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WCCN Student Reflection on Teaching and Learning Policy
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1. SCOPE

The Policy is applicable to all students of the Western Cape College of Nursing. This Policy is part of the Quality Management system of the Western Cape College of Nursing

2. THE PURPOSE OF THIS POLICY

Is to address formative and summative feedback on face-to-face, e-supported- and teaching practices by students.

3. DEFINITIONS

Definitions and Acronyms

Evaluation of teaching is the process of determining significance, worth and impact of teaching through careful appraisal and study; students do not generally evaluate teaching, rather they provide feedback to their lecturers, which could be used as part of a formal evaluation process.

3.1 Formative evaluation of teaching is a method of judging significance, worth and impact of teaching while teaching and learning activities are underway, with a focus on process-related issues. FA is an assessment task (e.g., a 'quiz', a draft of an essay or report in a writing process, or a 'mock exam') intended as a Teaching exercise or as preparation for a continuous summative assessment (e.g., test, assignment, essay, report, examination). No marks, or a low mark for purposes of encouragement, are allocated to FA exercises. (WCCN Examination Policy 2016)

3.2 Formative student feedback on teaching focuses on students' experiences of teaching e.g., giving continuous feedback to lecturers for diagnostic purposes in order to assist the lecturer in understanding the students' levels/difficulties.

3.3 Continuous Summative assessment (CSA) of teaching, judges significance, worth and impact of teaching at the end of a programme/subject/module. CSA occurs at the end of a section of work. A CSA task assesses a student's attainment against course outcomes and happens at particular times or has specific deadlines. The results of the CSA tasks contribute to the students' Final Examination Mark. (at the end of a semester or year where applicable) (WCCN Examination Policy 2016)

3.4 Summative student feedback on teaching comprises students' retrospective reflections on teaching at the end of a programme/subject/module.

4 PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD

- Credibility
- Transparency
- Universal applicability
- Fairness

Student feedback on teaching has been recognised for its importance in the enhancement of higher education practice around the world. This policy aims to provide students with the opportunity to give constructive feedback to lecturers to enable the continuous improvement of teaching. It follows best practice guidelines, which recommend that both formative and summative feedback be obtained from students to assist lecturers in monitoring students' progress towards course/subject outcomes, as well as gauging their current levels, and understanding difficulties experienced (CHE/HEQC 2004). Obtaining student feedback on teaching is in line with Western Cape College educational philosophy, which places the student at the centre of the learning process. The most direct source of information about the quality of the learning experience is the students themselves. Regular student feedback enables lecturers to ensure that they are addressing students' difficulties and that learning is maximized (Biggs & Collis 1982). In order to make an effective contribution to the enhancement of teaching and learning, the views of students need to be integrated into a regular and continuous cycle of analysis, reporting, action and feedback. Best practice thus requires lecturers to both reflect on, and act on, the feedback data provided in order to enhance teaching and learning (Burnett & Dart 2000). Student feedback on teaching is also important at the institutional level to enhance institutional planning and quality development.

5. SCOPE:

This policy addresses formative and summative feedback on face-to-face, and e-supported, teaching practices by students.

6. OBJECTIVE(S):

This policy provides guidelines for formative and summative student feedback on teaching. The objectives of the policy are:

- a) To support the development of higher education teachers;
- b) To enhance the quality of teaching and learning in undergraduate and postgraduate programmes;
- c) To encourage lecturers to reflect on course design and teaching practice;
- d) To provide feedback at the institutional level for the improvement of the quality of teaching in undergraduate and postgraduate programmes;
- e) To ensure the presence of students' voices in the provision of teaching and learning; and
- f) To demonstrate to internal and external stakeholders that students are receiving an adequate educational service.

7. POLICY/PROCEDURE PRINCIPLES

7.1 Feedback

In order to enhance teaching and learning, it is important that lecturers obtain formative and summative feedback from students on teaching-related issues.

7.1.1 Formative feedback

All subjects/modules/programmes should include formative feedback; this should be done regularly in order for lecturers to understand student progress and difficulties.

7.1.2 Summative feedback

All subjects/modules/programmes should include summative or end-of-teaching feedback to enable students to reflect on teaching activities over the subject/module/programme for the purposes of continuous improvement and development.

7.2 Use of feedback data

7.2.1 Use of feedback data by individual lecturers

All lecturers should indicate how they have address students' feedbacks in their planning and/or implementation.

7.2.2 Use of feedback data by the institution

Summative feedback data will be made available to the Head of College, for the purposes of reporting on general trends to the Departments. The Western Cape College of Nursing undertake to uphold staff confidentiality in its reporting.

7.3 Guidelines

7.3.1 Guidelines for the implementation of formative feedback

It is recommended that staff include formative feedback (see example of a Formative Feedback card in attachment A) frequently (a minimum of twice per term) to enable them to address student difficulties as soon as possible.

- a) Formative feedback can be done using hard copies, email, cellular telephones, "clickers", or the subject web-site.
- b) At the end of the teaching/learning session, lecturers ask students to write down what they found difficult in the session and to submit this to the lecturer concerned via hard copy, e-mail, SMS, or subject website posting.
- c) At the following teaching/learning session (or as soon as possible) lecturers should address the most commonly recurring student concerns.

- d) Ways to address student concerns include: providing a recapitulation of difficult concepts, posting additional materials or readings on the subject web-site, or providing self-access learning materials on the topic in question.

Note: A small group instructional diagnosis (SGID) activity could also be done as a mid-course formative feedback (see reference list below for SGID resources).

7.3.2 Guidelines for the implementation of summative feedback

It is required that all students provide summative feedback teaching. As lecturers are required to provide the opportunity for summative feedback on ONE subject only, the provision of summative feedback will need to be planned by the department. It is required that all student feedback questionnaires include core questions on lecturer presentation, preparation, teaching practice, and assessment. Subject-specific evaluation questions and/or open-ended questions can be included, if these are felt to be important. (See example of a Summative Student Feedback form in attachment B). It is recommended that students complete these forms on-line where possible.

- a) At/towards the end of a subject, lecturers explain the importance of student feedback and provide students with instructions on how to access the summative feedback forms.
- b) Completion of summative feedback forms on-line on subject web-sites is recommended, however summative feedback can be done using hard copies of the form or email submission of evaluation forms.
- c) The lecturer is required to systematise summative feedback data (this process is facilitated by the use of on-line submissions).
- d) Feedback data should be used by the lecturer concerned in the subsequent planning for the subject.

8. RESPONSIBILITY

All academic staff including Heads of Campus, Heads of Departments, Subject Coordinators, Lecturers and Clinical Supervisors are responsible for compliance with this policy.

Monitoring and evaluation of the survey results will be done by the Head of the Western Cape College of Nursing.



ANNEXURE 1

WESTERN CAPE COLLEGE OF NURSING

ATTACHMENT A: EXAMPLE: FORMATIVE FEEDBACK

FORMATIVE FEEDBACK FORM

Subject:

Lecturer:

Topic:

Date:

My impression of this subject:

.....

ANNEXURE 2

EXAMPLE: 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.

	SUBJECT.....	I have a problem	Not Satisfactory	Acceptable	Quite Good	Excellent	Not Applicable
	LECTURER.....						
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.						
18.	We were given enough homework to be able to understand the work.						
19.	I am happy with the help I got from tutors.						
20.	The type of media (Overhead slides, PowerPoint, e-Learning, etc) the lecturer used in class was used effectively to explain the work.						

21.	Every time we had an assessment task, the instructions were clear.						
22.	It is usually clear what we have to do to get the marks.						
23.	All our assessment tasks covered to the work we were taught.						
24.	All tests / assignments were given back within a reasonable time						
25.	The lecturer's feedback comments on tests / assignments were useful.						
26.	The marks I received were fair for the work that I put in.						
27.	There were enough tests and assignments for me to be able to measure my progress.						
28.	Test questions mostly required an in-depth understanding of the subject.						
29.	Test questions are mainly types we had done before.						