




## WCCN Quality management Policy

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Author	Position	Signature	Date
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Approved by	Position	Signature	Date
College Senate	Head of Academia		2021/11/05

All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	Rebranding	Dr T M Bock
2024/01/12	Re-branding	Dr T M 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.



## 1. SCOPE

This policy includes two distinct processes in an all-inclusive quality control mechanism.

### 1.1 Quality control relating to academic and student processes and annexure

The scope of this policy is to provide academic staff with clear, brief, user-friendly guidelines for subject review mechanisms.

This policy covers the process of gathering evidence and making judgements about WCCN Quality Management systems in relation to standards and qualifications. The policy outlines the process whereby such evidence is reviewed for the purpose of continuous improvement and innovation.

This Policy applies to all programs of the WCCN. The policy has been formulated to ensure that the theoretical and practical component of the course are well integrated, criteria are specific to develop Professional Practice and quality measurements are in place to ensure service delivery.

Education and teaching practitioners may also need specific structures and guidelines in which they can critically engage with their educational methodologies and tools, in a manner that will ensure that there is consistency in the interpretation and assessment of learning (SAQA, 2004:71-77)

### 1.2 Quality control relating to accreditation including SANC, DHE annexure

## 2. THE PURPOSE AND OBJECTIVES OF THIS POLICY

This Policy is part of the Quality Management system of the Western Cape College of Nursing. This policy addresses the review process for quality assurance and is applicable to the Western Cape College of Nursing (WCCN).

- To ensure programme quality aligned with the WCCN's vision, mission and values;
- To meet CHE/HEQC and SAQA programme standards;
- To address the requirements of SANC and/or significant employer groups;
- To ensure that the outcomes of a subject are of a valid HEQSF standard and/or industry/professional standard;
- To ensure that subjects are purposively reviewed, and adjustment strategies are implemented to enhance program standards and quality.
- Meaningful and constructive workplace learning that is planned, implemented and evaluated

### In addition, this policy addresses

- SANC quality assurance guidelines and checklist
- CHE quality assurance guidelines and checklist
- The institutions' vision and mission with regards to contact with the community
- The collaboration framework between all stakeholders and the Western Cape Government Department of Health.

## 3. REFERENCES

- SAQA. 2004. Chapter 5: Review and evaluation: Quality management processes [Online] Available at: [www.saga.org.za/docs/guide/2004/rpl.pdf](http://www.saga.org.za/docs/guide/2004/rpl.pdf) [17 January 2018]
- Oxford Learners' Dictionary [Online] Available at: <https://www.oxfordlearnersdictionaries.com/definition/english/review> [17 January 2018]
- Western Cape Government Multi-lateral agreement
- MOU signed between Western Cape Government department of Health (Clinical Service Platform) and WCCN
- Indemnity policy

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- Council on Higher Education: Work-Integrated Learning: Good Practice Guide
- Curriculum Development Policy
- Western Cape Government Policy on student placements in the clinical services of the Department of Health.

### 4. LEGISLATION

- Relevant Professional Bodies and Councils – The South African Nursing Council
- CHE (HEQC) (2013) The higher education qualifications sub-framework
- CHE (HEQC) Criteria for programme accreditation 2004
- South African Qualifications Authority
- Nursing Act, No 33 of 2005 as amended
- Compensation for Occupational Injuries and Diseases Act
- Occupational Health and Safety Act, No 85 of 1993 as amended
- Higher Education Act (1997) (Act No. 101 of 1997)
- CHE/HEQC Criteria for Institutional Audits
- CHE/HEQC Criteria for Programme Accreditation
- HEQSF (2013)

### 5. RELEVANT INSTITUTIONAL POLICIES

- Vision, Mission & Strategic Plan of WCCN
- Assessment Policy and Procedures and Rules for Assessment
- Curriculum Policy
- Policy on Academic Staff Development
- Qualification Review Mechanism
- Moderation Policy
- Student Academic Support
- WCCN (Interventions "best" practices presentations)
- 

### 6. DEFINITIONS

#### 6.1 Work Integrated Learning (WIL)

Work integrated learning integrates academic learning with community based experiential learning that is structured, monitored and assessed to meet the outcomes of the program. WIL consists of the following components:

##### 6.1.1 Experiential Learning

It is a term to describe learning that has meaningful student involvement. It is learning through reflection.

##### 6.1.2. Workplace Learning (WPL)

Workplace learning can be in the form of placements, job shadowing, professional practice and employment-based schemes. The model is integrated into the formal learning program. It is used for both learning and as a benchmark for practice.

##### 6.1.3. Clinical Work placements

Clinical work placements are professional practice placements that are formally undertaken within higher educational institutes as part of professional body requirements.

#### 6.2 Review:

A formal assessment of something with the intention of instituting change if necessary (Oxford Learner's dictionary: np)

**7. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD**

- Credibility
- Transparency
- Universal applicability
- Fairness

**8. POLICY GUIDING PRINCIPLES AND REVIEW PRACTICES: ACADEMIC AND STUDENTS**

All aspects listed herein will form part of the “paper trail” as evidence of facilitators review as well as auditing for quality control purposes.

**Mechanisms**

**CONCEPTS OF POLICY COMPONENTS: 8.1 – 8.2 ACADEMIC AND STUDENTS**

**8.1 STRUCTURES & ACADEMIC**

**8.2 STUDENTS**

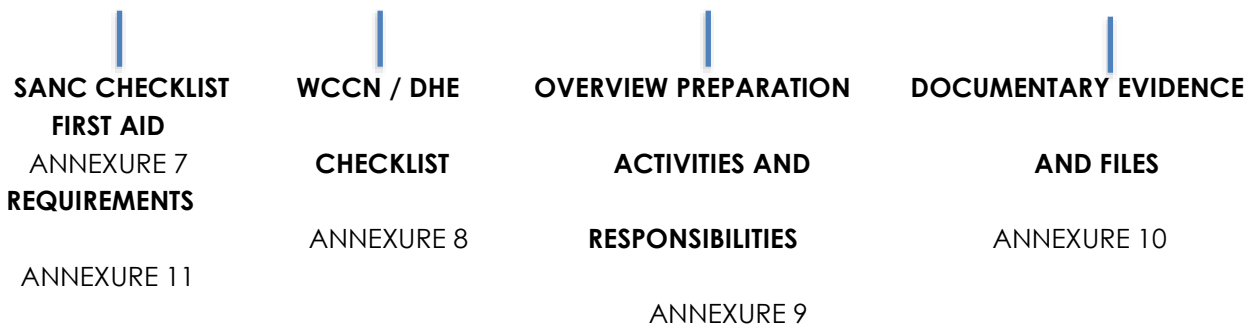
**8.1.1 Administrative      8.1.2 Educational      8.2.1 Performance      8.2.2 Feedback**

**8.1.1.1 / 8.1.1.2      8.1.2.1**

**Documentation      Lecturers review**

**Annexure 1- 6.2 are relevant to the above policy components.**

**CONCEPTS OF POLICY COMPONENTS: ANNEXURE: QUALITY MANAGMENT RELATING TO ACCREDITATION**



## 8.1 ACADEMIC

All aspects listed herein will form part of the "paper trail" as evidence of facilitators' review.

### 8.1.1 ADMINISTRATIVE

#### 8.1.1.1 Documentation

#### **SELF-EVALUATION PRACTICES AND GROUP FEEDBACK STRATEGIES**

Complete the following documents for review purposes;

**INVENTORY OF SUBJECT SUCCESS INDICATORS, ANNEXURE 1** and adhere to recordkeeping on **SUBJECT FILE CHECKLIST ANNEXURE 2** and present, **FACULTY INTERVENTIONS / "BEST" PRACTICE PRESENTATIONS ANNEXURE 4**, at a review meeting.

- Year plan
- Subject guides
- Lecturers guide
- Assessment schedule
- Related policies
- Assessments
- Guidelines

#### 8.1.1.2 Lecturers review

- Lecturers subject qualification
- Lecturers academic qualification
- Lecturer's workload
- Lecturers professional development / learning

### 8.1.2 EDUCATIONAL - review of the following aspects:

#### **SELF-EVALUATION PRACTICES AND GROUP FEEDBACK STRATEGIES**

Complete the following documents for review purposes;

**INVENTORY OF SUBJECT SUCCESS INDICATORS, ANNEXURE 1** and adhere to recordkeeping on **SUBJECT FILE CHECKLIST ANNEXURE 2** and present **ANNEXURE 4 phases 3 and 4)**

- Teaching methodologies
- Methods of assessment
- Information / lecture / study material
- Teaching strategies i.e. group work, self-directed learning etc.
- Lecturer venue
- Lecturer support i.e. equipment, IT support and facilities
- Media support
- Resources support i.e. Library: publications etc.

## 8.2 STUDENTS

All aspects listed herein will form part of the "paper trail" as evidence of student's review.

### 8.2.1 PERFORMANCE / ACHIEVEMENTS

Adhere to **SUBJECT REVIEW MECHANISM, ANNEXURE 3 Phases 1 and 2** and complete, **AT RISK LECTURER REPORT, ANNEXURE 5)**

- Cum Laude
- Students at risk
- Student wellness: Health needs/problems
- Immunisation schedules

### 8.2.2 STUDENT 'S FEEDBACK: review of educational experiences

- Provide students with **"STUDENT FEEDBACK POLICY" DOCUMENT/ review document and present with ANNEXURE 6** which forms part of **Student feedback policy, annexures 1 and 2.**
- Students to complete Student review / evaluation document on **"STUDENT FEEDBACK POLICY"**

## 9. POLICY PROVISIONS

All work placements across all qualifications and levels, should:

- a) Be embedded in the curriculum
- b) Be at the appropriate NQF level with the required credit allocation
- c) Link work placements with learning outcomes of the program
- d) Have written agreements with relevant stakeholders.

### 9.1 EDUCATOR AND STUDENT ORIENTATER POLICY PROVISIONS AND POLICY IMPLEMENTATION PLAN

- WIL should be appropriate with regard to the program level. (Higher certificate, diploma or degree) and the relevant discipline or field.
- An efficient Management information system must be in place to record and disseminate information about the course, keep adequate records about work placement and review placements for improvement.
- WIL must form part of the institutional planning and resource allocation. It must meet the requirements of the Professional body, the student and other stakeholders.
- WIL coordination should be done effectively and should include monitoring of infrastructure, communication and progress

WIL across all qualifications and levels should:

- Be embedded in the curriculum
- Be at the appropriate NQF level with the required credit allocation
- Link WIL with learning outcomes of the program
- Have written agreements with relevant stakeholders.

#### 9.1.1 Planning

The level of the student to be placed and the required learning outcomes will be considered. The SANC and Public Health Institutions will be consulted and HEQF levels considered.

- a) Subject guides will be developed; outcomes will be clearly indicated to guide the students. These learning outcomes will ensure integration of theory and practical. These outcomes must include course outcomes, exit level outcomes.
- b) Once outcomes have been planned and documented, assessment criteria and timeframes must be indicated.
- c) Students must be orientated and prepared for WIL.
- d) All Clinical facilities for work integrated learning will be accredited and will have formal agreements drawn up and signed.
- e) Nursing Students will be placed on the Clinical platform and must be registered with the SANC.
- f) Nursing Students who are given access to the clinical platform are subjected to the Code of Conduct of the Provincial Government Western Cape Department of Health.

#### 9.2 Implementation Phase

- a) Students will report to relevant institutions once placement has been confirmed
- b) Students' progress will be monitored by a Clinical supervisor, lecturers and professional nurses in the clinical facility. Record of all interventions will be kept.
- c) Various types of assessments strategies will be used to monitor the progress of the students, including assignments, portfolio of evidence, projects. Continuous assessment of workplace

learning will also take place according to identified criteria and the learning outcomes of the program.

### **9.3 Monitoring and Mentoring of students**

- a) Lecturers and Clinical supervisors will monitor the students in the workplace and ensure that all learning outcomes are met.
- b) Students will also be guided and mentored by workplace supervisors.
- c) Records of all contact sessions will be kept.

### **9.4 Reflection on workplace learning**

Students must be given an opportunity to reflect on workplace learning.

## **10. ROLES**

- a) The educational institution must assume responsibility for an effective data base and management information system.
- b) All MOA's and MOU's must be administered and recorded.
- c) All students should have insurance or indemnity.

## **11. RESPONSIBILITIES**

### **11.1 WCCN/ Clinical Facility**

- a) Building external partnerships
- b) Ensuring the students sign a code of conduct before entering the workplace
- c) Ensuring that WIL guides are in place
- d) Engage with all relative parties with regard to the curriculum
- e) Ensure students are placed, monitored and assessed to allow them to meet all the outcomes of the course.
- f) Ensure all ethical considerations have been addressed.

### **11.2 Students**

- Take responsibility for their own learning
- Report to appropriate institutions for workplace learning
- Attend orientation for WIL
- Comply with health and safety regulations
- Communicate with relevant departmental heads
- Abide by ethical considerations
- Engage in responsible behaviour whilst participating in workplace learning.

## **12. RESOURCES REQUIRED**

- Financial
- Human Resources
- Infrastructure

## **13. IMPLEMENTATION REQUIREMENTS**

- All Academic Departments
- Clinical supervisor
- Lecturers and
- External stakeholders will be responsible for ensuring the implementation of this policy.

## **14. WHO SHOULD KNOW THIS POLICY**

Heads of Campuses  
Teaching and Learning Coordinators and curriculum officers  
Quality Management Office

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Institutional Research and Academic Planning Department

HOD's/Programme/Course Coordinators

Academic Staff

Student Representatives

Senate Teaching and Learning Committee; College Teaching and Learning Committees,  
Centre for e- Learning

Library





**ANNEXURE 1**

INVENTORY OF SUBJECT SUCCESS INDICATORS

	SUCCESS INDICATOR	SCORES			SUBJECT SCORE	COMMENT
		1	2	3		
1	Subject Guide - Contains syllabus outline	No guide or guide does not meet standard	Guide meets standard	Guide exceeds standard		
	- Lecture and tutorial venues and dates					
	- Reading and resource list (including e-learning sites)					
	- Full set of assessments, assessment criteria and due dates					
2	Lecture venue - Seating is adequate	Venue does not meet standard	Venue meets standard	Venue exceeds standard		
	- Writing surfaces are adequate					
	- Accessible seating (e.g., for students in wheelchairs)					
	- Acoustics are adequate					
	- Ventilation, temperature, etc. are adequate					
3	Media availability - Data projector and PC/laptop available	No media available	Basic media available	Excellent media		
	- DVD compatible - Functional, visible screen					
	- Connectivity					

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4	Simlab facilities (only for subjects that have simlab based teaching/practical's) <ul style="list-style-type: none"> <li>- Simlab is available and has adequate space</li> <li>- simlab roster</li> <li>- safety and security of equipment</li> </ul>	N/A	Adequate	Good		
	<ul style="list-style-type: none"> <li>- Equipment and supplies are adequate and appropriate</li> </ul>					
	Clinical Supervisor is available					
	<ul style="list-style-type: none"> <li>- Meets SANC requirements</li> </ul>					
5	Student diagnostic testing/use of LMS 'Early Warning System' <ul style="list-style-type: none"> <li>- NBT or other placement test has been/will be done (in the case of first year)</li> </ul>	n/a	No diagnostic testing	Diagnostic testing		
	<ul style="list-style-type: none"> <li>- Arrangements for early warning system/diagnostic testing</li> </ul>					
6	Resources for students <ul style="list-style-type: none"> <li>- Availability of textbooks (or on-line resources)</li> <li>- Library holdings</li> </ul>					
7	Lecturer's subject qualification <ul style="list-style-type: none"> <li>- Qualification level in the discipline/field</li> </ul>	B-degree	M-degree	D-degree		
8	Lecturer's educational qualification <ul style="list-style-type: none"> <li>- Non-formal qualifications (e.g., TDP, CHEC Short courses on teaching and learning)</li> </ul>	None	Non-formal	Formal		
	<ul style="list-style-type: none"> <li>- Formal qualification (e.g., HDHET, M Phil (Higher Education))</li> </ul>					
9	Lecturer's workload <ul style="list-style-type: none"> <li>- An excessive workload - more than 20 contact hours/week;</li> </ul>	Excessive	Manageable	Comfortable		
	<ul style="list-style-type: none"> <li>- A manageable workload – around 15 contact hours/week</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>- A comfortable workload – less than 15 contact hours/week</li> </ul>					
10	Supportive environment <ul style="list-style-type: none"> <li>- Functionality of the environment (e.g., state of repair of buildings and equipment)</li> </ul>	Not supportive	Moderately supportive	Highly supportive		

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	<ul style="list-style-type: none"> <li>- Availability of leadership, support and advice;</li> <li>- Collegiate working environment.</li> </ul>		e			
11	Part time lecturers (To be filled in for subjects partly or wholly taught by part-time lecturers)	n/a	Hourly claim	Contract		
12	Time allocated for students' individual study	No timetabled individual	N/A	Timetabled individual study		
	<ul style="list-style-type: none"> <li>- The timetabled period for individual study (e.g., in library);</li> <li>- There is physical space (e.g., small group meeting rooms) for individual/peer group study</li> </ul>	l study periods		periods		
13	Subject tutors (for first year and second year subjects/courses) <ul style="list-style-type: none"> <li>- In the case of first year subjects, subject-based tutors have been identified and/or trained</li> </ul>	n/a	Tutors not provided	Tutors provided		
14	Peer Mentors (for first year subjects/courses) <ul style="list-style-type: none"> <li>- In the case of first year subjects, mentors have been identified and/or trained</li> </ul>	n/a	Mentors not provided	Mentors provided		
Additional comments						

(Subjects potentially 'at risk' score to be considered – e.g., relative weightings of indicators)  
 (This form to be updated on an annual basis – dependent on the final Departmental Subject Review report)



**ANNEXURE 2**

**SUBJECT FILE CHECKLIST**

Semester: \_\_\_\_\_ Year of Study: \_\_\_\_\_ Credits: \_\_\_\_\_ Campus: \_\_\_\_\_

ITS Code: \_\_\_\_\_ Subject: \_\_\_\_\_

Checked by: \_\_\_\_\_ Date: \_\_\_\_\_

	YEAR	YEAR	YEAR
1. Syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Subject Guide Containing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 Lecturer information, contact details and consultation hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Outcomes for subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Methods of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Evaluation criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Work scheme (semester plan) and teaching hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Assessment weightings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Assessment dates and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tests and memorandums for the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exam/FISA and Memorandums papers for the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Moderators reports for the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Summary of results and pass rates for the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student evaluations of lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assignment / projects briefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Examples of assignments / projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Practical (laboratory) guideline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Practical (laboratory) evaluation criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Practical (laboratory) examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Tutorials and Answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Core Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### **Annexure 3 SUBJECT REVIEW MECHANISM**

#### **Phase 1: Departmental (Integrity of the marks)**

##### **TIMELINE:**

Prior to processing of marks at the conclusion at each Summative Assessment.

##### **OBJECTIVES:**

- To identify at-risk subjects (under 60% pass rate)
- To identify at-risk students (failing more than 50% of subjects)
- To identify exiting students (completion of qualification)
- To identify students for experiential learning (work placement)
- To identify candidates for merit awards
- To promote students (from one level to the next)
- To exclude students who do not meet the relevant criteria for promotion

##### **DESCRIPTION:**

After submission of the marks at the end of each year/semester, the HOD downloads the following:

- Final results report
- Student success summaries
- At-risk subject summaries

The HOD then convenes a departmental subject review meeting.

##### **INFORMATION REQUIRED: (from Lecturers to HOD`s)**

- Student Cohort Tracking
- Final results report (old Form C)
- Student success summaries
- At-risk subject summaries (under 60%)
- List of exiting students for graduation – cum laude
- Top 5 students per faculty

##### **REPORTS TO BE GENERATED: (from HODs/Departments)**

- Sign of Mark Sheets:
- HOD
- Lecturer



## **Annexure 4**

### **Phase 2: Departmental (Interventions discussion)**

**TIMELINE:**

Continuously

Prior to commencement of employee personal appraisal meetings. Quarterly review

**OBJECTIVES:**

- To review lecturer, moderator and student feedback on teaching
- To review previous interventions
- To plan and develop appropriate teaching and learning interventions for at-risk subjects
- To identify subjects repeatedly at-risk, for in-depth subject analysis
- To ascertain why monitoring mechanisms for at-risk students have failed or succeeded
- To recommend appropriate actions/remedies for at-risk students
- To identify 'best' practices
- To prepare departmental summary reports.

**DESCRIPTION:**

Lecturers present at-risk subject lecturer reports (which include a summary of the subject evaluations by students) to HOD.

Lecturers present excellent pass rates (above 80%) with a view to identifying possible 'best' practices and to ascertain whether these rates reflect high standards related to the relevant HEQF level.

The HOD leads a departmental discussion to review previous interventions, plan and develop appropriate teaching and learning interventions for at-risk subjects, and identify subjects that have been repeatedly at-risk across subject review processes, for in-depth subject analysis.

The HOD leads a departmental discussion to ascertain why monitoring mechanisms for at-risk students have failed and recommends appropriate actions/remedies for at-risk students.

The HOD does analysis of the departmental subject review and prepares the following for the faculty:

- At-risk subject summary
- Summary of interventions to be implemented

**INFORMATION REQUIRED:**

- Results summary
- At-risk subject summaries

**REPORTS TO BE GENERATED: (from HODs/Departments)**

At-risk subject lecturer reports

- List of subjects repeatedly at-risk
- List of at-risk students per level
- Overall success summary
- At-risk subject summary
- Summary of at-risk subject/at-risk student interventions to be implemented



## Annexure 5

### Phase 3: Department (Interventions/'best' practice presentations)

#### TIMELINE:

At Academic Review meetings continuously

#### OBJECTIVES:

- To present departmental subject review summaries
- To present and share 'best' practices
- Presentation
- To prioritize faculty-wide interventions
- To analyze trends in completion rates, throughput rates, success rates, retention rates and graduation rates

#### DESCRIPTION:

A panel consisting of:

The HOD should be accompanied by, at least, the departmental teaching and learning representative and a senior lecturer.

Each panel member will have an opportunity to respond to the presentation.

Interventions are determined and prioritized by and coordinated by the Lecturer and HOD.

#### INFORMATION REQUIRED:

- Departmental subject review summaries

#### REPORTS TO BE GENERATED:

- Analysis of the subject review summaries across faculty
- Faculty-wide interventions
- Programme for faculty 'sharing-of-practices' session





## Annexure 6

### Phase 4: Departmental (Implement interventions)

#### TIMELINE:

Yearly

#### OBJECTIVES:

- To implement departmental wide interventions
- To review efficacy of previous interventions
- To analyze subjects repeatedly at-risk
- To provide departments with empirically based information on how to improve learning in subjects repeatedly at-risk
- To implement and monitor recommendations from in-depth subject analysis

#### DESCRIPTION:

The HOD co-ordinates the implementation of departmental interventions, and regularly reviews the efficacy of these interventions.

- Briefing session with main staff teaching the subject
- Interview/focus group with allied lecturers and tutors
- Observation/videotape of classroom session/practical
- Professional dialogue between lecturer and another peer
- Student interviews
- Analysis of teaching and learning materials and samples of students' work
- Detailed marks analysis is undertaken to:
  - Obtain weighted marks and full description of what marks are for
  - Obtain marks for other subjects in that semester (check subject marks against one another) or Check for anomalies (across different assessments - different marks for tests, assignments, practical)
- Analyze changes in overall marks in the semester/year for improvement or degeneration
- Analyze mark trends in at-risk subject and correlations with marks in other subjects, particularly cognate subjects (like Maths)

The HOD takes responsibility for the implementation and monitoring of the recommendations from in-

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depth subject analysis report.

### **INFORMATION REQUIRED: (from department)**

- Access to allied staff, students, classroom/practical, marks for repeatedly at-risk subject/s
- Teaching and learning materials (such as textbooks, lecture notes, worksheets, assessment tasks, etc.) for repeatedly at-risk subject/s

### **REPORTS TO BE GENERATED:**

In-depth subject analysis report to relevant parties i.e.

- Faculty management
- Senate.



**ANNEXURE 7**

**AT-RISK SUBJECT LECTURER REPORT DEPARTMENT OF AT-RISK SUBJECT LECTURER REPORT (FOR DEPARTMENTAL USE ONLY)**

DATE OF EVALUATION :  
 DEPARTMENT :  
 SUBJECT :  
 GROUP :  
 CODE :  
 LECTURER/S :  
 MODERATOR/S :  
     (a) Number of students registered :  
     (b) Number of passes :  
     (c) % Passes :  
     (d) Number of distinctions :  
 If the pass-rate is less than 60%, please state possible reasons why it is less than 60% and suggest interventions

Lecturer/s Comments	
Moderator/s Comments	
Students` Evaluation of Subject (Summary)	
Interventions (Previous)	
Interventions (New)	
Other Comments	

SIGNATURE: ..... DATE: .....

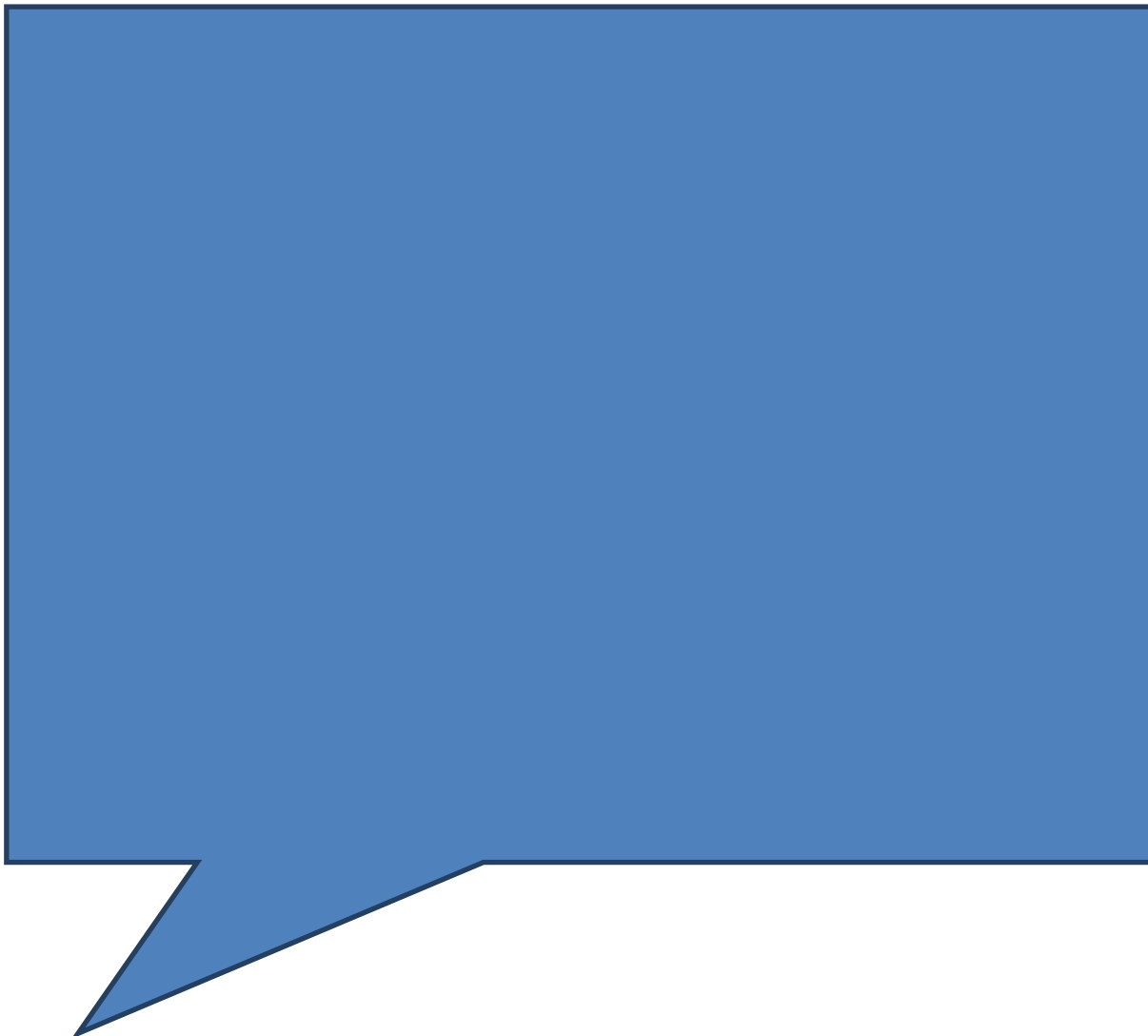


**ANNEXURE 7.1**

**Please use the official and complete document as from policy that refers to:  
ANNEXURE 1 AND 2 FROM THE POLICY ON STUDENT FEEDBACK ON TEACHING**

**ANNEXURE 1**

**WESTERN CAPE COLLEGE OF NURSING**





**ANNEXURE 7.2  
FROM STUDENT FEEDBACK**

**STUDENT FEEDBACK ON TEACHING**

Student feedback plays an important part in improving the quality of teaching in the institution. We would thus ask you to take this feedback seriously and to give honest, constructive responses to the questions asked. The completed questionnaire will be scored and returned to the lecturer concerned. The main purpose of the questionnaire is to provide lecturers with information so that they can improve their own teaching. There will be a discussion between the lecturer and the Head of Department about the results of the feedback.

**INSTRUCTIONS (applicable when working on a hard copy)**

- Use an HB pencil.
- Fill in the following fields on the (pink) scanner sheet: **DATE, COURSE and SUBJECT.**

**DO NOT SUPPLY YOUR NAME OR STUDENT NUMBER.**

Read through the statements and rate your lecturer for each statement by making an "X" in the appropriate box below:

**For each of the statements below, fill in the appropriate circle. Use "Not Applicable if the statement does not apply."**

	<b>SUBJECT..... .....</b>						
	<b>LECTURER..... .....</b>	<b>I have a problem</b>	<b>Not Satisfactor</b>	<b>Acceptable</b>	<b>Quite Good</b>	<b>Excellent</b>	<b>Not Applicabl</b>
1.	The lecturer speaks clearly.						
2.	The work is covered at the right speed.						
3.	The lecturer starts class on time.						
4.	The lecturer knows the subject matter very well.						
5.	The lecturer behaves in a professional way.						
6.	The lecturer treats all students with respect and dignity.						
7.	The lecturer makes the subject interesting.						
8.	I understand the explanations given by this lecturer.						
9.	The lecturer's presentations are well-planned.						
10.	The lecture notes and hand-outs are of a high standard.						
11.	The lecture notes and hand-outs are available when needed.						
12.	All sections of the class work are given a fair amount of time.						
13.	The lecturer gives clear guidelines on the standard of work expected from us.						
14.	The way the lecturer controls the class contributes positively to my learning experience.						
15.	The lecturer encourages questions during class.						
16.	My fellow-students have contributed positively to my learning experience in class.						
17.	I am happy with the amount of practical work we've been exposed to.						

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<p>18. 19. 20.</p>	<p>We were given enough homework to be able to understand the work. I am happy with the help I got from tutors. The type of media (Overhead slides, PowerPoint, e-Learning, etc) the lecturer used in class was used effectively to explain the work.</p>						
<p>21. 22. 23. 24. 25. 26. 27. 28. 29.</p>	<p>Every time we had an assessment task, the instructions were clear. It is usually clear what we have to do to get the marks. All our assessment tasks covered to the work we were taught. All tests / assignments were given back within a reasonable time The lecturer's feedback comments on tests / assignments were useful. The marks I received were fair for the work that I put in. There were enough tests and assignments for me to be able to measure my progress. Test questions mostly required an in-depth understanding of the subject. Test questions are mainly types we had done before.</p>						



**ANNEXURE 7.3**

**STUDENT REFLECTION ON WORK INTEGRATED LEARNING (WIL)**

**Clinical facility** where WIL took place: \_\_\_\_\_

**Area** at facility where WIL took place: \_\_\_\_\_

Time period: from \_\_\_/\_\_\_/20\_\_ to \_\_\_/\_\_\_/20\_\_

Workplace integrated learning is essential to master clinical skills. Your voluntary anonymous participation and honest feedback on your WIL experience will support services to address student challenges during WIL.

**Reflect on your WIL, at the area indicated, and give a concise description of your experience referring to:**

Student friendly environment

Suggestion to improve the environment to be student friendly

During WIL I enjoyed the following the most....

During WIL I had difficulty to .....

Suggestion to address the challenge/s you experienced.

Other comment you wish to share

Thank you



**SANC ANNEXURE 8**

<b>Organisations Name</b>	<input type="text"/>		
<b>Type of Organisation</b>	<input type="text"/>		
<b>Province</b>	<input type="text"/>	<b>Telephone:</b>	<input type="text"/>
<b>City / Town</b>	<input type="text"/>		<input type="text"/>
		<b>Fax.</b>	<input type="text"/>
		<b>e-mail</b>	<input type="text"/>
		<b>Cell No.</b>	<input type="text"/>
<b>Physical Address</b>	<input type="text"/>		
<b>Contact Person</b>	<b>First Name</b>	<input type="text"/>	
	<b>Surname</b>	<input type="text"/>	
	<b>Position</b>	<input type="text"/>	
<b>Head of Organisation</b>	<b>First Name</b>	<input type="text"/>	
	<b>Surname</b>	<input type="text"/>	
	<b>Position</b>	<input type="text"/>	
<b>Date Completed</b>	<input type="text"/>	<b>SANC Ref.No.</b>	<input type="text"/>

	CONFORMANCE CRITERIA	RATING
1	GENERAL INFORMATION	0%
2	STATUS OF THE ORGANISATION WITHIN THE SANC SECTOR	Yes/No
3	ABILITY TO ACHIEVE LEARNING OUTCOMES	0%
4	PHYSICAL, ADMINISTRATIVE AND FINANCIAL RESOURCES	0%
5	LEARNER ENTRY, GUIDANCE AND SUPPORT	0%
6	STAFF SELECTION, APPRAISAL AND DEVELOPMENT	0%
7	LEARNING PROGRAMMES	0%
8	MANAGEMENT OF CLINICAL PRACTICE LEARNING	0%
9	MANAGEMENT OF ASSESSMENT AND MODERATION	0%
10	APPEAL PROCESS	0%



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11 RECORD KEEPING AND REPORTING | 0%

12 QUALITY MANAGEMENT SYSTEM | 0%

**PLEASE NOTE** These requirements are for an applicant applying to be evaluated by the SANC for accreditation as a Delivery and Assessment site. The list of evidence requirements serves to guide the applicant on evidence that can be provided during the visit as proof of compliance to the SANC accreditation Team



18. CRITERIA FOR PROGRAMME OUTPUT AND IMPACT

19. CRITERIA FOR PROGRAMME REVIEW


**REVIEWERS**

<b>NAME</b>	<b>PRINT</b>	<b>SIGNATURE</b>	<b>DATE</b>

## ANNEXURE 10 OVERVIEW OF PREPARATION ACTIVITIES AND RESPONSIBILITIES

ACTIVITY		DATE COMPLETED AND DATE REVIEWED	RESPONSIBLE PERSON SIGNATURE
1.	Identify external panel members and supply QMD with full contact details before programme review commences		Head of WCCN
2.	Contact external panel members and ensure their availability on required date. If unavailable, select new members. Immediately communicate with QMD		Head of WCCN
3.	Locate historical information to initiate critical reflection: previous findings, QIP`s, progress reports etc		Head of WCCN
4.	Identify relevant staff to be involved and assign duties. Develop action plans for staff if required. Include part-time and servicing staff		Head of WCCN
5.	Set dates for at least two critical reflection meetings with all staff, students, coordinators and QMD		Head of WCCN
6.	Inform all relevant staff, students, coordinators and QMD of dates and requirements		Head of WCCN
7.	Identifying names and contact details		Head of WCCN
8.	Letter to all academic staff, industry and students for interviewing		HOC
9.	Develop list for required evidence based on existing departmental documentation and evidence supporting documentation		All Campuses & Departments
10.	Meeting with maintenance, <b>OHS &amp; Facilities pre-audit</b> (practical, project and computer laboratories, workshops, etc). Develop progress plan		QMD, OHS , maintenance and facilities
11.	Training of staff for OHS requirements. Staff training identified from pre-audits (T&L; H&S, etc)		HOC
12.	Obtain required Campus/department documentation i.e. policies, Dean's report etc		Designated coordinator
13.	QMD to provide institutional research report & policies. Policies and support documents on MIS site under quality		QMD
14.	Writing of SER		Head of WCCN
15.	Follow up reports to close out issues on pre-audit and self-evaluation reports		OHS, maintenance and facilities Student support RPL ECR Library

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16.	Submission of completed		Head of WCCN
17.	<b>Evidence overview</b> <ul style="list-style-type: none"> <li>● Check suitability of subject files</li> <li>● Faculty documentation and files</li> <li>● Departmental documentation and files</li> <li>● Assessment files</li> <li>● WIL documents</li> <li>● Action Plans from previous accreditation</li> </ul>		Head of WCCN/HOC'S/HOD'S
18.	Assessment files available for analysis one week prior to visit		HOC'S/HOD'S
19.	Finalisation of evidence collection		HOC'S/HOD'S
20.	Courier documents to panel members		QMD
21.	Check RSVP from industry members, students, advisory boards and send reminders		Head of WCCN
22.	Finalise logistical arrangement for visit referring to visit schedule. additional cleaners, toilets, refreshments		Head of WCCN/HOC'S
23.	Logistical arrangements for visits to additional sites		Head of WCCN
24.	Evidence laid out in departments		HOC'S/HOD'S
25.	Briefing session to staff and students, if required		HOC'S/HOD'S
26.	Visit and interviews with staff, students and stakeholders and review of evidence		All staff available
27.	Close out logistical arrangement		Head of WCCN
28.	Send letters of gratitude to external interviewees		Head of WCCN
29.	Comment on accuracy of findings in relation to evidence provided to panel		Head of WCCN
30.	Complete DQIP and submit to QMD		Head of WCCN
31.	Initiate DQIP		Head of WCCN
36.	Additional activities		QMD
37.	Initiation to external panel members		QMD
38.	Booking and travel arrangements		QMD
39.	Maps, visit documents for panel members		QMD
40.	Submission of report to panel		QMD

**ANNEXURE 11: DOCUMENTARY EVIDENCE AND FILES**

DOCUMENTS		PROVIDED AS EVIDENCE		
		YES	NO	N/A
1.	Registration documents: WCCN, SANC AND DHET			
<b>Course/Subject Files</b>				
2.	Curriculum for each course			
3.	<ul style="list-style-type: none"> <li>Course Material: Course outlines, Tutorials, Laboratory instructions (reflecting minimum number of experiments to be completed), Prescribed texts, Notes and Study guides.</li> <li>Sample of lecturing material</li> </ul>			
4.	Approved assessment strategy			
5.	Approved list of moderators and assessors			
6.	All rubrics for all assessments, assignments, projects i.e. for all formative and summative evaluations given to students			
7.	Examiners and moderators guidelines			
8.	Examination papers and memorandums for three years			
9.	<ul style="list-style-type: none"> <li>Marked and moderated examination scripts for previous three years in each course/subject)</li> <li>Evidence of external moderation for exit level subjects</li> <li>Evidence that all moderation took place prior to the uploading of final marks</li> <li>As per the assessment policy, in large classes a selection of best, average and borderline students scripts should be provided for each examination paper (minimum of 20% or at least 20 scripts whichever is the lesser)</li> </ul>			
10.	Moderation reports for previous three years			
11.	Evidence that moderator's comments have been used to improve the course			
12.	Continuous evaluation: <ul style="list-style-type: none"> <li>Explanation of how continuous assessment is used in the course</li> <li>Exemplars of the moderated examination papers, scripts and moderators reports for each evaluation of the course/subject. In large classes a selection of best, average and borderline students scripts should be provided for each assessment (minimum of 20% or at least 20 scripts whichever is the lesser)</li> </ul>			
13.	Where exams deviate from the formal assessment system, <ul style="list-style-type: none"> <li>Evidence of approval for type of assessment</li> <li>How assessment is incorporated into and support the overall assessment strategy</li> </ul>			

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	<ul style="list-style-type: none"> <li>Evidence of the system used must be kept (examples should include the work of good, average and borderline students).</li> </ul>			
14.	<p>Students examples of:</p> <ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Laboratory Work</li> <li>Portfolios (if applicable)</li> </ul>			
15.	Individual student records should be accessible on request.			
<b>16. Student support and academic intervention</b>				
17.	Examples of student support practices used by the course			
18.	Analysis of effectiveness of support practices			
19.	Examples of student evaluation of support practices			
20.	Explanation of academic interventions undertaken by the lecturer			
21.	Examples to show practice and analysis of impact of practice			
<b>22. WIL files</b>				
23.	Workplace integration followed in the department with explanation of modalities undertaken by each course			
24.	Examples of guidelines given to students to support the different WIL modalities			
25.	Details and evidence of how quality assurance of WIL takes place			
26.	<p>Where WIL takes the form of work placement</p> <ul style="list-style-type: none"> <li>Work preparedness timetable</li> <li>Work preparedness documentation</li> <li>Criteria for choice of workplaces</li> <li>Evidence of work placed mentors</li> <li>Evidence of visitation by mentors in the workplace</li> <li>Evidence of learning taking place in the workplace</li> <li>Evidence of assessment and moderation Structured experiential training programmes for each specific discipline.</li> <li>Work preparedness programme</li> <li></li> </ul>			
27.	<p>Training records of WIL students regardless of modality</p> <ul style="list-style-type: none"> <li>WIL guideline</li> <li>WIL eligible and placement figures per year (Statistics)</li> <li>Where WIL consists of a modality that requires industry liaison:</li> <li>Lists of industries and mentors with registration numbers, qualification and experience</li> <li>Where mentors are not registered, documentation on competence</li> <li>Evidence of assessed and moderated student work</li> <li>Evidence of quality assurance applicable to the WIL modality</li> </ul>			
<b>28. Departmental and Programme files</b>				
29.	Institutional perspective			
30.	<p>Departmental administration documents</p> <ul style="list-style-type: none"> <li>Organizational charts</li> <li>Departmental committees</li> <li>Departmental Handbook/Rule book</li> </ul>			
31.	Departmental vision and mission statement			
32.	Departmental strategic plan			
33.	Departmental operational plans, Budgets since last accreditation			

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	and budget			
34.	Departmental annual reports for the past three years			
35.	Policy documents  WCCN (officially compiled blue cover ECSA doc) <ul style="list-style-type: none"> <li>● Institutional</li> <li>● Departmental</li> </ul>			
36.	Faculty and departmental policy and procedures in respect of <ul style="list-style-type: none"> <li>● Admission rules</li> <li>● Progression rules</li> <li>● Exclusion rules</li> <li>● Alternate admissions such as addressing recognition of prior learning (RPL) and providing foundation programmes (ECP)</li> </ul>			
37.	<ul style="list-style-type: none"> <li>● CV's of academic staff (should indicate the qualifications and experience that justify the individual's competency for the work they are doing in the programme). Include service subject, PT and contract lecturers. Also include CV's of technical staff involved in laboratory and practical work and projects.</li> <li>● Status of post, years of service, highest formal qualification, specialist area of teaching, specialist area of research, teaching responsibility, research output, community responsiveness</li> <li>● Technical staff to include any training required by law (</li> </ul>			
38.	Statistics such as: <ul style="list-style-type: none"> <li>● Student composition</li> <li>● Staff student ratios</li> <li>● Gender profiles</li> <li>● Race profiles</li> <li>● Trend analysis for past three years of number of students, equity profile, number of graduating also in terms of equity</li> <li>● All Subject Pass rates</li> <li>● Subject review information</li> <li>● Enrolment and graduation figures</li> <li>● Qualification reviews (throughput)</li> <li>● Industry requirements</li> <li>● Departmental standing relative to other departments in the same or similar disciplines (benchmarking)</li> </ul>			
39.	Previous programme review panel report and QIP			
40.	Research thrust together with examples of outcomes where applicable: i.e. departmental research record  - <b>Have WCCN research reports available in venue</b>			
41.	<ul style="list-style-type: none"> <li>● Plans for Continuing Professional Development (CPD) of academic staff upon SANC commencement</li> <li>● Evidence of 5-year training programme including upgrading of qualifications</li> <li>● Evidence of schedule for industry training for academic staff, where applicable</li> <li>● Evidence of staff training and training courses attended</li> <li>● Evidence of workshop, seminar, conference attendance</li> </ul>			
42.	Minutes: <ul style="list-style-type: none"> <li>● All Departmental Minutes of meetings</li> <li>● All minutes/ reports of departmental substructures</li> </ul>			



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	<ul style="list-style-type: none"> <li>• Minutes of Advisory Board or equivalent committee (should indicate the cooperation with the industry served)</li> </ul>			
43.	Programme information <ul style="list-style-type: none"> <li>• Undergraduate and other relevant</li> <li>• Curriculum for each programme</li> <li>• Subject lists</li> <li>• Pre-requisites/co-requisite/progression rules</li> <li>• Timetables for all programmes</li> <li>• Timetables of all staff involved in programme</li> <li>• Timetable of facilities usage i.e. classrooms, laboratories etc.</li> </ul>			
44.	Lecturer evaluations/Student feedback			
45.	List of library books, usage logs, budgets since last accreditation			
46.	Tutor appointments and training			
47.	Evidence of Industrial visits and feedback			
48.	Service Learning/Community involvement			
49.	Student files			
50.	Evidence of internal quality assurance (e.g. Self-evaluation documentation)			
51.	SIM laboratory files			



## ANNEXURE 12 MINIMUM REQUIREMENTS FOR FIRST AID BOXES

In terms of all workplaces with more than 5 employees must have a fully equipped first aid box.

It should be noted that these are only minimum requirements. An employer may add items to this list that is relevant to the risks that employees are exposed to.

### **Contents of a First Aid Box:**

1. Wound cleaner/ antiseptic (100 ml)
2. Swabs for cleaning wounds
3. Cotton wool for padding (100 g)
4. Sterile gauze (minimum quantity of 10)
5. 1 Pair of forceps (for splinters)
6. 1 Pair of scissors (minimum size 100 mm))
7. 1 Set of safety pins
8. 4 Triangular bandages
9. 4 Roller bandages (75 mm x 5 m)
10. 4 Roller bandages (100 mm x 5 m)
11. 1 Roll of elastic adhesive (25 mm x 3 m)
12. 1 Non-allergic adhesive strip (25 mm x 3 m)
13. 1 Packet of adhesive dressing strips (min quantity, 10 assorted sizes)
14. 4 First aid dressings (75 mm x 100 mm)
15. 4 First aid dressings (150 mm x 200 mm)
16. 2 Straight splints
17. 2 Pairs large & 2 pairs medium disposable latex gloves
18. 2 CPR mouth pieces or similar devices

CHECKED: DATE: \_\_\_\_\_

NAME PRINT \_\_\_\_\_

SIGNATURE: \_\_\_\_\_