a flow-through culminating in an external professional board audit. The programme review greatly benefited the audit in many ways including that it served as groundwork thereof.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Worthen, Sanders & Fitzpatrick (1997) maintain that conceptualisation of evaluations can either *make or break* public confidence. These researchers maintain that evaluation has been made popular to the extent that the public has put their trust in them. On the other hand the public has been let down when most evaluations failed to deliver on the improvements that were expected. They reason that it is critical to fully understand factors that influence the use of evaluation results. In their opinion evaluation is instrumental in identifying strengths and weaknesses, but management and other stakeholders remain crucial in the resolution of any problems. I agree with these sentiments and, together with my colleagues in the Directorate of Quality Promotion, am committed to improve on our practice through reflective practice. To conclude, one needs to look back at what this study has achieved, and to identify its shortcomings and make suggestions for improvements.

5.1 Contributions of the study

The approach of determining the impact of this study is done through a review of the previous chapters.

5.1.1 **Chapter 1**: Orientation of the study

In South Africa, the higher education sector is changing and this change is expressed within teaching and learning, research & development and community engagement, as core business of the sector. For a higher education institution, an academic programme represents the smallest unit within a business unit or academic department. Programme delivery is subject to legislative requirements by the DoE, SAQA and the HEQC.

First, an institution submits a long-term plan to the DoE, the Institutional Operating Plan (IOP). Within the IOP is embedded the Programme and Qualifications Mix (PQM). The DoE firstly approves of the IOP, and consequently the PQM. The DoE uses the PQM to approve academic programmes offered by institutions. Upon implementation, the DoE uses the PQM and other indicators to offer institutions funding in the form of subsidies. The DoE is in partnership with SAQA and the HEQC regarding academic programmes offered by higher education institutions. Once the DoE approves of the programme, the next phase involves both SAQA and the HEQC.

When applying to SAQA, the applicant needs to comply with the requirement for the NQF. In this regard, the application should be in the right field and sub-field, be in the OBE format, and match the right NQF level descriptor. SAQA will in partnership with the other stakeholders, only register the academic programme on the NQF is these and other programme specific requirements have been met.

The second component of the parallel process entails submission of the application to the HEQC. In compiling this application, the applicant needs to engage strongly in a curriculum development process. This will then be customised to the HEQC criteria, leading to submission of the application. The outcomes of the application will be communicated, via a protocol, by the DoE.

In chapter one, the study the research question is posed, namely, *how does the institutional quality unit, the DQP, use meta-evaluation to add value to the curriculum design process at TUT?*

5.1.2 **Chapter 2**: Theoretical framework

In chapter two a theoretical framework for this study was described. Firstly, a background to the educational process was presented through a discussion of the curriculum process. According to this description, four levels of curriculum development were identified, namely, the meta-, the macro-, the meso- and the micro-levels. At the meta-level the curriculum development process occurs

externally to higher education institutions. During this stage, the educational environment is shaped through legislation, policies, regulations and such related matters. A number of bodies and organisations are responsible for this educational environment. In order to implement the macro-level of curriculum development, a Curriculum Committee at Faculty level needs to be established. The responsibility of this committee would be to establish a framework for institutional curriculum development. During the meso-level stage, a sub-committee of the Curriculum Committee needs to be established at the departmental level. The role and responsibility of this sub-committee would be to provide guidelines for departmental syllabi. At the micro-level, individual lecturers are responsible for developing study manuals.

Also in this chapter, a framework and description of outcomes-based education (OBE) curriculum development was presented. In the third instance evaluation concepts were explored for the literature. Attention was also devoted to evaluation theories. A number of theorists and their theories were described. The CIPP evaluation model was explained in detail. The chapter concluded by paying attention to those affected by (or interested in) the evaluation.

5.1.3 **Chapter 3**: Research design

In this chapter the research design for the study was explained through a brief contextual background. Because of its nature, a meta-evaluation, the meta-evaluation design was described using an established framework from the literature by Brinkerhoff, Brethower, Hluchyj and Nowakowski (1983). According to the model, the evaluation needs to be focussed during planning, implementation and termination. Thereafter, a similar process involving input, process and outcomes is applied to each of designing, collection, analysis and reporting of information. The final stage of the model involves managing the evaluation.

This chapter also pays attention to the sampling method adopted, including the documentation used for the evaluation. In this regard the meta-evaluators are described.

5.1.4 **Chapter 4**: Empirical Study

This chapter treated the empirical study and highlight a major limitation of lack of voice recordings as additional primary source of information. During the conduct of the evaluation there was sole reliance on field notes. The empirical study uses international evaluation standards to address the research question. Thirty international evaluation standards serve as the basis for interrogating the efficacy of the evaluation. The standards are categorised into *utility, feasibility, propriety and accuracy standards*.

5.2 How the study could have been improved

The study could have augmented field notes with other data collection forms such as voice recordings of the proceedings. Also, it could have been beneficial if quantitative data could have been collected from lecturers.

5.3 Recommendations

- A service level agreement needs to be in place as a contract between all parties
- Sub-divide the programme evaluation into both an undergraduate and a post-graduate component, if possible.
- Describe information sources in sufficient detail
- Augment field notes with voice recordings of the proceedings

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APPENDICES
Appendix 1:

Research vs Evaluation [From Worthen and Sanders (1987, pp. 29-34)]

#	Characteristic	Research	Evaluation
1.	Motivation of the enquirer	Researchers are interested in advancing knowledge	Evaluators are interested in solving practical problems
2.	Objective of the enquiry	Research seeks conclusions	Evaluation typically leads to decisions
3.	Laws vs descriptions	Research clarifies relationships among two or more variables	Evaluation describes a particular thing in a unique context
4.	Role of explanation	Research seeks credible explanations of educational phenomena	Evaluation seeks to determine merit or worth of educational phenomena
5.	Autonomy of the enquiry	Research is an independent and autonomous enterprise	Evaluation is generally undertaken at the request of the client
6.	Properties of the phenomenon	Research attempts to generate scientific knowledge	Evaluation attempts to assess the value of a thing
7.	Generalizability of the phenomenon studied	Research focuses on concepts perceived to be relatively permanent, broadly applicable and relevant to numerous settings	Evaluation focuses on phenomena that are specific to that time, place and context
8.	Criteria for judging the activity	Research is judged by the degree to which results are not confounded by various sources of error and can be generalized to other situations with similar characteristics	Evaluation is judged by its accuracy, credibility, utility, feasibility and proprietary (i.e. is it done legally and ethically protecting the rights of individuals involved?)
9.	Identifiable clients	The clients for research are rarely identified or taken	Evaluation is generally conducted for a well defined

		into consideration	audience or client group
10.	Relevance of time	Research seldom must consider time constraints	Evaluation is typically time-bound, with specific times established up front for start-up, duration and completion
11.	Disciplinary base	Although multidisciplinary approaches are advisable in research, many studies employ a single perspective or approach	Evaluation requires the use of a wide range of enquiry perspectives and techniques in order to answer specific questions or to address particular problems
12.	Preparation	The best preparation for most researchers is likely to be a thorough mastery of their specific discipline coupled with application of the tools of that discipline	Evaluators require an interdisciplinary education in order to be sensitive to the wide range of phenomena to which they must attend

Appendix 2:

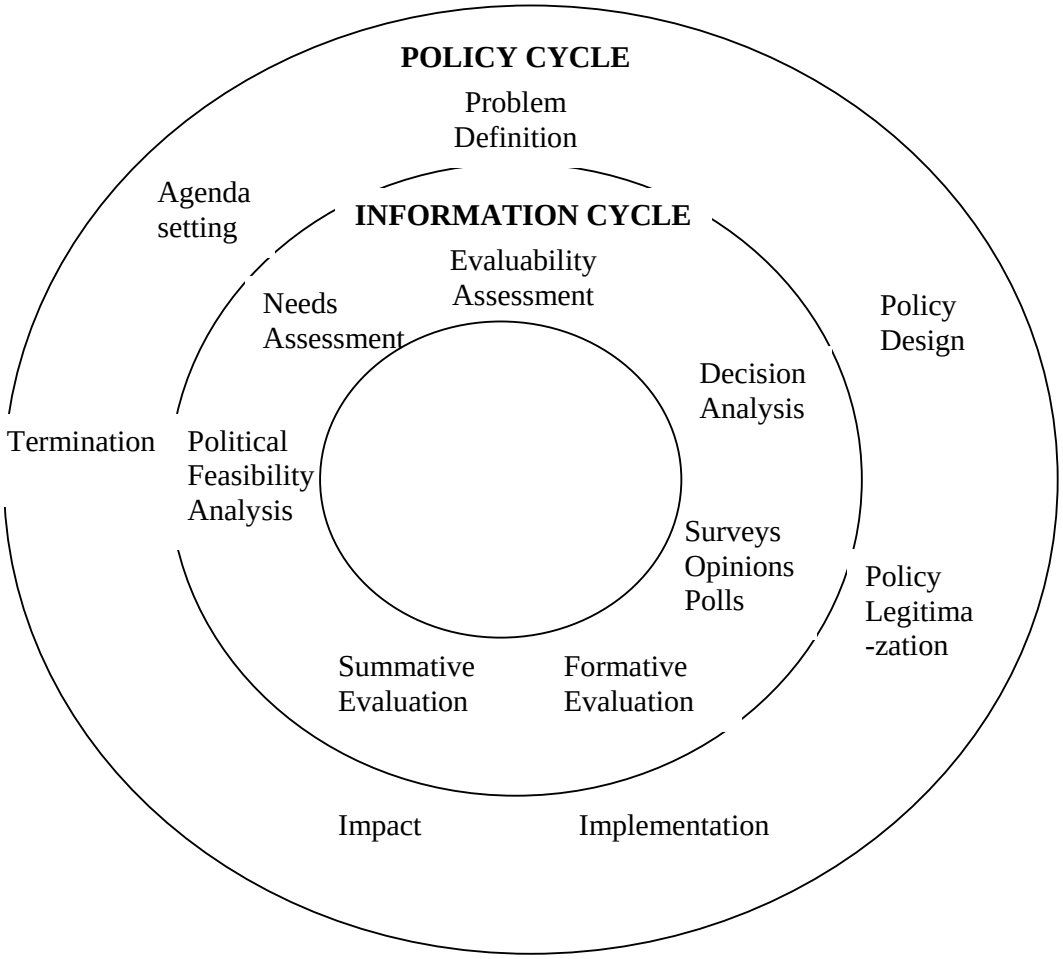

Fig 1: Evaluation and the Policy Cycle. [from D.J. Palumbo. (1987). *The Politics of Program Evaluation*. Newbury Park: Sage Publications. p. 39]

Stages:

1. *The agenda setting stage*: The principal question is whether or not the social problem should become a concern of the government (or the organization). Information can be gathered through *needs assessment.*
2. *Defining the problem*: This is a key step since problem definition will ultimately determine the design and implementation of the programme. The evaluator must consult all stakeholders through an *evaluability assessment*.
3. *Policy design*: The stage involves the identification of alternative means of achieving programme ends with the purpose of selecting the most cost-effective alternative. *Decision analysis* is the principal mode of analysis of this stage.

4. *Policy legitimation*: It is the endorsement of the programme by the public, and is a political activity. Enacting a law should follow sufficient public hearings and assessments of the degree to which the public supports the programme.
5. *Implementation*: The stage involves the translation of programmes to be implemented. *Formative evaluation* is used to determine the extent to which the programme has been implemented.
6. *Impact*: A programme is allowed sufficient time to run before its impact can be determined. A *summative assessment* is conducted at the conclusion of a programme whose conditions were favourable.
7. *Termination*: Termination of a programme is a political act. *Political feasibility analysis* will be done to decide the termination of the programme.

Appendix 3:

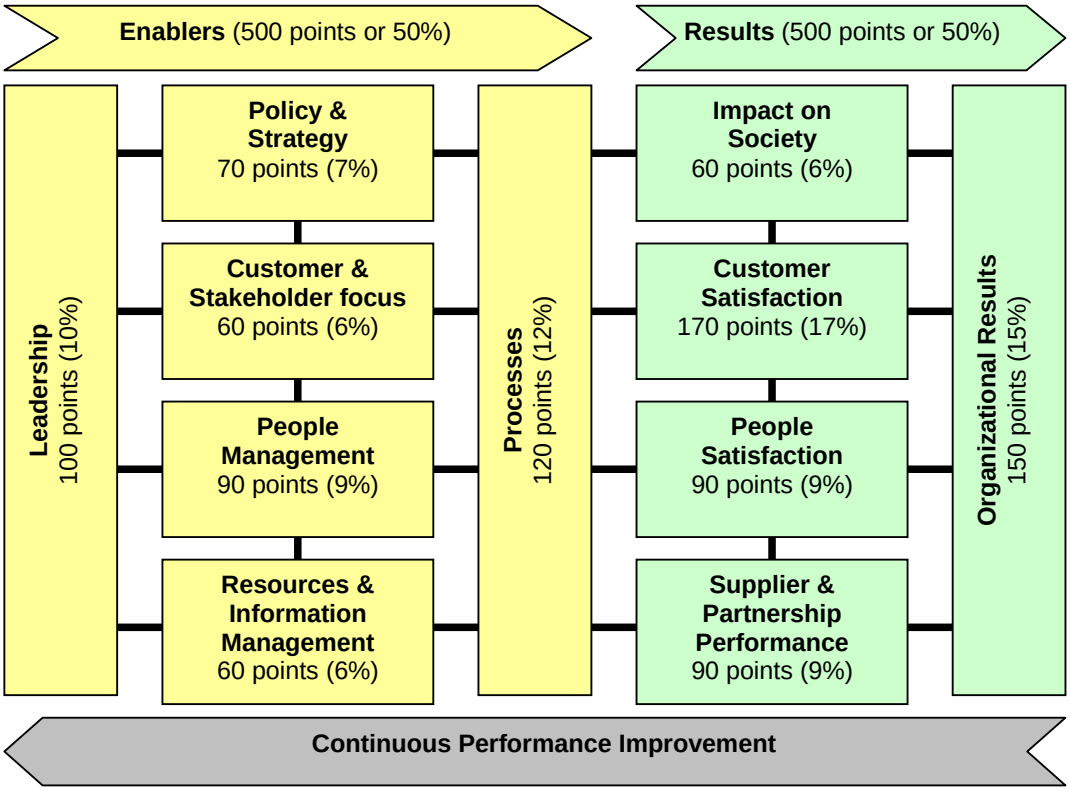

Figure: The South African Excellence Model (SAEM). [*Acknowledgement*: Modified from Ferreira, M. (2003:90) and Oschman (2004:82)].

THE SOUTH AFRICAN EXCELLENCE MODEL (SAEM)

The SAEM was developed by using the Baldrige Model (USA) and the EFQM Model (Europe) as the point of departure.

The SAEM is a powerful diagnostic self-assessment tool that allows organisations to identify their strengths and areas for improvement, and to score their performance against internationally recognised criteria for performance excellence.

The South African Excellence Model is a non-prescriptive framework for management education, organisational self-assessment and continuous performance improvement for all organisations, large or small, private or public, service or manufacturing. There are many approaches to achieving sustainable organisational excellence. Within the non-prescriptive approach there are some fundamental concepts that underpin the SAEM.

The following list is not intended to be exhaustive and is not necessarily given in order of importance:

- **Results Orientation**
  Excellence is dependent upon balancing and satisfying the needs of all relevant stakeholders (this includes employees, customers, suppliers and society at large, as well as those with a financial interest in the organisation).

- **Customer Focus**
  The customer is the final judge of the product and service quality. Customer loyalty, retention and market share gain are best optimised through a clear focus on the needs of current and potential customers.

- **Leadership and Constancy of Purpose**
  The behaviour of an organisation's leaders creates a clarity and unity of purpose within the organisation and an environment in which the organisation and its people can excel.

- **Management by Processes and Facts**
  Organisations perform more effectively when all inter-related activities are understood and systematically managed, and decisions concerning current operations and planned improvements are made using reliable information that includes stakeholder perceptions.

- **People Development and Involvement**
  The full potential of an organisation's people (employees) is best released through values and a culture of trust and empowerment, which encourages the involvement of everyone.

- **Continuous Learning, Innovation and Improvement**
  Organisational performance is maximised when it is based on the management and sharing of knowledge within a culture of continuous learning, innovation and improvement.

- **Partnership Development**
  An organisation works more effectively when it has mutually beneficial relationships, built on trust, sharing of knowledge and integration with its partners.

- **Social Responsibility**
  The long-term interests of the organisation and its people are best served by adopting an ethical approach to its social responsibility and by exceeding the expectations and regulations of the community at large.

http://www.saef.co.za/asp/about/#saem (21 July 2006)

Appendix 4:

PURPOSES OF META-EVALUATION: [According to Brinkerhoff, Brethower, Hluchyj, and Nowakowski, (1983) pp. 205-206.]

FOCUS OF META-EVALUATION			
Evaluation functions	**Evaluating Evaluation Plans**	**Evaluating Evaluation in Progress**	**Evaluating Evaluation after it's Completion**
Focusing Evaluation	To assess and help refine the evaluation purpose and questions, investigate setting and identify audiences	To determine whether selected questions and purposes are being pursued; to evaluate how worthwhile they are	To evaluate the soundness and worth of the evaluation purpose and the questions addressed
Designing Evaluation	To evaluate and refine design strategies or to provide information about options and aid in designing	To evaluate the effectiveness of the design being implemented; to help monitor or revise if necessary	To determine whether the evaluation design was sound, implemented properly, and useful for audience(s)
Collecting Information	To evaluate or help design or select instruments and collection strategy	To observe and evaluate the collection of information	To assess the quality and relevance of information collected and methods used to collect it.
Analyzing Information	To guide the primary evaluator in selecting possible analysis strategies and consider who will interpret and how	To evaluate the analysis process and how effectively data are being aggregated, sorted and analyzed	To evaluate the adequacy and the accuracy of analyses and the interpretations of analyses
Reporting Information	To evaluate report strategy and suggest format, audiences to consider, and report contents	To read and evaluate report drafts, discuss alternative reports, refine technical or lay people reports	To evaluate the evaluation reports, their balance, timeliness, adequacy and ensuing use
Managing Evaluation	To evaluate and refine the management plan, budget, and contract	To evaluate how adequately the management plan is being monitored and the appropriateness of the contract and budget	To evaluate how well the evaluation was managed, and budgeted ; to determine whether costs were reasonable and agreements upheld

Appendix 5:

TYPICAL USES OF META-EVALUATION: Brinkerhoff et. al. (1983) pp. 206-207

Strategy for Meta-Evaluation	When It's Useful
Have an external evaluation expert review the evaluation (it's design, operation and findings), then write a summary meta-evaluation report for dissemination to key audiences	Often, an internal evaluation may lack authority and credibility to outside audiences (e.g. a funding agent). The meta-evaluation can help increase the credibility of the evaluation. And, it helps the project staff weigh the significance of their findings.
Devote several (or even one) project staff meeting to a discussion of the evaluation's progress. Structure critical discussion around key criteria (e.g. utility, accuracy, propriety, feasibility).	When project staff are unfamiliar with evaluation, these meetings can do much to gain their greater understanding and commitment. Meetings like this help keep an evaluation on track and ensure greater flexibility and responsiveness when changes in the project occur rapidly.
Conduct reviews of all evaluation instruments with one or more of the following: measurement experts; staff members; potential respondents. Do this with analysis and other technical areas.	"Home-made" instruments are notoriously susceptible to errors in content and structure. Reviews of instruments almost always result in revisions, and subsequently more reliable data.
Conduct panel reviews and hearings (e.g. at a conference) of your evaluation design, reports and findings. Disseminate your evaluation for critical reading and comment.	An especially important or otherwise significant evaluation ought to receive critical attention and dissemination.
Have an evaluation consultant work with you to review your plans and suggest revisions at several key points (e.g. design, data collection, interpretation and reporting).	When you do your own evaluation, an expert can help you make your work more effective, efficient and sound.