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All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	**Re-branding T M Bock**	**Dr T M Bock**
2024/1/09	**Re-branding**	**Dr T Bock**

SENATEPREAMBLE

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied and will only deal with the exam cycle, immediately prior to ratification of this policy.

Western Cape Government
FOR YOU

1. **SCOPE**

    The strategy is applicable to all academic staff of the Western Cape College of Nursing, irrespective of the programme presented. This Strategy is part of the Quality Assurance system of the Western Cape College of Nursing

2. **THE PURPOSE OF THIS STRATEGY**

    To provide academic staff with clear, brief, user-friendly guidelines for teaching and learning practices in a context of work-integrated nursing programmes in a higher education institution. (NQF levels 5 – 8).

3. **DEFINITIONS**

3.1 Constructive alignment

Refer to the approach in teaching and learning where the components of the process are interlinked to promote active student participation in the understanding of content to enhance learning.

3.2 WORK-INTEGRATED LEARNING (WIL)

Work-integrated Learning is a methodology of curriculum design that integrates academic learning (including theoretical, problem-based and project-based learning) with professional-based and/or community-based experiential learning that is structured, monitored and assessed to meet the outcomes of the learning programme.

3.3 WIT

Work-integrated Teaching integrates academic learning (including theoretical, problem-based and project-based learning) with professional-based and/or community-based experiential learning that is structured, monitored and assessed to meet the outcomes of the learning programme.

3.4 Blended learning

An educational formation that integrates e-learning techniques including online delivery of materials through web pages, discussion boards and/or email, or the use of any other technologies with traditional teaching methods including lectures, in-person discussions, seminars, or tutorials.

3.5 Learning management system

A central web-based software application, allowing for the effective integration and management of Learning and Teaching in an on-line environment with the aims to allow for Learning and Teaching to be applied form anywhere at any time in a synchronous and asynchronous manner.

3.6 e-learning

Is the use of information and communication technologies (ICTs) and processes for enhancing teaching, learning and research.

3.7 Subject Guides; WIL Guide and Programme Guide

Electronic guides availed to students on registration (**PROGRAMME GUIDE) and for each core subject (SUBJECT GUIDES; WIL GUIDE and all formative subjects (SUBJECT GUIDES)** that provide all information in relation to the programme and each subject of the programme.

3.8 Student management system/ national electronic student information system

Is a central web-based, secure, software application, allowing for the effective integration and management of student academic information in an on-line environment with the aims to allow for access and update by designated lecturers and student administrators from anywhere at any time in a synchronous manner.

4.   TEACHING AND LEARNING STRATEGIES:

4.1 Ensure an empowering environment for teaching and learning.
4.1.1 Develop minimum criteria for provision of teaching resources such as classrooms, electronic data points, electronic equipment, writing surfaces, seating and sufficient electricity points.
4.1.2 Allocate adequate resources to create an enabling environment and quality teaching and learning experiences for students and staff. Resources such as e-accessibility, computers, projectors, white boards, wall clocks and lecterns must be available.
4.1.3 Ensure ergonomically adequate classrooms in terms of size, lay –out, acoustics, mobility, access, ventilation, and temperature.
4.1.4 Electronic systems must be provided such as Learner Management Systems, Student Management Systems WhatsApp and Wi-Fi enabled.
4.1.5. Provide electronic Programme and Subject guides to improve access to information.4.2 Ensure up-to-date, contextually relevant, and academically principled curricula.

4.3 Appropriate development of lecturers and clinical supervisors.

4.4 Well-integrated and coordinated provision for student support and development, (particularly at the first-year level).

4.5 A Quality Enhancement system for teaching and learning that includes both critical reflection and external expert peer review of educational provision.

4.6 Institutionally supported educational research to build an evidence-base for curriculum development, teaching, learning and assessment practices; and

4.7 The fostering of robust partnerships and collaborations both within WCCN and with external partners.

5.   PRINCIPLES WHICH THIS STRATEGY STRIVES TO UPHOLD
5.1   Teaching and learning principles in a context of work-integrated higher education

5.1.1   *General principles*
a)   Work-integrated teaching and learning is guided by good/ innovative practice in relevant discipline-based teaching and learning, as well as by good practices in related work contexts.

b)   Work-integrated teaching and learning should be aligned with CHE recommendations [see CHE (2011) *Work-integrated learning: good practice guide*].

5.1.2   *All teaching staff should have a basic level of teaching and learning competence in work-integrated teaching and learning based upon completion of a qualification leading to registration with the SANC as a Nurse Educator*.

5.1.3   *Teaching principles*:

a)   Work-integrated teaching requires use of appropriate educational technology;

b)   Work-integrated teaching encourages collaboration with academic, professional and/or industry partners to identify appropriate pedagogies, problems, scenarios, case studies, projects, etc.
c)   Lecturers in work-integrated higher education are professional role models for their students;
d)   Lecturers in work-integrated higher education respect diverse talents and ways of learning.

5.1.4   *Learning principles*
a)   Work-integrated learning requires engaged and active participation in problem-solving and project work.

b)   Work-integrated learning encourages work-aligned research activities.

c)   Work-integrated learning encourages appropriate forms of teamwork among students.

d)   Work-integrated learning includes opportunities for a wide variety of learning experiences: lecture-based learning, guided small group learning (e.g., tutorials), peer group learning (e.g., study groups), internet-based (or other forms of) e-learning, individual text-based learning;

e)   Work-integrated learning includes learning in a wide variety of relevant contexts (e.g., through site-visits, job-shadowing, practical experience, industry collaborations).

5.1.5   *Principle of constructive alignment*

Work-integrated higher education requires curriculum outcomes, teaching and learning activities, formative and summative tasks to be aligned.

6. RELEVANT LEGISLATION

Higher Education Act (1997) (Act No. 101 of 1997).
CHE/HEQC Criteria for Institutional Audits (Criteria 11, 12 and 13)
CHE/HEQC Criteria for Programme Accreditation (Criteria 6 and 9).
Revised HEQFSAQA Act (Act No. 58 of 1995) and NSB Regulations No. 452 of 28 March 1998.

7. RELEVANT INSTITUTIONAL POLICIES

Assessment Policy
Moderation Policy/procedures
Curriculum Policy
Plagiarism Policy
Recognition of Prior Learning Policy
People with Disabilities Policy
Workplace Learning policy
Policy on Academic Staff Development
Language Policy
Student reflection policy
Student academic support policy
Progression policy
WCCN Rules and Regulations

Standards for facilities and equipment
Subjects at risk
Vision, Mission & Strategic Plan of WCCN

8. IMPLEMENTATION:

8.1 Infrastructure & Systems
8.1.1 *Subject /Departmental level*

a)   The WCCN Heads of Campuses (HOC) will resume the responsibility of a programme convener for each academic programme.
b)   The Head of Department to ensure adequate facilities for work-integrated teaching and learning (see Appendix for recommendations).
c)   The Head of Department to ensure appropriate staff/student ratios to meet the learning requirements of students, and norms and standards of the discipline and field.
d)   The Head of Department to ensure all staff receives appropriate teaching in work-integrated teaching and learning.

8.1.2 *Intercampus coordination*

a)   WCCN will establish a Teaching and Learning Committee for each programme presented by WCCN.
b)   The Teaching and Learning Committee will develop and implement the Nursing programme Teaching and Learning strategy and promote the scholarship of teaching.
c)   Report to Senate Teaching and Learning Committee on these matters annually as part of quality control.
d)   Indicate in the report shortfalls and strategies required to annually improve standards.

8.1.3 *Institutional level*

a)   Senate will establish a Teaching and Learning Committee to facilitate the implementation of an institutional Teaching and Learning Strategy.

b)   This Strategy will require collaboration with relevant academic, professional and industry partners, and promote good practice across campuses concerned with work-integrated teaching and learning.

c)   Senate will oversee the implementation of a budget realizing incremental improvements in Teaching and Learning practices and standards.

9. STANDARDS FOR FACILITIES AND EQUIPMENT THAT INFLUENCES TEACHING AND LEARNING PRACTICES AND STANDARDS

9.1 Standards for lecture venues

Good practice in career-oriented promotes active and engaged student learning; to this end lecturers, in addition to presenting clear and accurate information on a topic, subject or concept, also need to ensure that students have opportunities to interact with lecturers and with their peers. Lecture venues are not entirely suitable for achieving good teaching practice, and many universities are moving away from lecture theatres and building more flat spaces and 'virtual' classrooms to support more active and engaged forms teaching and learning. Lectures are cost

effective, but not always 'learning effective'; these recommendations are offered to ensure that lecture venues are able to offer more effective forms of teaching and learning.

It is important that all students should be able to hear and see the lecturer. Lecture venues require good sight lines and clear acoustics (usually a PA system is required). While efficient seating layouts are an important cost factor, it is important to ensure that each student has adequate space for note-taking (with pen-and-paper or/and with laptop), is able to move his/her chair sufficiently to participate in peer group activities, and has a good viewing angle for the screen(s). The success with which students can engage with the information provided by the lecturer is dependent on the lecture venue design, its shape, the placement of seating, the students' comfort (including seating, acoustics, ventilation, temperature), the provision of adequate writing surfaces, the effectiveness of the visual projection system, and the clarity of the lecturer's voice. The students' ability to effectively participate in lectures and related activities is affected by all these factors.

In evaluating existing lecture venues, the screen size and location, seating and orientation, view lines, ventilation, sound insulation, acoustics and location and of the lecture venue should be basic considerations. The venue should take into account the flow of students in and out, as well as within the space. The lecturer should be able to move around the lecture venue. The lack of adequate seating (because rooms are too small or numbers of students have increased or because seats are placed too close together for comfort), venues that have inappropriate shapes (e.g., too long/narrow), obstructions, narrow aisles, work surfaces that are too small, that are noisy, have inadequate lighting, or poor ventilation, should be identified and should be prioritised for improvement.

9.2 Table reflecting standards to aspire to:

	BASIC STANDARD	BASIC PLUS STANDARD	DESIRABLE STANDARD
ACCESSIBILITY			
Wheelchair access (five accessible seating spaces per 100 students)	Continuous desktop with wheelchair access (and/or loose chairs matching pedestal chairs)	Continuous desktop able to hold laptop and/or tablet and/or calculator; wheelchair access	Continuous desktop Desktops equipped with power/data modules/data ports; wheelchair access
Support for hearing impaired students	Continuous desktop able to hold supportive technology	Continuous desktop able to hold supportive technology	Continuous desktop equipped with supportive technology
Support for visually impaired students	Continuous desktop able to hold supportive technology	Continuous desktop able to hold supportive technology	Continuous desktop equipped with supportive technology
ACOUSTICS			
Sound isolation	The venue does not allow ambient sound in; and sound from the lecture venue does not spread to adjacent spaces.	As for Basic	As for Basic
Voice projection	The lecturer can be clearly heard	As for Basic	As for Basic
Student discussion	Students can comfortably participate in a	As for Basic	As for Basic

	pair/small group discussion.		
CEILINGS			
	To meeting SA building regulations (e.g., Acoustical panels)	As for Basic	As for Basic
CLOCKS			
Wall clocks	Wall clock visible to lecturer and students	As for Basic.	Programmable clock (e.g., for timekeeping in presentations/activities)
DOORS			
Acoustics	Soundproof doors	As for Basic	As for Basic
Visibility	Vision panels in entrance doors	-	Door display with information about lecture in progress, next lecture start time.
FLOORING			
Sound insulation	Soundproof material	As for Basic	Carpeting/carpet tiles (unless discipline dictates otherwise).
FOYER			
Waiting area	Sufficient space for students waiting to enter lecture venue	As for Basic	Student seating, water fountain
LECTERN			
Lecturer console	(Moveable) instructor table/console with computer/laptop connection, plus seating	(Moveable) instructor table/console with computer/laptop connection, internet connection and/or dongle, plus seating.	Instructor console containing a computer (or laptop connection), DVD player, AV connections, Wi-Fi, lighting control system, plus seating.
LIGHTING			
	Lectern/console lighting, General lighting, projection lighting.	As for Basic; capable of being controlled by lecturer.	As for basic +; dimming zones (controlled via lecturer console).
MEDIA TECHNOLOGY			
Lecturer voice projection	'Clip on' microphone	As for Basic	Microphone integral with console
Student voice projection	Portable microphone	As for Basic	Remote microphones
Audio system	Speakers (portable)	Speakers	Speakers
Projectors	1 x ceiling-suspended/ portable data projector	2 x ceiling-suspected/portable data projector)	2 x ceiling-suspended LCD projectors
Projection Screens (viewing angles should not be worse than 30 degrees)	1 x projection screen	2 x projection screens (motorised)	2 x projection screens (LCD/motorized)
Connectivity	Internet cable point	Wi-fi	As for Basic +

	or 3G card		
Marker Board	White marker board	As for Basic	Electronic white boards
Marking pens	Secure storage for markers within the room	As for Basic	E-marking pens provided
SEATING			
Student seating (seating provided for all students)	Pedestal mounted swing-out chairs	Swivel chairs (to enable discussion)	Upholstered swivel chairs
SECURITY			
Locking of venue	Lecture venue is lockable/ security gate	Entry to lecture venue via lecturer swipe card (recording usage data)	Entry to lecture venue via lecturer swipe card and usage data recorded.
Burglar bars	Windows should be able to be opened.	As for basic.	As for basic.
Alarm system	Door alarm	Door, window, wall and/or ceiling mounted motion sensors.	As for basic +
Security cameras	Functioning security cameras in venue	As for basic	As for basic
SIGNAGE			
Lecture Venue name/number	Room name/number at all entrances (consistent with building signage).	As for basic	As for basic
VENTILATION			
Air quality	Adequate ventilation for size, number of students, ceiling fans.	Air conditioning	Climate control
WALL SURFACES			
Reflection	Wall surfaces should be non-reflective	As for basic	As for basic
Sound isolation	Wall surfaces should absorb sound	As for basic	As for basic
WINDOWS			
Ventilation	In venues with windows, these should be able to be opened.	As for basic	As for basic
Light	Windows should be fitted with blinds that protect from bright sunlight and reflection (e.g., on laptop screens)	As for basic	As for basic
WRITING SURFACES			
Student writing surfaces	Fixed continuous desktop	Desktop able to hold laptop and/or tablet and/or calculator.	Desktops equipped with power/data modules/ data ports

Note: lectures must be supported by other forms of teaching

It is strongly recommended that lecture venues are not the only spaces provided for teaching and learning. It is recommended that all subjects/courses include discipline/programme-based and internationally benchmarked spaces for lectures, guided group learning (e.g., tutorials, seminars, labs and practical), peer group learning, e-learning, and individual study (e.g., in library or other suitable venue). This means that small group venues (±20 students and tutor) where 'round table' or small group tasks can be accomplished should be provided. For each lecture venue, there should be 5 – 10 small group venues.

REFRENCES

CHE/HEQC 2004. Criteria for Institutional Audits.

CHE/HEQC 2004. Improving Teaching & Learning (ITL)
Resources available at
http://www.che.ac.za/documents/d000087/index.php