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APPENDIX A

QUESTIONNAIRE ON THE EXISTING PRACTICES REGARDING THE MANAGEMENT OF INTERNAL QUALITY ASSURANCE IN THE TRAINING OF STUDENT TEACHERS IN TEACHER TRAINING INSTITUTIONS IN THE GAUTENG PROVINCE

Instructions for completing the questionnaire:

1. The questionnaire is strictly for research purposes only. Please do not enter your name or the name of your institution anywhere on this questionnaire. Your honest response will be of great value to the research and will be dealt with in a confidential manner.
2. The questionnaire consists of four sections, viz.
 - Section A : General Information;
 - Section B : Your understanding of internal quality assurance;
 - Section C : Existing practices regarding internal quality assurance;
 - Section D : Needs regarding internal quality assurance.

SECTION A : GENERAL INFORMATION

Please answer the following questions by drawing a cross (X) in the appropriate block.

1. Gender

Male	Female
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2. Age (in years)

30 – 39	40 – 49	50 +
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3. Present position

Rector	Vice Rector	Dean	Director	Head of Department
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4. Number of years in present position (in years)

1 – 10	11 – 15	16 - 20	20 +
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5. Type of institution

University	College of Education
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6. Highest academic qualification

B-degree	B Ed/Honours	M-Degree	Ph D
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7. Highest professional qualification

HED	Other (Specify)	
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8. Attended & arranged number of workshops with local and international facilitators

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High quality teacher training is a precondition if teaching is to become a true profession. However, despite pockets of excellence, the quality of teacher training in South Africa is a matter of grave concern. A focus on quality and quality assurance is critical to the improvement of teacher training in South Africa. This questionnaire intends to gather data on the existing practices and institutional needs regarding the management of internal quality assurance in the training of student teachers training institutions in the Gauteng Province.

SECTION B : YOUR UNDERSTANDING OF INTERNAL QUALITY ASSURANCE

The following questions seek to determine your own understanding of internal quality assurance in the training of student teachers. Please indicate this by putting a cross in the appropriate column.

1.	A teacher training institution must demonstrate its effectiveness and efficiency to all stakeholders	Yes	No	Unsure
2.	Continuous improvement should be the intention of all teacher training institutions	Yes	No	Unsure
3.	Quality in teacher training can be defined as fitness for purpose	Yes	No	Unsure
4.	Quality in teacher training can be defined as conformance to predetermined standards and requirements	Yes	No	Unsure
5.	Quality in teacher training can be defined as maximising customer satisfaction	Yes	No	Unsure
6.	Standards in teacher training must be matched by suitable quality assurance mechanisms	Yes	No	Unsure
7.	Quality assurance should focus on the identification and improvement of the key processes in an institution	Yes	No	Unsure
8.	Quality assurance should reside in an institution's own quality assurance mechanisms and procedures	Yes	No	Unsure
9.	Managing a system of interrelated processes for given objectives contributes to the effectiveness and efficiency of an institution	Yes	No	Unsure
10.	Performance must be evaluated and compared to intended goals and objectives	Yes	No	Unsure

SECTION C : EXISTING INTERNAL QUALITY ASSURANCE PRACTISES

This section tends to determine the existing internal quality assurance practices in teacher training institutions in the Gauteng Province. Please indicate your institution's existing internal quality assurance practices by putting a cross in the appropriate column.

1.	Does your institution know what customers expect from the products that your institution deliver?	Yes	No	Unsure
2.	Does your institution draw detailed specifications based on customer needs?	Yes	No	Unsure
3.	Does your institution have a system through which customers are ensured that your institution has the capabilities to provide quality products and services?	Yes	No	Unsure
4.	Does your institution believe in in conformance with national requirements in terms of teacher training?	Yes	No	Unsure
5.	Does your institution have a clear quality policy?	Yes	No	Unsure

6.	Does your institution have written procedures covering all the main areas of service in the training of student teachers?	Yes	No	Unsure
7.	Does your institution keep detailed records of the teacher training process?	Yes	No	Unsure
8.	Does your institution have a system through which performance is continuously evaluated and compared to intended goals and objectives?	Yes	No	Unsure
9.	Are deviations from specifications traced and rectified?	Yes	No	Unsure
10.	Does corrective action in your institution primarily apply to the quality of the product?	Yes	No	Unsure
11.	Are all your staff members trained for the specific tasks that they are performing?	Yes	No	Unsure
12.	Does your institution have regular meetings regarding the quality of teacher training delivered by your institution?	Yes	No	Unsure
13.	Does your institution do regular quality audits for internal benchmarking?	Yes	No	Unsure
14.	Does your institution have a set of procedures for obtaining information in terms of assurance and objective evidence to management that an adequate level of quality is being achieved?	Yes	No	Unsure
15.	Does your institution have regular management reviews to assess the effectiveness of your quality assurance system?	Yes	No	Unsure

SECTION D : NEEDS REGARDING INTERNAL QUALITY ASSURANCE

The following are some of the internal quality assurance needs for educational managers identified by quality assurance research. Please prioritise these needs according to your own institution.

1.	A system through which customers can be ensured that your institution have the capabilities to provide quality products and services	High	Medium	Low
2.	A quality policy	High	Medium	Low
3.	Written procedures for the main areas of service in the training of student teachers	High	Medium	Low
4.	Detailed records of the teacher training process	High	Medium	Low
5.	A system through which deviations from specifications can be traced and rectified	High	Medium	Low
6.	A set of procedures for obtaining information in terms of assurance and objective evidence that an adequate level of quality is being achieved	High	Medium	Low
7.	Regular management reviews to assess the effectiveness of the quality assurance system	High	Medium	Low

8.	An effective quality management system	High	Medium	Low
9.	Training of staff for the implementation of an internal quality assurance system	High	Medium	Low
10.	Training for the management of an internal quality assurance system	High	Medium	Low