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<p><b>WESTERN CAPE COLLEGE OF NURSING (WCCN)</b> POLICY: STUDENT ACADEMIC SUPPORT</p>
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Author	Position	Signature	Date
Policy development task team			

Approved by	Position	Signature	Date
College Senate			<b>23/01/2018</b>

**All Change requests should be submitted to the College Senate**

**PREAMBLE**

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied.

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY

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All Change requests should be submitted to the College Senate.**

## 1. SCOPE

The scope of this policy is to provide staff with a student centred approach which includes clear, brief, user-friendly guidelines for student academic support.

## 2. THE PURPOSE OF THIS POLICY

This policy addressing the student academic support structures is applicable to the Western Cape College of Nursing.

## 3. OBJECTIVES

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

## 4. DEFINITIONS AND ABBREVIATIONS

**Support:** Professionals provide direct services for all, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counselling, consultation and individual assessment (Adapted from: North Carolina School support services)

**Academic:** Theoretical and practical components related to the studies towards a specific qualification as accredited by the SANC.

**Student:** An individual registered at WCCN for the exclusive purpose of study resulting in registration of qualification with the SANC.

**ACL:** Academic support for adult students inclusive of IT, computer and language skills

**SANC:** South African Nursing Council

**IT:** Information Technology

**SRC:** Student representative Council

## 5. RELEVANT INSTITUTIONAL POLICIES

Vision, Mission & Strategic Plan of WCCN  
Admission Policy  
Academic Rules and Regulations  
Memorandum of Agreement between Universities  
Assessment Policy  
Curriculum Policy  
Work Integrated Learning Policy  
Rules for certification

Policy on Academic Staff Development  
 Subject Review Mechanism  
 Qualification Review Mechanism  
 Moderation Policy  
 College (Interventions “best” practices presentations)

## 6. LEGISLATION

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), Chapter 2; Human Rights.

South Africa. Department of Health. 2013. Nursing Act, 2005 (Act 33 of 2005)

SANC. Government Notice No. R. 173, Regulations to the Accreditation of Institutions and Nursing Education Institutions.

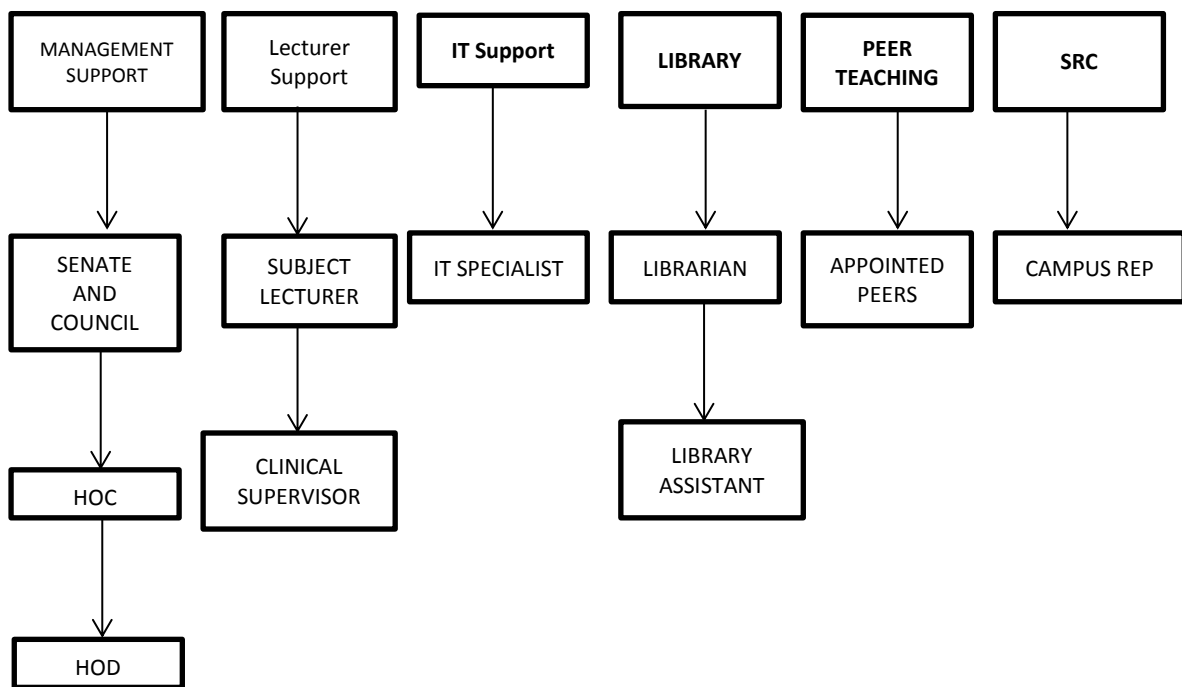
Higher Education Act (1997) (Act No. 101 of 1997).

CHE/HEQC Criteria for Institutional Audits

CHE/HEQC Criteria for Programme Accreditation

HEQSF (2013)

## 7. SUPPORT STRATEGY STRUCTURES



## **8. FUNCTIONS OF SUPPORT STRUCTURES**

### **8.1 Management support**

- Council is the highest decision-making body of the College
- Subject to the powers and functions given to it by Council, the Senate is the highest Academic body of the College
- Executive Management of Council and Senate responsible to assist the Head of College (Director) to manage and administer the College
- Head of Campuses are responsible for Academic Governance and the management of Business Processes of the different teaching sites
- Head of Departments responsible to manage student matters and operationalise the academic Governance processes

### **8.2 Lecturer support**

#### **8.2.1 Subject lecturer support**

The subject lecturer must ensure:

- Personal contact and knowledge of student performance
- Student feedback strategies
- Identification of special needs
- Availability
- Approachability
- Problem solving abilities
- Communication and counselling
- Communication channels are followed to other support structures
- Educators teaching and assistance with ACL
- Referral to peer teaching support when required
- Peer support facilitation

#### **8.2.2 Clinical supervisor support**

The clinical supervisor must ensure:

- Student orientation and accompaniment
- Act as a student advocate in the clinical milieu
- Frequent contact with all allocated students
- Demonstration of clinical skills as well as remedial strategies where required
- Individualised support
- Peer support facilitation
- Assistance, support and encouragement during clinical experiences that may be extraordinary such as: Death rituals etc.
- Student feedback strategies and events
- Student support within the bigger facility/hospital structures
- Communication and counselling
- Communication channels are followed to other support structures

### **8.3 Information technology support**

#### 8.3.1 Information technology specialist / per campus

The information technology specialist to ensure that all relevant tasks are completed and maintained to offer direct and indirect student support including:

- Student registration
- Student access to IT
- Student support to use of technology, computers, printers etc.

### **8.4 Library**

#### 8.4.1 Librarian (Branch Librarian Support Role)

- education and teaching
- reference and research services
- smooth running of the library,
- report health and safety and security issues

#### 8.4.2 Librarian assistant

- Assist and train students to utilise IT infrastructure in the library
- Assist students to conduct literature searches on electronic databases
- Help assist students to locate relevant books relating to their information needs
- Assist students to structure assignments and other academic documents according to the recommended criteria
- Circulation of library materials
- General assistance (binding services and lamination services)

### **8.4. Peer Teaching**

#### 8.4.1 Appointed peer teachers

The peer teacher will have students referred by the lecturer who have voluntarily requested support and should:

- Group support subject orientated
- Individual support where required
- Record keeping of all participants
- Teaching event such as; Topic, duration and attendees.
- Feedback / review of student progress and difficulties
- Provide all records to subject head according to planned schedule

### **8.5. Student representative Council (per campus)**

The student representative council representation should be twofold:

- Act within the interest of the academic institution in maintaining open and fair communication to and from all parties involved i.e. the educational facility and the students
- Represent student in an objective and non-bias manner regarding all problems that may be experienced related to facility and academic matters
- Display support through the implementation of exemplary conduct and professionalism during student representation.

### **9. WHO SHOULD KNOW THIS POLICY?**

HOD Academic  
Heads of Campuses  
Teaching and Learning Coordinators and curriculum officers  
Quality Management Office  
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  
Information Technology Specialist

### **9. REFERENCES**

North Carolina Student Support services. [Online] Available at:  
[www.ncpublicschools.org/studentsupport](http://www.ncpublicschools.org/studentsupport) [18 January 2018]

South Africa. Department of Health. Government Notice No. R. 173, Regulations to the Accreditation of Institutions and Nursing Education Institutions [Online] Available at: [www.sanc.co.za/regulat/Reg-acc.htm](http://www.sanc.co.za/regulat/Reg-acc.htm) [18 January 2018]